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ENG 3001-003: Advanced Composition

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Course Objectives, Design, and Method: This course seeks to develop the kinds of research skills and writing techniques utilized by professional writers in general and professional writers within your academic field in particular. The course is designed to focus both on independent research writing and on group production/creation. For success in this course you must be willing to work on your own and in collaboration with other students without constant teacher intervention. You will largely be working on your own and with an assigned writing group. In the course of the semester you should learn 1) how to give and receive constructive criticism to improve your writing, 2) how to work independently and collaboratively in order to meet a deadline, 3) how to employ research processes effectively, and 4) how to revise to improve the effectiveness of your writing. During the term you will be expected to:

1. plan two research projects, the first of which will be an independent effort based on your interests in your field of study, and the second of which will be a group project exploring a topic of shared interest in your writing group. Both projects will require preliminary essays in the form of detailed project proposals;

2. meet at least once a week with your writing group out of class and keep in touch with your group by e-mail for the purpose of gathering peer response on the first project and for the general purpose of collaboration on the second, group project;

3. join your writing group in presenting your progress and soliciting critical feedback from the whole class during those alternate weeks when we will not be meeting in an ETIC (English Technology Integrated Classroom).

4. present with your writing group one class workshop on some particular aspect of writing or research. (Topics to be announced).

5. keep and make available to me via E-mail as it develops, a record of the evolution of both projects - drafts, brainstorming sheets, peer responses, e-mail exchanges, minutes of group meetings etc. - anything that depicts the process the project has gone through on its way to completion;

6. turn in two 1750-2500 word researched pieces of writing (seven to ten double-spaced typed pages), one on Tuesday, March 7, and one on Thursday, April 27, the last class day, and with your writing group briefly to present your final group project to the class on that day.
If you think that you cannot meet these requirements, or if you prefer an
advanced composition class designed with no emphasis on collaborative, you
should consider taking English 3001 at another time or with another
instructor.

Policies: English 1002C is a prerequisite of this course.

This section of English 3001 is scheduled to meet every other week in
an ETIC (3120). The weeks when we meet in 3120 will be devoted to working on
the computers alone and with your writing groups. I will be keeping in touch
with you and your groups on e-mail.

I will be reading and responding to your work regularly, but I will
not collect major work for grading until March 7. You will, however, gain
some idea of your grade level prior to this date from the nature of my
responses to your work on the various stages of the research project and from
grades for any workshop presentations given before the due date of the first
project.

You must come to class on the days we are scheduled in CH 3130 prepared
with your writing group to show your work in some form, to ask questions
about your project, to try out ideas, to discuss research problems and
writing problems. During the stages of the first research project, you
should be prepared to comment on the work of others in your writing group.
Groups should arrange to get together once a week on their own to prepare for
presentations and discussion by responding constructively to each group
member's work. You are in LARGE part responsible for what we discuss during
our meetings in CH3130, and your performance during these
presentation/discussions will count in my evaluation of your work at mid-term
and term end.

I don't mind if you use the paper(s) you write for this course to
fulfill other course requirements, but I suggest you inform me and the other
instructor that you plan to do so.

Attendance is mandatory. If you have more than four (4) unexcused
absences from class this semester, your course grade will drop a full letter
grade. It is your responsibility to provide acceptable and prompt
documentation of emergencies within one week of your return to class. If you
know you will not attend, let me know before class.

Final papers must be turned in on time. No exceptions.

All drafts must be typed and/or accessible on diskette or E-Mail
Attachment.

Please make copies for your own use of all the material that you turn
in to me. Remember to make backup copies of all electronic material and when
working in the ETIC, to save to your disk as well as to the work folder on
the hard drive.

You may use the style of documentation appropriate for your field of
study when the topic and the audience you decide to write for merits this
style.

There is no final examination for this course. Your course grade will
be averaged from grades in the following four areas, each of which will count
equally: 1) independent writing project, 2) group research writing project,
3) group workshop presentation, 4) general performance in group progress
reports and recorded meeting minutes. The final grade may be adjusted up or
down on the basis of your attendance, participation, and progress. Equitable
grading of collaborative projects will be discussed and decided upon by writing groups.

English Department Statement 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' -- 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."

Information for 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.

Tentative Schedule

Week 1
1/10-1/12

ETIC 3120. Introductions. In-class writing. E-mail accounts and fun things to do with them. Setting up writing groups and meeting times. Paper proposal formats. Assignment of group workshop topics and dates. Presentation of topic ideas. Researching topic ideas.

