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ENG 3001-005: Advanced Composition

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English 3001: Advanced Composition  
(Monday, Wednesday, and Friday 2:00 to 2:50; Coleman 340/306)

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Office Hours: Monday, Wednesday, and Friday, 10 to 11:30, and by appointment

Textbooks:  
The Blair Handbook, Fulwiler  
Researching Online, Munger  
A Pocket Style Manual, Hacker

Essays in Course Packet (available at Copy Express in the student union):  
"Confronting Class in the Classroom," bell hooks  
"Competition, Cooperation, and the Future of the Workplace," Jon Wisman  
"The Reciprocal Relationship of Workplace Culture and Review," Susan Kleimann  
"White Privilege and Male Privilege: Coming to See Correspondences Through Work in Women’s Studies," Peggy McIntosh

COURSE POLICIES AND PROCEDURES  
(read the following carefully; these words constitute our contract, and I will request your written agreement to them)

Goals: 3001G is an advanced course in intellectual investigation and argumentation that will enhance your understanding of academic and professional writing and give you practice in producing both. Our subject matter is the world of work, and the place of writing and ideas in the modern workplace. As an advanced composition course, we will necessarily focus on honing your editorial expertise, from initiating and designing a research project to an oral presentation of your initial findings to a finished essay.

Our goals include the refinement of skills in the following areas:

1. Critical reading -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading, actively deciphering the argument in all its parts rather than passively receiving strings of words. Active participation in this course will help to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. Although you will be given the chance to express your own opinions frequently in this class, the process of data collection and analysis we are going to be learning is very different from simply “saying what you think” or even “presenting the facts.” Writing of all kinds is less about opinions and facts per se and more about “reasoned arguments.” Knowing the difference between these two forms of discourse is key to success in our class and in college. In my view, it’s key to life too.
2. **Constructing arguments** -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading. The better reader you are, the better writer you can be. Again, one of our aims is to learn to distinguish between “opinion” and a “reasoned argument” based on carefully constructed texts, evidence, and so on.

3. **Using bibliographic research** -- improve your knowledge of how libraries work and how to use them. In addition to extensive on-site workplace research, including but not limited to interviews and observations, you will familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, and librarians) and online information. Reasoned arguments are dependent upon knowing how to find, evaluate, and then use good information. In addition to learning how to find information, you want to improve your skills in using that information. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Therefore, using research means finding materials, and knowing how to read them and incorporate them into your own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized documentation styles; we will be using MLA, but if you have a strong preference for another style (APA, for example) you are welcome to use that.

4. **Collaborative learning** -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of your success in this course will depend on the process of drafting and peer critiques. You will practice forming honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned from your own self-critique and that of others.

5. **Clean, smart prose** -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

**Major Writing Assignments:**

The course assignments will be divided into three major sections:

A. The Writing in the Wild research project includes:

- A formal letter confirming the arrangement at your research site.
- A formal one-page proposal for your research project.
- An informal, two-page written report on the preliminary findings of your research.
- A formal fifteen-minute oral report on your research findings.
- A formal, six-page report on the findings of your research.

B. Peer Critiques: You will produce the following helpful, effective, one-page peer critiques:

- On a Draft Proposal
- On a Draft Formal Introductory Letter
• On an Oral Presentation
• On a Draft Formal Report

C. Self-Commentaries: You will produce the following informative and insightful one-page self-commentaries:

• On Formal Letter and Proposal Writing
• On the Oral Presentation
• On the Semester as a Whole

You final analytic report must be based on ten to twenty hours of observation of professional writing “in the wild”; on interviews with your contact, and with at least two other participants; and on a critical analysis of your findings based in your own research (see handout Research in Workplace Writing). The finished report will be at least six pages, and include three cited sources that we have not discussed in class.

You will be asked to do research into one of several key issues relevant to writing in the workplace in contemporary society. You will be introduced to these issues through reading assignments and class discussions. Your oral presentation will explore the preliminary findings of your on-going research.

