ENG 3001-005: Advanced Composition

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ADVANCED COMPOSITION
English 3001 Section 5

Fall 2008 / TuTh 11:00 am - 12:15 pm / Coleman 2120

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Office Hours: Tuesdays and Thursdays, 1:30-2:00 and 3:15-5:00

This course emphasizes practice in two things: the clear exposition of ideas and the grammatical and stylistic command of writing. Often working outside of class—indeed, independently and within groups of peers—you will exercise your skills in effectively communicating through writing. You will apply problem-solving skills, provide peer-review criticism, and determine the division of labor within groups to construct projects related to your academic and professional interests.

As in all writing classes, the written word rules here. We will examine how good writing looks (grammar), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce essays through stages of brainstorming, drafting, and fleshing out theses. You will not do this alone, of course. This is a workshop course, which means that, much as in the world outside the university, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students’ work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

IMPORTANT NOTE: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class or meeting within groups regularly this semester, you should reconsider taking this course. See the attendance policy below.

REQUIRED TEXTS

COURSE GOALS
The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. Now that you are writing at the university level, you should be able to:

• know your audience, and to write persuasively for different audiences and purposes
• reflect upon your own beliefs and consider the viewpoints and arguments of others
• construct effective résumés and letters
• communicate and collaborate effectively in both oral and written encounters
• review and understand scholarly literature in your field of expertise
• economically incorporate and correctly document outside sources of ideas and information
• revise, revise, revise your writing so that it is grammatically sound and logical

**COURSE POLICIES FOR ADVANCED COMPOSITION**

**Plagiarism**

Plagiarism will not be tolerated and will result in a failing grade for the course. I will follow the departmental policy on plagiarism, and report all cases to Judicial Affairs:

"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 own 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 assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office."

**Grades—See the Attached Grading Rubric**

10% Participation
20% Project 1: Argumentative Paper
25% Project 2: GROUP PROJECT: Literature Review, Analytical Paper, and Presentation
25% Project 3: Annotated Bibliography and Paper Proposal
10% Self, Peer, Group Assessments; In-Class Assignments; Short Papers
10% Vocabulary and Reading Tests

As you can see, the bulk of your grade is based on your writing. You will write one formal paper, which includes a draft and two peer-editing sheets for your partners in class. I will use the attached grading rubric for your paper.

For shorter assignments, I will use the check-mark system. I will mark your paper draft, peer-editing sheets, and in-class assignments on a scale of √+, √, √-, and √--.

√+ = excellent work that is strongly engaged, on-topic, and very well-written
√ = satisfactory work that is on-topic and cleanly written
√- = work that shows little engagement, is off-topic, and is hurriedly written
√-- = work that shows little understanding of the topic and is too short

**Conferences**

As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work. You should be prepared to ask questions about assignments I have returned, or assignments that you are writing for the course.
Late Policy—All Assignments Are Due at the Beginning of Class
I’ll say it twice because it bears repeating: all assignments are due at the BEGINNING OF CLASS. I will not accept late assignments. Two exceptions:

1) Turning in a LATE DRAFT of an assignment means that
   a) you will not receive written feedback from the Professor
   b) you will not be able to make up peer assessments (if you miss these days)
   c) you will receive a lower grade on the final version of your assignment
2) For the FINAL VERSIONS OF YOUR THREE PROJECTS, you will lose a full grade for every day past the due date. Thus four days late means an “F” or a “zero.”

Tests, In-Class Assignments, and Grammar
You cannot make up a test, grammar assignment, or other in-class assignment after the class period in which it is administered.

Attendance and Participation
Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism. Because you are adults who have signed up for this course, I expect that you attend class. Do not bring excuses for missing class. The professor does not need for you to document or explain your absences. If you miss five or more classes, you will fail the course. For each class, I will note who attends and participates. Those who are “on” and present, ready for thoughtful discussion throughout the semester, will receive high participation grades. Accordingly, those who do not, will receive very low participation grades, up to and including “zero.” Bring your textbooks to class and be prepared for discussion. In addition, see again the two sections above—“Late Policy” and “Tests, In-Class Assignments, and Grammar”—as you cannot make up any missed assignments, including quizzes, in-class assignments, and grammar.

Respect
Because you have chosen to be in a university classroom, act like it and show respect for your professor and fellow students. Turn off your cell phone and any other electronic device. I will lower participation grades aggressively for those who show disrespect for others. This includes leaving cell phones on, texting in class, and snoozing.

