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ENG 3001-007: Advanced Composition

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English 3001-007: Advanced Composition  
Spring 2004

Instructor: Jerie Weasmer  
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Hours: M & W 12:30-1:45  
Phone: 581.6927

Texts: Current style manual most preferred in your major area (i.e. MLA, APA, Turabian, Chicago)

Requirements: You must complete all parts of all assignments to receive credit for the class. Due to the amount of in-class exchange attendance is included in your evaluation. Attendance: Each absence without proof of medical or legal emergency will result in a 10-point grade drop. Perfect attendance merits 20 extra credit points.

I. Course Description  
Advanced Composition centers on an advanced application of the principles of expository writing. You will explore a variety of databases and research sources.

II. Course Objectives  
In this class you will
  • Become more familiar with issues in your major field. Interview experts in your area to develop a theoretical grounding and an awareness of application.
  • Explore and consider a variety of perspectives on a topic in your field. Establish and defend a position.
  • Develop an awareness of discourse communities. Write for a predetermined audience in your major area or in an area of particular interest to you.
  • Compose papers that reflect a writing process that includes formulating a thesis, planning and drafting, revising for clarity and organization, documenting sources, and polishing.
  • Share writing and give/receive feedback with classmates. Develop critical reading skills to apply to your own writing.
  • Expand awareness of computer data bases for research.

III. Course Format  
Response journal: Responses to a minimum of ten articles, one book, and four interviews on your chosen topic are required. Ideally this journal will be maintained on a 3.5 disc but an additional notebook or pocket folder may also be needed. In-class writing will also be housed in the journal.
Discussion: In-class discussions will focus on writing processes, computer data bases, response to peer essays, and questions as they arise.
Peer response: Sharing of writing at various stages of the writing process is required.
Drafting: Writing assignments progress toward a publishable professional article.

IV. Course Requirements  
Working portfolio
  Preliminary drafts of all required papers
  Entries dated and situated in the portfolio in the order written

Final portfolio
  Contains final drafts of all formal writing assignments in accordance with a specific associated format (i.e. MLA, APA, Chicago)
Includes a reflective letter describing your application of class information and a self-analysis defining yourself as a writer, identifying goals and strengths, and using critical evaluation to assign yourself a grade.

Response journal
Includes responses to all assigned readings, observations, and interviews
Houses all in-class writing

V. Evaluation
Course grade will be determined by the following:

- Analysis of occupational writing: 75 points
- Collaborative Analysis of service writing: 50 points
- Definition Essay: 50 points
- Review of the Literature: 100 points
- Final Article: 100 points
- Response Journal: 100 points
- Peer Response: 50 points
- Oral presentation: 25 points
- Attitude, preparedness, participation: 50 points

Total: 600 points

Schedule of Expectations

1/13 (3120) Introduction to course. Establish hotmail, yahoo, or other broad-based account
Explore track changes and insert functions. Write. Respond.
Assignment: Begin first project. Online search on field you are researching. Attempt to establish an online contact who agrees to an interview. Seek chatrooms for individuals or professionals in the field. Explore a specific position at a particular company/business/organization. Ask for samples of the kinds of writing the individual does. Does s/he keep a planner? Use the Internet? Use e-mail? Use memos? Use formal letters? Write project proposals? Follow-up reports?
Interviews and data collection should be ongoing.

1/15 (Room 3821)
Individual conferences. Proposal due. Bring interview questions. Bring all interview, online research, pamphlets, and other pertinent information. If you are short of information, a trip to Career Services would be a good idea.
Assignment: Analyze the writing samples to draw conclusions regarding the kinds of writing expectations of individuals in the field of your interest. Form a thesis statement that serves as central to your findings. Use supporting quotations from your gathered data whenever possible.
Draft due in hard copy on 1/22.

1/20 Work independently on projects. Class will not meet.

1/22 (3130) Project report is due in hard copy when you arrive at class. PQP. Determine what further information is needed. Send thank you letters to participants. Send copy to me for evaluation.