Week 2
1/17-1/19

3130. Group discussion and presentation of topic ideas. Paper Proposal Drafts Due. (1/19)

Week 3
1/24-1/26

ETIC. Draft revision. Group work. E-mail minutes/updates.

Week 4
1/31-2/2

3130. Group presentation & discussion. Paper Proposals Due. (2/2)

WEEK 5
2/7-2/9

ETIC. Work on drafts.

WEEK 6
2/14-2/16

3130. Group presentation and discussion. Full Drafts Due. (2/16)

WEEK 7
2/21-2/23

ETIC. Work on draft revision.

WEEK 8
2/28-3/2

3130. Group presentation & critique.

WEEK 9
3/7-3/9

ETIC. First Project Due. (3/7) Introduction to collaborative writing. Discussion and critique of topic ideas.

SPRING BREAK

WEEK 10
3/21-3/23

3130. Presentation and discussion of topic proposals. Work on proposal drafts.

WEEK 11
3/28-3/30

ETIC. Proposal drafts, timetables, and "team" assignments due. (3/28)
WEEK 12
4/4-4/6
3130. Group presentation and critique.
Revised proposals due. (4/4)

WEEK 13
4/11-4/14
ETIC. Group work on drafts.

WEEK 14
4/18-4/20
3130. Project Drafts Due. (4/18)
Group presentation and critique.

WEEK 15
4/25
4/27
Last class day. FINAL PROJECT DUE. Brief group presentations.

Paper Topic Proposals

The paper topic proposals due on 2/2 and on 4/4 should be carefully written essays in two parts. In the first part, describe as clearly as you can your research topic. You should have narrowed your topic to a manageable level of specificity by this time, and I will expect your opening statement to demonstrate both your early background reading and careful thinking about the topic. Please take the time to develop your ideas in as much detail as possible at this point in your search. Define specialized terms. Direct your proposal to a general audience outside your specific field of study -- perhaps this will be me and/or the people in your writing group. Provide necessary background information. Correctly cite authorities and/or sources you have used to develop your thinking on the topic and describe the sort of research materials you see yourself working with in order to complete this project. At some point in this section of the proposal, formulate your topic as a series of open-ended questions that you hope to answer during the course of your research project.

In the second section of the proposal, explain your personal connection to the topic. How will finding out answers to your questions benefit you? How will they benefit someone else -- your audience? Again, demonstrate that you have given the issues involved careful consideration.

Remember as you work on this proposal that you are at an early stage of your research project and that your thinking about the topic should change as you progress. Don’t use this proposal as a platform for preconceived notions; write in as objective a tone as you can assume; be prepared to revise your position/thinking on the subject as your project progresses and you become more informed.

NOTE: The proposal for the collaborative project will basically follow the same guidelines but with further sections about the logistics of work assignments and timetables added at the time of that assignment. The collaborative project proposal should clearly describe the division of labor involved - who will be responsible for what. It should also establish a tentative timetable so that group members can be held to the completion of the steps of the project by reasonable dates.

Throughout the evolution of both projects, writing groups will be responsible for turning in weekly minutes of group meetings. These should be sent to me by E mail ASAP after each meeting. Group meetings should open with progress reports which will be incorporated into the minutes. The idea here is to keep an accurate and detailed record of the process involved in the creation of the written pieces - individual and collaborative - that you will turn in the course of the semester. When it comes to the collaborative project, this record will also help provide an idea of whether or not all group members are pulling their weight in the labor. At semester’s end, slackers will be subjected to long and painful public embarrassment.
To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled lastname.rtf (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the “Instructor’s Assessment” section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.
**Guidelines for Evaluating Writing Assignments in EIU's English Department**

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines</td>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment</td>
<td></td>
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| Organization | Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion | Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion | Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak | Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion | Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion |

| Development | Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment | Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately | Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague | Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed | Does not develop main idea; may use sources inadequately/inappropriately |

| Style & Awareness of Audience | Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well | Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately | Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated | Word choices may be inappropriate to purpose or audience; sources incorporated poorly | Word choices are generally poor; sources are incorrectly or very awkwardly incorporated |

| Mechanics | Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment | Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly | Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors | Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used | Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used |

| Process | Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments | Shows evidence of careful planning and drafting and some attention to peer and teacher comments | Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback | Shows only a little evidence of planning and drafting and attention to peer and teacher feedback | Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback |