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ENG 3001-005: Advanced Composition

Jerie Weasmer
Eastern Illinois University

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I. Course Description

Advanced Composition 3001 is a course centering on an advanced application of the principles of expository writing. Attention will be given to exploring a variety of data bases and research sources. The class will meet in CH303/BH.


Requirements: You must complete all parts of all assignments to receive credit for the class.

Attendance: One absence will be excused. Each subsequent absence without proof of medical or legal emergency will result in a 5-point grade drop. Ten bonus points will be awarded for perfect attendance.

II. Course Objectives

In this class you will

A. Become more familiar with issues in your major field. Interview experts in your area to develop a theoretical grounding and an awareness of application.

B. Explore and consider a variety of perspectives on a topic in your field. Establish and defend a position.

C. Develop an awareness of discourse communities. Write for a predetermined audience in your major area.

D. Demonstrate a writing process which includes pre-writing strategies for formulating a thesis, planning and drafting, strategies for revising for clarity and
organization, and evidence of polishing. Knowledge of documenting sources will be demonstrated.

E. Share writing and give/receive feedback with classmates. Develop critical reading skills to apply to your own writing.

F. Expand awareness of computer data bases for research.

III. Course Requirements

A. **Response journal**: Responses to a minimum of ten articles and a minimum of one book on your chosen topic are required. In-class writing and response to assigned texts will also be housed in the response journal. Ideally this will be maintained on a 3.5 disc but a notebook or pocket folder is also acceptable.

B. **Discussion**: In-class discussions will focus on writing processes, on computer data bases, and on responding to assigned readings and peer essays.

C. **Peer response**: Sharing of writing at various stages of the writing process will aid in developing critical reading skills to apply to your own writing.

D. **Listserve**: A minimum of twice a week share information about your research/writing on the listserve or respond to a comment/question of a classmate.

E. **Working portfolio**: Includes all drafts of all required papers, whether the piece was started and aborted or revised and redrafted. Entries should be dated and situated in the portfolio in order.

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

IV. Evaluation

Course grade will be determined by the following:

1. **Working portfolio** 150 points
2. **Final project** 100 points
3. Response journal 100 points
4. Peer response 100 points
5. Listserve entries 50 points
6. Oral presentation 50 points
7. Attitude, effort, participation 50 points

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600 points

Schedule of Expectations

8/25 (CH303) Introduction to course
Assignment: Establish e-mail account TODAY. Student Services: Rm B12.
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 you consult. Take notes and reflect on the interview(s) in your journal.

8/27 Introduction to computer data bases
Assignment: e-mail me your name SS # major(s) and minor school address and phone number permanent address and phone number professional goal(s) reason(s) why this course has value for you
Subscribe to the listserve

9/1 Demonstration of computer searches by Karen Whistler.
Assignment: Run searches on a topic of interest to you applying what you have learned and document your findings in your response journal.

9/3 Discuss interview experience and computer searches
Discuss discourse communities----Examine samples
Assignment: In groups or individually examine 3-5 professional journals to determine discourse communities. Select three to analyze. Consider the title of the journal, subjects of articles, kinds of writing, vocabulary, and advertisements. Use the listserve to discuss this (may have one record for group but list names of members). 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 proposal for writing.

9/8 Deadline for analysis of discourse communities and plan for article. Discussion. Share in your group your proposal for a research topic. Talk about the kind of periodical that might be most likely to publish such information. Work with your group to form a broad thesis for your project. Once your thesis is approved begin data search. **Assignment:** Return to the library and identify three journals that would be appropriate choices for submission of your article. E-mail me the titles and your rationale for those choices. Photo copy the guidelines for publication from each.

9/10 Discussion on topics and searches. Narrowing the topic **Assignment:** Begin reading/responding to the literature on your subject. Look for on-line chatrooms or other internet resources to aid in your search for current experts. **Due 9/17** 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.

9/15 Share essays in small groups. Initial responses. **Assignment:** Respond on listserve, citing pp#s. Revision of definition essays due 9/22. Read a minimum of 10 articles and a minimum of one book on the issue you have chosen for your article. Interview experts. Seek out internet sites that will enhance your article. Respond as you read in your response journal (and on the listserve if you like), citing pages you are referencing.

9/17 Work on response to assigned readings, revisions, listserve. *(Class will not meet.)*

9/22 Discuss progress/concerns
Revision of definition essay due. Respond in pairs.

9/24 Respond to selected readings and listserve. Conduct interviews. *(Class will not meet.)*

9/29 Discuss characteristics of a literature review. Sample. **Assignment:** Construct a review of the articles/books you are reading on your topic. Be careful to organize similar information in "chunks" and to provide smooth transitions
from one idea/issue to the next. Include bibliography following your field's style manual. Due 10/6.

10/1 Continue responses in journal or listproc. Begin lit review. (Class will not meet.)

10/6 Share lit. reviews in small groups. Initial your responses. **Assignment:** Revision of lit. review due 10/13.

10/8 Response to assigned readings and listserve. Revise lit. review. (Class will not meet.)

10/13 All responses to assigned readings due. Listserve current. Working and Final Portfolios due including self and course analyses. Literature review due. Silent sharing. Sign up for individual conference times.

----------MIDTERM----------

10/15-10/22 Individual Conferences

10/27 Freewrite as much as you can about your topic. You may refer to notes, texts, articles, journals if you like but it is not required. The primary goal is for you to write about the topic in your voice. Discuss abstracts. See sample. **Assignment:** Draft a proposal/abstract for the paper you intend to write. Due 11/3.

10/29 Run a new data search on your topic to discover new information released in the last 8 weeks. (No class.)

11/3 Share abstracts in small groups. Initial your responses. Revision due 11/10. Sign up for oral presentations. **Assignment:** Prepare a 8-10 minute oral presentation on your research such as might be presented at a professional conference. Portions may be read to ensure correctness in citing. Dress and act as a professional addressing the audience for whom your journal article is intended. Define this audience for the class before beginning your presentation.

11/10 Revision of abstract due. Work on article. Due 12/1.

11/10-11/19 Oral presentations. **Assignment:** Work on article and listserve.

12/1 Share article in groups of three. Initial responses. **Assignment:** Work on article and listserve.

12/8 All work for the semester due, including response journal, listserve responses, working portfolio, and article.

12/10-17 End of term evaluation/conferencing