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ENG 3001-002: Advanced Composition

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English 3001 Section 02: Advanced Composition, Spring 2003

Instructor: Dr. Ray Watkins

Class Times: Monday, Wednesday, and Friday 11 to 11:50
Location: Coleman 3120, Computer Room, and 3130, Lecture Room

Note: We will be in the Computer Room on odd-numbered weeks, starting with week one, and in the Lecture Room on even numbered weeks, starting with week two. See your Syllabus for more details.

Office: Coleman 339 K/3010
Office Hours: M, W, 2 to 3; F, 9 to 10
Email address: jrwatkins@eiu.edu

Textbooks:

A Writer’s Reference, Hacker
Technical and Professional Writing, Kennedy and Montgomery

Essays available from Booth E-Reserves: http://library.eiu.edu/ereserves/ereserves.asp

"Fieldwork in Common Places," Mary Louise Pratt
"White Privilege and Male Privilege: Coming to See Correspondences Through Work in Women's Studies," Peggy McIntosh
"Confronting Class in the Classroom," bell hooks
"Cultural Capital," Pierre Bourdieu
"Writing Scholarly Papers as Team," Davidhizar and Dowd
"The Softening of Business Communication" Hunter
"The Reciprocal Relationship of Workplace Culture and Review," Susan Kleimann

On your Course Resources Page: Chart: Differences Between Literary and Business English, Tom McKeown

Course Policies and Procedures

Goals: English 3001 is an advanced composition course in intellectual investigation, analysis, 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 course in writing, we will necessarily focus on honing your editorial and copy-editing expertise, from initiating and designing a research project to an oral presentation of your initial findings to a finished report.

Our goals include the refinement of skills in the following areas:
1. Using bibliographic and field research -- improve your knowledge of how libraries work and how to use them; improve your knowledge of how to go out into the world and collect information relevant to your interests as a researcher. 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, etc.) 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. Whatever you find in your field research must be compiled, organized, and written up in a coherent manner. Therefore, using research means finding materials, and knowing how to understand 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.

2. 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. In this course you will be required to do more than simply read and then regurgitate what you have read, you will be asked to read, and then using your understanding of the ideas you have gathered through your reading, test their validity and explanatory power. Although you will be given the chance to express your own opinions frequently in this class, the process of reading, thinking, 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 how to recognize and produce persuasive discourse is key to success in our class, in college, and beyond.

3. Constructing arguments -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading as I have described it above. The better reader you are, the better writer you can be. Again, one of our aims is to learn to distinguish between an opinion and a reasoned argument based on carefully constructed texts, evidence, and so on. A major challenge of this course lies in learning to weave together disparate sorts of information and data, gathered from the field as well as from texts. Arguments that consist of evidence of more than one kind, I believe, are the most persuasive kind.

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:**
A. The primary writing tasks of our course is called the Writing in the Wild research project. This project includes several important writing assignments, including but not limited to:

- A Research Log and Reading Charts
- An Institutional and Biographical Portrait
- Interview Questions and an Interview with your Writer/Research Participant
- A Discussion of Preliminary Research Questions
- An Annotated Research Bibliography
- A Final Report

B. Peer Critiques: You will produce the following helpful, effective, 500 to 600 word critiques:

- On a Draft Portrait / Proposal
- On an Oral Presentation
- On an Draft Formal Report

C. Self-Commentaries: You will produce the following informative and insightful 500 to 600 word self-commentaries:

- Introduction to the Writer-Researcher
- Mid Term Writer-Researcher Check
- The Writer-Researcher: On the Semester as a Whole

You final report must be based on fifteen to twenty hours of fieldwork over the course of the semester, including observation of your writer/research participant "in the wild"; interviews with your writer/research participant, and with at least two other participants in the writing and/or writing process of your writer/research participant; and on a critical analysis of your findings based in your own research (see your Table of Contents for a complete list of major writing assignments). The finished report will be between 2200 and 2500 words, and include three cited sources that we have not discussed in class.

You will be asked to do research into several key issues relevant to writing in the workplace in contemporary society, including but not limited to collaborative and individual writing processes, the ways that class, race, and gender shape writing and writers, and the contrast between so-called business and literary styles of writing. 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:
Average of Three Research Log / Reading Chart Grades: 10%
An Institutional and Biographical Portrait: 10%
Interview Questions / An Interview with your Writer/Research Subject: 10%
Preliminary Research Questions / Annotated Research Bibliography: 10%
An Oral Report Outline and Oral Report: 10%
A Final Report: 20%
Average of Three Self Commentaries: 10%
Average of Two Peer Critiques: 10%
Miscellaneous Course Participation / Web Site Portfolio: 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 (the web portfolio). 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.

Regarding the Writing Center: Collaborative services at the EIU Writing Center are free and students may drop in or schedule appointments during working hours. I would strongly recommend that you make use of this service. Collaboration, as we shall see over and over again, is key to success in any research or writing project.

Classroom Environment: In class, I expect all of you to participate in discussions. The best way to demonstrate that you are an active, engaged, and interested reader, writer and researcher 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. You can also use our course Student E-mail Page to find email addresses.

