ENG 3001-007: Advanced Composition

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English 3001 & Advanced Composition

English 3001G  
Section: 011 Coleman Hall 302  
Instructor: Ray Watkins  
Office: Coleman309K

Monday, Wednesday, and Friday 1 to 1:50

Texts:

The College Writer's Reference, Stanford  
The Longman Guide to the Web, Faigley  
A Pocket Style Manual, Hacker

Goals: 3001G is an advanced course in intellectual investigation and argumentation that will enhance your understanding of academic writing and give you practice in producing it. 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. You want 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.” Academic writing is less about opinions and facts per se and more about “reasoned arguments.” Knowing the difference 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 research -- improve your knowledge of how libraries work and how to use them. You want to familiarize yourself with library resources (reference materials, online catalogues, periodical indexes, electronic databases, and librarians) and online information. Reasoned arguments are dependant on knowing how to find and 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 document styles, but we will be using MLA. Finally, you will learn to conduct on-site workplace research, including but not limited to interviews and observations.

4. Collaborative learning -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of this course depends on the process of drafting and peer critiques. You want to learn how to offer honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned.

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 one-page proposal for your research project.
- A formal letter confirming the arrangement at your research site.
- An informal, two-page written report on the preliminary findings of your research.
- A formal 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 Draft Proposals, Two Separate Writers
- On Draft Formal Introductory Letters, One Writer
- On Draft Preliminary Research Report, Two Separate Writers
- On Oral Presentation, Two Separate Presenters
- On Draft Formal Report, One Writer
- On Draft Formal Concluding Letter, One Writer

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

- On Formal Letter and Proposal Writing
- On Preliminary Research Report
- On Oral Presentation
- Final Self-Commentary
• On Formal Letter and Proposal Writing
• On Preliminary Research Report
• On Oral Presentation
• Final Self-Commentary

You final analytic report must be based on ten to twenty hours of observation of professional writing processes, on interviews with at least three participants, and on a critical analysis of your findings based in your own research. Your critical analysis must be rooted in at least four references we have not discussed in class. You are encouraged to also include readings we have discussed in class as well. See handout *Research in Workplace Writing*. The finished report will be at least eight pages.

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, eight-page report on the findings of your research 20%
- A formal concluding letter to your contact 10%
- Average of nine peer-critiques 15%
- Average of four self-commentaries 15%

Other notes:

*Writing Center*: Tutoring services 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.
Syllabus

Part One: Introduction and Planning

Week One: August 21 to 25

M: Introduction to the Course
W: Introduction to the Course
Reading for next class: bell hooks
F: Discussion: bell hooks
Reading for next class; “The Writing Process” Chapters One, Two and Three, pages 3–20

Week Two: August 28 to September 1

Workshop: Research Planning, Brainstorming
W: Writing for the Web: HTML, FTP, Linking
Reading for next class; Wiseman
F: Discussion: Wiseman

Week Three: September 4 to 8

M: Labor Day
W: Discussion: Wiseman
Reading for next class: Cushman
F: Discussion: Cushman

Week Four: September 11 to 15

M: Discussion: Cushman
Reading for next class: “The Writing Process” Chapters Five and Six pages 26–42
W:  Discussion: “The Writing Process” Chapters Five and Six, pages 26–42
F:  Open Web Workshop, to be Announced
   Reading for next class: “The Writing Process” Chapters Nine and Ten, pages 62–70

Week Five: September 18 to 22

   Reading for next class, “The Writing Process” Chapters Seven and Eight, pages 43 to 61
W:  Discussion: “The Writing Process” Chapters Seven and Eight, pages 43 to 61
F:  Writing Workshop: Peer Critiques
    Proposal and Introductory Letter, Draft One, Due
    Reading for next class: “Editing Grammar” Chapter 29, pages 220 to 225 and “Editing for Effectiveness” Chapters 12 and 13, pages 77–91

Week Six: September 25 to 29

M:  Discussion: “Editing Grammar” Chapter 29, pages 220 to 225 and “Editing for Effectiveness” Chapters 12 and 13, pages 77–91
    Proposal and Introductory Letter, Peer Critiques Due
    Reading for next class: Researching Online Chapter Three
W:  Discussion: Researching Online Chapter Three
    Reading for next class, “An Interview”
F:  Discussion: “An Interview”
    Proposal and Introductory Letter, Final Drafts, Due
    Writing Workshop: Interviews

