Spring 1-15-1997

ENG 3001-007: Advanced Playwriting

John Allison
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring1997
Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring1997/78

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Spring 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
ADVANCED WRITING
SPRING 1997

Instructor: John Allison
Office: CH 316F
Phones: Office (581-6978), Home (348-0169)
Office Hours: MWF: 10:00-11:00 and 1:00-2:00 (additional times by arrangement)

PURPOSE OF THE COURSE

Building on writing skills you have developed in previous college courses, this course offers experience writing persuasive essays employing a range of approaches: example and illustration, syllogistic argument, oppositional argument, cause-effect reasoning, and research evidence. Of course, these approaches are not mutually exclusive, but by focusing on each of their specific characteristics and demands, you will practice and refine some of the most effective means of reaching and convincing readers, learning to emphasize the best approach for the rhetorical situation (your purpose, audience, topics, and information). In addition, you will have an opportunity to improve your composition as you strive for an energetic style that violates neither the expectations of educated readers nor the unique voice that makes your writing your own.

COMPONENTS OF THE GRADE

Paragraphs and Exercises: 10%
Peer Review Contribution: 10%
Four Essays of Persuasion (800-1000 words each): 50%
Research Argument on a Topic Within Your Field (8 pages minimum, excluding works cited, etc.): 30%

POLICIES

peer review
Your original essays must undergo peer review; otherwise, I will not accept them. To contribute productively to your peer group, prepare assigned drafts in advance, respond to other members’ drafts with constructive criticism, and save written comments that other members of the group provide you.

revision of drafts
Once you receive advice about a draft you have submitted for peer review, you should consider revisions suggested by other members of your group. Of course, you are not obligated to act on the advice you receive, but since the best writing occurs after writers have completed a draft, you should always revise your drafts before you turn in your final versions for grading.

revision of graded essay
You may revise one of your first three graded essays for a new grade. When you turn in the revision, include the graded essay with it.

Make-up work
You may make up work without penalty only if you have an excused absence verified in writing by a doctor, the Health Service, or a University official (in connection with a University activity). The time allowed for make up work will be determined by the instructor.

Late work
You may hand in one assignment late, for up to three days, without penalty. Subsequent late work will incur a 5 percent penalty each day, including weekend days. However, the research argument must be turned in on the due date, which is the last day of class.

Consultation
I encourage you to consult with me about your work in progress. If you aren't sure you understand an assignment, if you want to talk about a revision, if you want to hash out ideas — talk to me. During the final stages of the semester, conference appointments are required for the research project.

GRADING OF ESSAYS

elements of writing to be graded
When I grade your essays, I will consider content, organization, coherence, style, grammar, and mechanics. Keep in mind that an essay may fail if it is seriously deficient in any of these categories. For example, if an essay is nearly perfect in its composition but exhibits superficial or trite content, such an essay may fail. Or, if an essay exhibits solid content that is appropriate for the assignment yet includes frequently occurring errors of sentence grammar, such an essay may fail. I will provide specific comments along the text of your essays, as well as summative comments at the end of essays. Whenever you wish to discuss your work with me, I will be happy to arrange a time to meet with you.

grading scale
I grade with a simple percentage scale. For example, a 92% is an “A-” and an 85% is a “B.”

STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

English 3001
Tentative Schedule
Spring 1996

Note: At times we will be ahead of behind the tentative schedule. Too, because the exact needs of the class cannot be anticipated, not every paragraph or exercise can be listed here. The best way for you to know what to work on is to attend class regularly.

1. Week of January 13
   --Introduction to Course
   --Toward Good Writing-SW: 1-23; Paragraph Assignment: A History of Writing; The Independent Clause
   --Principles of Revising and Editing—SW: 182-91; Handout and Exercises
2. Week of January 20
   --King's Birthday: No Classes
   --Audience, Personal, Purpose—SW: 57-67; Paragraph Writing (in class, out of class);
   --Discussion of Paragraphs; Strategies for Introductions—SW: 71-73, 11-18; Essay Assignment: Example and Illustration

3. Week of January 27
   --Peer Discussion of Topics and Strategies for Essay of Example and Illustration
   --Extending and Cutting the Sentence—BH: 110-120, 135-145; Exercises.
   --Sentence Balance and Emphasis—BH: 12-126, 151-158; Exercises

4. Week of February 3
   --Essays of Example Due for Peer Review (required)
   --Exercises on Revision for Coherence
   --Essays of Example Due; Overview of Argumentation—WA: 3-18, 81-103.

5. Week of February 10
   --Lincoln's Birthday: No Classes
   --Syllogistic Arguments—WA: 205-36.

6. Week of February 17
   --Practice With Class Definitions and Methods of Amplification; Assignment for Syllogistic Essay
   --Peer Discussion of Topics and Strategies for Syllogistic Arguments

7. Week of February 24
   --Peer Review of Syllogistic Arguments (required)
   --Readings: Civil Disobedience—WA: 499-525; Exercise. Handout and Exercises: Strategies for Classical Arguments; Syllogistic Arguments Due.

8. Week of March 3
   --Readings: Legalization of Drugs—WA: 559-575.
   --Peer Discussion of Topics and Plans for Classical Arguments

9. Week of March 10
   --Peer Review of Classical Arguments (required)
   --Proposal Arguments—WA: 319-33; Assignment for Proposals

SPRING RECESS

10. Week of March 24
    --Readings: Distribution of Wealth—WA: 661-85.
    --Classical Arguments Due; Assignment for Research Essays: RWAC: 3-11, 156-61.
11. Week of March 31
   --Documenting sources—WA: 412-40; Handouts and Exercises
   --Peer Discussion of Research Plans; Hand in Statement of Intent for Research
   --Proposals Due for Peer Review (required)

12. Week of April 7
   --Discussion of Sample Research Essay
   --Library (required)
   --Library (required)

13. Week of April 14
    --Library (required); Proposals Due.
    --Back to Class: Reports of Research; Card Check
    --Peer Discussion About Design of Research Essays

14. Week of April 21
    --Conferences (required)
    --Conferences (required)
    --Conferences (required)

15. Week of April 28
    --Peer Review of Research Essays (required)
    --Peer Review of Research Essays (required)
    --Research Essays Due in Class; Evaluation of Instruction