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.
Weeks 1 to 4: Portraits and Proposals

Week One, Computer Room (CH3120): January 13 to 17

M Introduction to the Course and to Each Other: the Writing in the Wild FAQ.

Note: Bring Disc, E.I.U. email address and password to class on Friday; send required introductory e-mail message to the course discussion list; carefully review all course materials available on the website. If you don’t have your EIU account up and running, and your password/user name by Friday, there is no reason to come to class. Please note that the central task of this course is an ethnographic on-site research project. Consequently, you must identify a primary research contact/subject by Friday, January 17. At that time you will be asked to turn in a one-paragraph planning document, outlining who you wish to study and why. Begin thinking about and locating your research contact/subject today, you have less than three weeks to complete your arrangements. Additionally, periodically you will be asked to turn in a Research Log/Schedule in which you list the times you have conducted on-site research, as well as your future plans, etc. As you investigate and decide on a research subject/worksite, keep notes so that you can enter them into your research log.

Note: Optional Conference Presentations on Saturday, April 26th for 10 extra points on final report.

Homework: One paragraph on "The Kind of Writer and Writing I want to investigate, Why, and Where I might find him or her (due Friday) in hard copy," Also: verify and/or set-up EIU email account and website, locate the Academic Worksite and your course page, print out syllabus and any other materials you feel you need in hard copy. Send me an email to this effect: jrwatkins@eiu.edu. Read, "Getting Started: Introduction to the Writing in the Wild Research Project," review, "Project Overview: Assignment Table of Contents," "Sample Research Log," and "Institutional and Biographical Proposal / Portrait," all available on your E3001 Spring 2003 Class Resource Page. Last, buy a new disc, label it 3001 Web Site and bring it to class on Wednesday. Note that the first draft of your Portrait / Proposal is due January 27.

Note: Chamber of Commerce Sites and City Hall Sites also available on your Course Resources page may help you locate a research participant and worksite.
W Introduction to the Research Project; technology Worksheet, "Questions With Which We Begin," (answers posted to course list over the weekend). Exercise: Keeping a Research Log.


F Introduction to the Technology; Basics of Writing for the Web: Web Browsers, File Transfer Protocol (FTP) and Hyper Text Mark-up Language (HTML/HTM). Keeping a Reading Chart, Booth Library E-Reserves.

Reading for next class: Technical and Professional Writing (TPW): Ch.6, "Solving Problems Through Proposals."

Week Two Lecture Room (Coleman 3130): January 20 to 24

M No Class: Martin Luther King Day

W Writing Workshop: Portraits and Proposals, Reading Charts

Reading for next class: "Fieldwork in Common Places," Mary Louise Pratt, available through Booth Library E-Reserves; Note that the first draft of your Portrait / Proposal is due January 27.

F Writing Workshop: Portraits and Proposals, Fieldwork and Evidence; Note that the first draft of your Portrait / Proposal is due January 27.

For next class: TPW: Ch.5 "Collaborative Writing and the Uses of Technology," and "Portrait / Proposal Peer Critique."

Week Three, Computer Room (CH3120): January 27 to 31

(Grading of major assignments: Draft One of Portrait Proposal, and Peer Critique of Portrait Proposal due this week.)

M Writing Workshop: Peer Critique, Portrait/Proposal; note that final draft of Portrait Proposal is due February 7.

January 27: Draft One, Portrait/Proposal Due

W Technology Workshop
For next class, "Self Commentaries: The Reflective Practitioner." Note that first self-commentary is due February 3.

F Writing Workshop: Self-commentary

January 31: Peer Critique, Portrait/Proposal Due

Reading for next class: "White Privilege and Male Privilege: Coming to See Correspondences Through Work in Women's Studies," Peggy McIntosh (available through Booth Library E-Reserves).

Week Four, Lecture Room (Coleman 3130): February 3 to 7

(Grading of major assignments: First self-commentary, and Final Draft of Portrait Proposal due this week.)

M Discussion: Race and Gender and the Workplace; Exercise: Using a Research Chart

February 3: First Self-commentary Due

Reading for next class: "Confronting Class in the Classroom," bell hooks

W Discussion: Class, Classrooms and the Workplace; Exercise: Using a Research Chart

Reading for next class: "Cultural Capital," Pierre Bourdieu

F Discussion: Cultural Capital and the Workplace; Exercise: Using a Research Chart

February 7: Final Draft, Portrait/Proposal Due

For Next Class: Reading for next class, "Writing Scholarly Papers as Team," Davidhizar and Dowd, available from Booth E-Reserves.
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Weeks 5 to 11: Research

(From Syllabus Weeks One to Four: Reading for next class, "Writing Scholarly Papers as Team," Davidhizar and Dowd, available from Booth E-Reserves.)

Week Five, Computer Room (CH3120): February 10 to 14

(Grading of major assignments: First grade on your research log/reading charts this week.)