Part Two: On Site Research, Collecting Data
Week Seven: October 2 to 6

M:  Web Workshop to be Announced
    Proposal and Introductory Letters, Self-Commentary Due
    Reading for next class, “The Research Process” Chapters 44
    and 45, pages 323 to 234

W:  Discussion: “The Research Process” Chapters 44 and 45,
    pages 323 to 234

F:  Writing Workshop: Oral Presentations
    Reading for next class, “The Research Process” Chapters 46
    and 47, pages 340 to 379

Week Eight: October 9 to 13

M:  Discussion: “The Research Process” Chapters 46 and 47,
    pages 340 to 379
    Reading for next class, Researching Online Chapter 8, pages
    67–85

W:  Discussion: Researching Online Chapter 8, pages
    67–85
    Reading for next class, Researching Online Chapter 8, pages
    86–100

F:  Discussion: Researching Online Chapter 8, pages
    86–100
    Reading for next class “Editing Grammar” Chapter 29, pages
    225 to 233 and “Editing for Effectiveness” Chapters 14 and
    15, pages 85 to 100

Week Nine: October 16 to 20

M:  Discussion: “Editing Grammar” Chapter 29, pages 225 to 233
    and “Editing for Effectiveness” Chapters 14 and 15, pages 85
    to 100

W:  Open Web Workshop, to be Announced

F:  No Class Fall Break
Reading for next class: “Editing Grammar” Chapter 29, pages 233 to 240 and Chapters 21 and 22, pages 151 to 162

Week Ten: October 23 to 27

M:  Discussion: “Editing Grammar” Chapter 29, pages 233 to 240 and Chapters 21 and 22, pages 151 to 162
    Preliminary Research Report Draft One Due
    Reading for next class, “Editing Grammar” Chapter 29, pages 240 to 243 and Chapters 23 and 24, pages 163 to 187

W:  Discussion: “Editing Grammar” Chapter 29, pages 240 to 243 and Chapters 23 and 24, pages 163 to 187
    Preliminary Research Report Draft One Peer Critique Due

F:  Open Web Workshop to be announced

Reading for next class “Editing for Effectiveness” Chapters 16 and 17, pages 107–119

Week Eleven: October 30 to November 3

M:  Discussion: “Editing for Effectiveness” Chapters 16 and 17, pages 107–119
    Reading for next class: “Editing for Effectiveness” Chapters 18 and 19, pages 120 to 134

W:  Discussion: “Editing for Effectiveness” Chapters 18 and 19, pages 120 to 134
    Preliminary Research Report, Final Draft Due

F:  Open Web Workshop to be announced
    Preliminary Research Report Self-Commentary Due

Part Three: Oral Presentations and Preliminary Findings

Week Twelve: November 6 to 11

M:  Oral Presentations
W:  Oral Presentations
Week Thirteen: November 13 to 17

M: Oral Presentations
   Week One Oral Presentations Peer Critiques and Oral Presentation Self-Commentary Due

W: Oral Presentations

F: Oral Presentations
   Reading for next class “Editing Grammar” Chapters 25 and 26, pages 188–209

Part Four: Summary and Analysis

Week Fourteen: November 20 to 24

M: Discussion: “Editing Grammar” Chapters 25 and 26, pages 188–209
   Week Two, Oral Presentations Peer Critiques and Oral Presentation Self-Commentary Due

W: No Class Thanksgiving

F: No Class Thanksgiving

Week Fifteen: November 27 to December 1

M: Open Web Workshop to be Announced
   Reading for next class “Editing Grammar” Chapters 27 and 28, pages 210 to 220

W: Discussion: Editing Grammar” Chapters 27 and 28, pages 210 to 220

F: Writing Workshop: Structural Revisions
   Formal Report, Draft One, Due

Week Sixteen: December 4 to 8
M: Writing Workshop
   Formal Concluding Letter, Draft One Due
W: Open Web workshop to be announced
   Formal Concluding Letter, Draft One, Peer Critiques Due
F: Concluding Discussions

Note: Final Web Design Due Next Friday
   Peer Critique's Revised (optional)
   Formal Concluding Letter Draft Two
   Formal Report Draft Two
   Self-Commentary, Writing Process