Grades: You final grade will be determined as follows:

A formal one-page proposal for your research project 10%
A formal letter confirming the arrangement at your research site 10%
An informal, two-page written report on the preliminary findings of your research 10%
A formal oral report on your preliminary research findings 10%
A formal, six-page report on the findings of your research 20%
A formal concluding letter to your contact 10%
Average of four peer-critiques 10%
Average of three self-commentaries 10%
Miscellaneous writing assignments and class participation 10%

Other matters:

E-Mail Activity: Enrollment in this class requires an “EIU” e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. You will also use this account to set up and use your own course web site. E-mail is the quickest, easiest way to reach me if I am not in my office, I welcome any and all questions and comments. Getting an e-mail account is crucial for this course—if you do not send me an e-mail message at the above address by Friday, January 12 at 3:00 p.m. to confirm that you have established an account, I will assume that you have chosen against fully participating in the course, and I will therefore drop you. In your message, describe yourself in whatever way you choose, and also write a
statement to the effect that you have read and agree with these course policies and procedures.

Regarding the Writing Center: Tutoring services at the English Department's Writing Center are free and students may drop in or schedule appointments during working hours. If you have had problems with grammar, punctuation, spelling, etc., I would strongly recommend that you make use of this service.

Classroom Environment: In class, I expect all of you to participate in discussions (class participation will be figured into your final grade). The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail—chances are that other people have the same question. I do not plan to lecture in this class; I want us to contribute together to a positive, challenging, interesting learning environment. Finally, you must also be willing to give and receive constructive, insightful, frank criticism! I'm sure that all of you will work very hard on your projects, but try not to let criticism of your work hurt your feelings, and don't hold back from offering helpful advice because you think it might hurt someone else's feelings. (Also, please do not chew gum or eat food during class, activities which are too distracting to others—drinking beverages is okay. Finally, no caps, please, but if you want to wear one, turn it backwards so I can see your eyes.)

Attendance Policy: I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the "daily schedule." If you have more than four absences this semester, your course grade will drop a full letter grade for each absence beyond four. Also, missing a scheduled conference meeting without prior notification will result in the automatic lowering of your grade for the current project by ten points. Call or write to me via e-mail if you have to miss a conference; I will do the same if I have to reschedule. Regarding tardiness: this is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. If you will not be able to arrive for this class on time because of other commitments, drop it and take another section. Finally, you are responsible for all assignments, whether you attend class or not. Get the telephone number of one or two other students in class so you can find out about missed assignments before you come to class.

Academic Honesty: I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. It is your responsibility to familiarize yourself with the English Department's policy on plagiarism: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."
English 3001 Daily Schedule (Subject to Change)

Week One: Computer Room (Coleman 340)
M Jan 8  Introduction to the Course—discussion of course policies and procedures
W Jan 10 Introduction to Each Other
F Jan 12 Technology Workshop Introduction: Creating Folders, Downloading Files, Linking
    Note: Bring Disc, Email name and password; send required e-mail message to
    Dr. Watkins and subscribe to class listserv before class begins

Week Two Lecture Room (Coleman 306)
M Jan 15  NO CLASS--Martin Luther King Holiday
W Jan 17 Discussion: bell hooks; read the first half of hooks’ article, and bring to class and
    turn in one written question in response to it
F Jan 19 Discussion: bell hooks; read the second half of hooks’ article, and bring to class and
    turn in one written question in response to it

Week Three: Computer Room
M Jan 22 Technology Workshop: File Transfer Protocol (FTP) (reading to be announced)
W Jan 24 Technology Workshop: Design Issues in HTML (reading to be announced)
F Jan 26 Writing Workshop: Work in class on Introductory Letter
    Peer Critiques; Introductory Letter Draft One Due (must be posted on your website by the
    beginning of class for credit) (reading to be announced)