M      Discussion/Exercise: Collaboration

Reading for next class: "The Softening of Business Communication" Hunter

W      Writing Workshop: Interviews and Language

(Note that Interview Questions are Due on February 17 and the Interview itself is due on February 24.)

Reading for next class: TPW: Ch.1 "Professionalism and Problem Solving"

Research Log and Reading Charts, Check One

F      Writing Workshop: Interviews and Professionalism

Reading for next class, “The Reciprocal Relationship of Workplace Culture and Review” Kleimann

Week Six, Lecture Room (Coleman 3130: February 17 to 21

(Grading of major assignments: Prepared Interview Questions are due this week.)

M      Discussion: Review and Revision

Reading, “The Reciprocal Relationship of Workplace Culture and Review” Kleimann

February 17: Prepared Interview Questions Due

W      Discussion: Review and Revision

Reading for next class: Chart: “Differences between Literary and Business English,” available on Course Resources page.

F      Discussion: Literary v. Business English
Week Seven, Computer Room (CH3120): February 24 to 28

(Grading of major assignments: Formal Interview due this week.)

M  Open Technology Day

February 24: Formal Interview Due

W  Writing Workshop: Preliminary Research Questions and Annotated Bibliography; Research on the Web; Conference Sign Ups

F  Open Technology Day

Week Eight, Lecture Room (Coleman 3130): March 3 to 7

(Grading of major assignments: Preliminary Research Questions due this week.)

M  Conferences

March 3: Preliminary Research Questions Due

W  Conferences

F  Conferences

Reading for next class after Spring Break, TPW: Ch.13 “Solving Problems Through Oral Presentations”

Week Nine, Spring Break: March 10 to 14

Week Ten: Lecture Room (Coleman 3130), March 17 to 21

(Grading of major assignments: Annotated Research Bibliography due this week.)

M  Discussion: Oral Presentations

Reading for next class, TPW: Ch.7 “Solving Problems Through Periodic (Progress) Reports and Completion Reports”

W  Discussion: Progress Reports

Reading for next class, TPW: Ch.9 “Solving Problems Through Policy Statements, Manuals, and Procedures”

F  Discussion: Policy
March 21: Annotated Research Bibliography Due

Review, "Self Commentaries: The Reflective Practitioner." Note that the second self-commentary is due March 28.

**Week Eleven Computer Room (CH3120): March 24 to 28**

(Grading of major assignments: Self-commentary Two due this week.)

M Writing Workshop: Self-commentary Two

W Open Technology Day

Reading for next class, TPW: Ch.4 “Solving Problems Through Advanced Research”

F Discussion: Research

March 28: Self-commentary Two Due

For next class, TPW: Ch.12 “Solving Problems Through Document Design,” review, "Peer Critiques on Oral Reports."
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Weeks 12-16: Reports

(From Syllabus Weeks 5 to 11: For next class, TPW: Ch.12 “Solving Problems Through Document Design”.) Review, "Peer Critiques on Oral Reports."

Week Twelve, Lecture Room CH3130: March 31 to April 4

(Grading of major assignments: Oral Report Outline due this week.)

M Writing Workshop: Oral Reports / Oral Report Peer Critiques

Review, TPW: Ch.13 “Solving Problems Through Oral Presentations”

W Writing Workshop: Oral Reports / Oral Report Peer Critiques

F Writing Workshop: Oral Reports / Oral Report Peer Critiques

April 4: Oral Report Outline Due; Conference Sign Up

Week Thirteen, Computer Room (CH 3120): April 7 to 11

(Grading of major assignments: Research Log/ Reading Charts Check Two due this week.)

M Open Technology Day / Conferences

T Open Technology Day / Conferences

W Open Technology Day / Conferences

Review, "Final Report Format"

F Writing Workshop: Final Reports

April 11: Research Log/ Reading Chart Grade Two Due

Week Fourteen, Lecture Room (Coleman 3130): April 14 to 18

(Grading of major assignments: Oral Reports presented this week.)

M Oral Reports

W Oral Reports
F Oral Reports

Week Fifteen, Computer Room (CH3120): April 21 to 25

(Grading of major assignments: Oral Report Peer Critiques due this week.)

M Open Technology Day

April 21: Oral Report Peer Critique Due

W Open Technology Day

F Open Technology Day

Review: "Final Report Peer Critiques Step by Step"

Note: Optional Conference Presentations on Saturday, April 26th

Week Sixteen, Lecture Room (CH3130): April 28 to May 2

(Grading of major assignments: Draft One, Final Report and Draft One, Final Report Peer Critique due this week.)

M Writing Workshop: Peer Critique on the Final Report First Draft; Course Evaluations

April 28: Draft One, Final Report Due

Review, "Self Commentaries: The Reflective Practitioner."

W Writing Workshop: Third Self Commentary

F Conferences by Appointment

May 2: Peer Critique on Final Report Due

Week Seventeen, Finals: May 5 to 9

Note: Final Draft of your Final Report, Third Self-Commentary, and the final version of your Website are due next Wednesday, May 7 by 9AM, on the Internet. At that time I will also give you your final Research Log/Reading Chart grade as well. There will be no final for this course.