Spring 1-15-1999

ENG 3001-004-008

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ADVANCED WRITING  
SPRING 1999  

Instructor: John Allison  
Office: CH 316F  
Phones: Office (581-6978), Home (348-0269)  
Office Hours: M: 11-12:00, 6-7:00; W: 11:2:00, 2:00-3:00; F: 11-12:00 (additional times by arrangement)  

PURPOSE OF THE COURSE  
Building on writing skills you have developed in previous college courses, this course offers practice with a range of approaches: inductive argument, syllogistic argument, critical review, oppositional argument, cause-effect reasoning, and documented research. Of course, these approaches are not mutually exclusive, but by focusing on each of their specific characteristics and demands, you will increase proficiency with some of the most effective means of informing and convincing a variety of audiences. In addition, you will practice specific techniques to revise sentences and paragraphs for clarity and emphasis.  

COMPONENTS OF THE GRADE  
Exercises (sentences and paragraphs) 20%  
Peer Participation: Required for Acceptance of Work  
Three Persuasive Essays (induction, syllogism, opposition): 50%  
Essays will average from 1000-1,200 words.  
Research Argument on a Topic Within Your Field (10 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, and you must turn in at least one rough draft with each completed paper.  
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 (by telephone), or a University official. The time allowed for make up work will be determined by the instructor.

Late work
You may hand in one essay assignment late, 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
For essays and the research project, I grade with a simple percentage scale. Anything between 80% and 89% is in "B" range; anything between 70% and 79% is in "C" range, and so on. I also use pluses and minuses to let you know more precisely where you stand. For example, a 92% is an "A-", an 85% is a "B", and a 77% is a "C+". For paragraphs and exercises, I grade on the following basis: high pass (100%), pass (80%), low pass (70%), no pass (50%), no credit.

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 11
   --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 18
   --King's Birthday: No Classes
   --Audience, Persona, Purpose—SW: 57-67; Paragraph Writing (in class, out of class);
   --Discussion of Paragraphs; Strategies for Introductions—SW: 71-73, 11-18; Essay Assignment:
   Inductive Argument Using Examples and Illustrations (10% of grade component)

3. Week of January 25
   --Peer Discussion of Topics and Strategies for Inductive Arguments
   --Williams: 2-37 (Background on Style)
   --Williams: 41-70 (Clarity)

4. Week of February 1
   --Essays of Example Due for Peer Review
   --Williams: 71-99 (Clarity)
   --Overview of Ethos, Pathos, Logos—WA: 3-18, 81-103

5. Week of February 8
   --The Head and Heart of Argument—WA: 117-131, 160-180; Exercise: Writing in the
   Extremes.
   --Discussion of Extreme Paragraphs; Inductive Argument Due
   --Lincoln's Birthday: No Classes

6. Week of February 15
   --WA: 205-36 (Syllogistic Argument); Exercise: Class Definitions
   --Exercise: Class Definitions and Methods of Amplification
   --Readings: Censorship and Pornography—WA: 526-41; Assignment for Syllogistic Essay
   (40% of grade component)

7. Week of February 22
   --Williams: 100-21 (Cohesion/Coherence)
   --Discussion of Topics and Plans for Syllogistic Arguments
   --Williams: 122-138 (Point of View)
8. Week of March 1
   --Peer Review of Syllogistic Arguments
   --Treating Opposing Views: WA: 182-96
   --Readings: Legalization of Drugs—WA: 559-575.; Assignment for Oppositional (Classical)
               Argument (40% of grade component)

9. Week of March 8
   --Cause-Effect Reasoning: WA: 327-52
   --Syllogistic Argument Due; Assignment for Research Essays; RWAC, 3-11, 156-51

SPRING RECESS

10. Week of March 22
    -Introduction to Research Materials and Methods
    -Exercise: APA, MLA Documentation (Bring WA and the Handbook: See 412-40)
    -Peer Review of Classical Arguments; Hand in Proposed Topics for Research

11. Week of March 29 (I will bring a sign-up sheet to verify credit for library work.)
    --Library
    --Library
    --Library

12. Week of April 5
    --Check for Working Bibliography; Discussion of Sample Essays
    --Classical Argument Due
    --Williams: 139-155 (Emphasis)

13. Week of April 12
    --Williams: 159-84 (Concision)
    --Williams: 185-209 (Shape)
    --Williams: 210-32 (Elegance)

14. Week of April 19
    --Conferences (required)
    --Conferences (required)
    --Conferences (required): Revisions Due

15. Week of April 26
    -Peer Review of Research Essays
    -Peer Review of Research Essays
    -Research Essays Due (in Class only); Evaluation of Instruction

Note: There will be no final examination.