1/27 Final draft due on disk. Silent sharing.
1/29 (3130) Begin service project. Divide into groups---Work on proposal and contact letter---Arrange time to work outside of class. Determine which agency you will interview. What recipients will you interview? Construct list of interview questions. Assign tasks. Begin interviews.

2/3 (3821) Conferences on group projects replace class. Proposal and Contact Letter drafts are due when you arrive for your conference. Interviews and data and sample collection should be ongoing during this period. Bring all data and writing samples.

2/5 Class will not meet. Continue work on project.

2/10 (3120) Project Report is due on disk when you arrive at class. PQP.

2/12 Portfolios due with final drafts and copies of all materials including Thank You letters and Collaboration Memos in hard copy. Oral presentations. Visual aids will be beneficial. Power point is fine.

2/17 Class will not meet. 
Assignment: As group or individual briefly interview 1-3 professors in your major area to find out (a) key issues in the field, (b) the ways in which they most use writing, and (c) the professional journals they recommend. Take notes and reflect on the interview(s) in your journal(s).

2/19 Examination of discourse communities. Examine samples. In groups examine 3-5 journals to determine discourse communities. Select at least three journals to analyze. Consider the title of the journal, subjects of articles, kinds of writing, vocabulary, and advertisements. Sign up for conference times.
Assignment: Choose a journal that you think would be appropriate for the type of article you would like to write. Record/photo copy the criteria for publication in that journal. E-mail me a message discussing the discourse community who read this journal, the type of article you believe has a good chance of being accepted for publication to this journal, and your plan for composing an article.
Compose a 2-3 page essay defining a specialized term or concept using the discourse community of the journal you have selected as your audience. It will be necessary to first give a literal definition/description and then go on to contextualize the term/idea within the field. Using specific examples will aid the audience in clarifying.

2/24 Class will not meet—research ongoing.

2/26-3/2 Individual conferences on your interviews, topic, and definition papers. Journals due.

3/4 (3120) Bring definition essay in hard copy. Share essays. Read a minimum of 10 articles and consult a minimum of one book on the issue you have chosen for your article. Interview experts on your topic in person or on line. Respond as you read in your response journal, citing pages you are referencing.

MIDTERM

3/9 (3020) Discuss progress/concerns. Revision of definition essay due on disk. Silent sharing. Assignment: Construct a review of the articles/books you are reading on your topic. Organize similar information in "chunks" and provide smooth transitions from one idea/issue to the next. Include a bibliography following your field's style manual. Respond in journal as you read.
3/11    Class will not meet. Continue to research your topic. Respond as you read. Call, email, or schedule a conference if you are having ANY difficulties.

SPRING BREAK


3/25    Class will not meet.

3/30    (3020) Take a position on your topic and freewrite. You may refer to notes, texts, articles if you like but it is not required. The goal is to write about your topic in your own voice. Share.

4/1     Final draft of Literature Review due in hard copy. Silent sharing. Sign up for conference times. Assignment: Using freewrite of 3/30, target the specific audience of the journal you have chosen and write an article on the issue you have been researching. Be sure that your position is clearly presented and defended, using examples from reading and interviews. Attach the publishing specifications for that particular journal. (Typically the article is a minimum of 12 pages.)

4/6-13  Individual conferences

4/15    Class will not meet. All responses to articles, books, internet sources, and interviews to date are due with article on 12/5.

4/20    (3020) Bring article on disk to share. Revision due 4/29. Sign up for presentation date. Assignment: Prepare a 10-15 minute formal oral presentation on your research such as might be presented at a professional conference. Portions may be read if necessary to ensure correctness in citing. You will be expected to dress and act as a professional addressing the audience for whom your article is intended. Define this audience for the class at the outset of your presentation. You may want to consider Power Point or other visual aids.

4/22-29 (3030) Oral presentations.


Note: If we have not finished oral presentations, we will meet during our scheduled final time.