Week Four: Lecture Room
M Jan 29  NO CLASS--Conferences on worksite research: Introductory Letter Final Draft
    Due; Peer Critique on Introductory Letter Draft One Due (each must be posted on your website for credit by noon today)
W Jan 31  NO CLASS--Conferences on worksite research
F Feb 2  Discussion: Jon Wisman; read the first half of Wisman’s article, and bring to class and
    turn in one written question in response to it

Week Five: Computer Room
M Feb 5  Discussion: Jon Wisman; read the second half of Wisman’s article, and bring to class and
    turn in one written question in response to it
W Feb 7  Writing Workshop: Peer Critique on Proposal; Proposal Draft One Due (must be
    posted on your website for credit by the beginning of class) (reading to be announced)
F Feb 9  Technology Workshop: Design Issues in HTML (Proposal Peer Critique must be
    posted on website by the beginning of class) (reading to be announced)

Week Six: Lecture Room
M Feb 12 Writing Workshop: Proposal Final Draft Due (must be posted on website by the
beginning of class) (reading to be announced)

W Feb 14 Writing Workshop: Self Commentary (reading to be announced)

F Feb 16 NO CLASS—Lincoln’s Birthday

Week Seven: Computer Room

M Feb 19 Technology Workshop: Design Issues in HTML; Self Commentary One, Final Draft Due (Self Commentary One must be posted on website by the beginning of class) (reading to be announced)

W Feb 21 Technology Workshop: Online Research, Selecting Sources (reading to be announced)

F Feb 23 Open Technology Workshop

Week Eight: Lecture Room

M Feb 26 Discussion: Kleimann; read the first half of Kleimann’s article, and bring to class and turn in one written question in response to it

W Feb 28 Discussion: Kleimann; read the second half of Kleimann’s article, and bring to class and turn in one written question in response to it

F March 2 Writing Workshop: Preliminary Reports (reading to be announced)

Week Nine Computer Room

M March 5 Technology Workshop: Online Research (reading to be announced)

W March 7 Discussion: Business and Literary English (including handout in class)

F March 9 Open Technology Workshop

Week Ten: NO CLASS—March 12 to 16 (Spring Break)

Week Eleven: Lecture Room

M March 19 Writing Workshop: Preliminary Report Draft One Due (reading to be announced); oral presentations schedule handed out in class this day

W March 21 NO CLASS—Conferences on oral presentations; Preliminary Report Final Draft Due (must be posted on website by the beginning of class)

F March 23 No CLASS—Conferences on oral presentations

Week Twelve: Computer Room

M March 26 Oral Presentations (“oral presentation peer critique” deadline: one week after the presentation you critique; “self commentary two” deadline: one week after your own presentation—both must be posted on your website, and you must also notify the instructor via an e-mail message that you have posted each item)

W March 28 Oral Presentations
F March 30  Oral Presentations

Week Thirteen: Lecture Room

M April 2  Oral Presentations
W April 4  Oral Presentations
F April 6  Oral Presentations

Week Fourteen: Computer Room

M April 9  Discussion, Peggy McIntosh; read the first half of McIntosh’s article, and bring to class and turn in one written question in response to it
W April 11 Discussion, Peggy McIntosh; read the second half of McIntosh’s article, and bring to class and turn in one written question in response to it
F April 13 Technology Workshop: Non-linear Argument and Design (reading to be announced)

Week Fifteen: Lecture Room

M April 16  Writing Workshop: Final Report (reading to be announced)
W April 18  NO CLASS—Conferences on final report
F April 20  NO CLASS—Conferences on final report

Week Sixteen: Computer Room

M April 23 Writing Workshop: Final Report Draft One Due, Peer Critique; Course Evaluations (reading to be announced; Final Report Draft One must be posted on website by the beginning of class)
W April 25 Writing Workshop (reading to be announced)
F April 27  Open Technology Workshop

Note: Monday, April 30 is the due date for the Final Draft of your Final Report, for your Final Self Commentary, and for your Website