Emailing
I want to get to know you and your work this semester. Thus I ask that you call me or stop by my office during office hours (or other scheduled times) so that we can talk. DO NOT EMAIL ME TO ASK FOR AN “UPDATE” ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE. I will assign working groups so that you can contact group members for notes and missed work.

Required Paper Format
--Paper-clip sheets
--Include page numbers
--Use 12-point Times New Roman font, double-spaced lines, and one-inch margins
--Use correct MLA (Modern Language Association) format for all quoted material
--Include a Works Cited page
**GRADING CRITERIA FOR ASSIGNMENTS**

"A" Range: Outstanding. Original and creative ideas developed exceptionally well. Assignment is flawlessly revised and proofread.

**Content:**  
a persuasive, insightful presentation of your own ideas that excels in responding to the assignment  
identifies and responds to the needs of the audience  

**Organization:**  
clearly sets up reader expectations (frontloads main ideas and information)  
clearly states and specific thesis or central idea  
introduction sets up argument and direction of the report  
succeeding paragraphs or sections follow logically from the central idea  
body paragraphs are unified, organized, and coherent  
written and graphical cues provide a road map and signal the information that follows  

**Evidence:**  
appropriate use of evidence to prove and flesh out the central idea  
evidence followed by a thorough analysis that shows how it is critical  
correct documentation of sources  

**Style:**  
language is clear and concise with few grammatical or stylistic errors  
word choice is precise and appropriately specific  
strong, lively, and distinctive tone and voice throughout  
sentence structure fit for complexity of ideas (variety suited to sense; appropriate coordination, subordination, modification, and parallelism)  
use of passive constructions only when necessary  
correct use of conventional format for the assigned genre of the report  
body paragraphs or sections blocked properly

"B" Range: Displays sound understanding of the topic, some originality, and a sense of the issues involved in writing a persuasive report, rather than mere exposition; proofreading needed, mostly finished; may have one or two of the following problems:

**Content:**  
structure and argument are clear, but ideas lack depth and/or detail  
does not progress much beyond cliched ideas  
covers topic adequately, but not thoroughly  
topic needs more analysis  

**Organization:**  
does not adequately or consistently set up reader expectations  
important ideas and information are not frontloaded  
central idea is vague, difficult to understand and/or to prove  
introduction does not set up direction of argument clearly  
body paragraphs do not follow logically from central idea  
body paragraphs are not unified, organized, coherent  
written and graphical cues are too vague or too general  

**Evidence:**  
too little evidence to prove and flesh out the central idea  
evidence is not integrated  
evidence needs to be analyzed more thoroughly  
evidence is not cited properly  

**Style:**  
a number of grammatical or stylistic errors (including vague, repetitious, or colloquial word choice; shifting tenses; wordy or convoluted sentences; punctuation problems)  
tone and voice either too stilted and formal or too casual for a college-level report

"C" Range: Displays either an uneven performance (serious flaws of comprehension and/or presentation); competent exposition without a real attempt at thinking through the assignment; further revision needed; essay has not been proofread; may have three of the problems outlined in the "B" range and/or:

**Content:**  
no thesis or discernible argument  
depends on cliches, rather than analysis, of the topic  
inadequate coverage of the topic; does not clearly address needs of the audience  

**Organization:**  
introduction too vague, dull, confusing  
no roadmap or written and graphical cues  

**Evidence:**  
few relevant pieces of evidence; little actual analysis  
too much irrelevant evidence; no actual analysis  

**Style:**  
stylistic and grammatical errors interfere with the content of the report  

sentences demonstrate problems with sentence boundaries (fragments, comma splices, run-ons)  
word choice often imprecise  

inconsistent tone and voice

"D" Range: paper is off-topic; does not answer an assigned or approved topic; displays fundamental misunderstanding of the topic; major revising needed, reads like a first draft; has three or more of the problems outlined in the "C" range; or does not fulfill page requirements.

"F": no report submitted; report has been plagiarized (incorporates another author's ideas or language without acknowledgment; or actually written by someone else).

**COMMENTS:**
Professor Park / English 3001.7: Schedule of Classes, first half—subject to revision
The schedule for the second half of the course will be distributed at a later date.
W = Ways of Reading; DR = Webster’s English Language Desk Reference

WEEK ONE
Tu 8/26 Introductions; Writing groups
Th 8/28 1) Eric Schlosser, “Introduction,” from Fast Food Nation (handout)
  2) “Introduction: Ways of Reading” (W 1-18)
  3) VOCABULARY TEST (LESSON 1): Common Latin Roots, words: “captive” through “repulse”—25 words total (DR 170-72)

WEEK TWO: THE META-CRITIQUE
  2) DUE: Short Paper: Defining Terms
Th 9/4 1) David Guterson, “Enclosed, Encyclopedic, Endured: The Mall of America” (handout)
  2) WRITING: The Method; Marking up a draft for a potential thesis and claims (handout)
  3) VOCABULARY 2: Common Greek Roots, “epidemic”–“cognition” (DR 172-74)

WEEK THREE
MONDAY 9/8—Deadline to drop course without a grade
Th 9/11 1) WRITING: Thesis, Part I: “Seems to be about x but could also be (is ‘really’) about y” (handout)
  2) VOCABULARY 3: Other Places, Other Faces and VOCABULARY 4: The Breath of Life (DR 174-78)

WEEK FOUR
Tu 9/16 INDIVIDUAL CONFERENCES in my office, 3030 Coleman
Th 9/18 Conferences continued

WEEK FIVE: THE PERSONAL CRITIQUE
Tu 9/23 1) DUE: Project One: Argumentative Paper
  2) Jhumpa Lahiri, “A Temporary Matter,” in Interpreter of Maladies
Th 9/25 1) Scott Russell Sanders, “Looking at Women” (handout)
  2) WRITING: Thesis, Part II: Testing the evolving thesis (handout)
  3) VOCABULARY 5: The Years of Wonder
  VOCABULARY 6: Man of the World
  VOCABULARY 7: Know Thyself (DR 178-84)
WEEK SIX: THE CULTURAL CRITIQUE, PART ONE
Tu 9/30  John Berger, "Ways of Seeing" (W 105)

Th 10/2  1) John Berger (continued)
          2) VOCABULARY 8: Rulers and Leaders
          VOCABULARY 9: To Life! (DR 184-89)

WEEK SEVEN: THE CULTURAL CRITIQUE, PART TWO
Tu 10/7  Susan Bordo, "Hunger as Ideology" (W 139)

Th 10/9  1) Susan Bordo (continued)
          2) WRITING: Organize Group Work: Choose a topic for research
          3) VOCABULARY 10: Speak!
          VOCABULARY 11: Lead on, MacDuff! (DR 189-93)

WEEK EIGHT
Tu 10/14 1) Jessica Mitford, “Behind the Formaldehyde Curtain” (handout)
          2) DUE: Project Three, Part I: Draft of Paper Proposal

Tu 10/16  Independent Writing: meet group members; Professor Park will be away at a conference.

WEEK NINE
Tu 10/21 1) Brian Fawcett, “Universal Chicken” (handout)
          2) Koen Vanmechelen, Cosmopolitan Chicken Project (ONLINE)

Th 10/23  DUE: Project 2.1: Rationale for Sources in Literature Review

WEEK TEN
Tu 10/28  Independent Writing: Work in your groups

Th 10/30  DUE: Project 2.2: Annotations for Literature Review

WEEK ELEVEN
Tu 11/4  Independent Writing

Th 11/6  VOCABULARY TEST: Word Histories: Lesson 1 (“bootlegger” through “chauvinism” 238-41) and Lesson 2 (“aberration” through “prevaricate” 241-43)

WEEK TWELVE
Tu 11/11 1) read Scott Bennett, The Elements of Résumé Style (1-51)
          2) DUE: your résumé and job cover letter

Th 11/13  DUE: Project 2.3: Outline for Argumentative Paper
Th 11/13  **DUE: Project 2.3: Outline for Argumentative Paper**

WEEK THIRTEEN
11/18-11/20  Individual Conferences

WEEK FOURTEEN
11/24-11/28  THANKSGIVING RECESS—NO CLASS

WEEK FIFTEEN
Tu 12/2  In class: Project 2.4: Division of Labor Report
DUE: Project 2.5: Final Version of Argumentative Paper

Th 12/4  Presentations

WEEK SIXTEEN
Tu 12/9  Presentations

Th 12/11  Presentations
**DUE: Project Three: Annotations and Paper Proposal**