ENG 3001-005: Advanced Composition

Fern Kory
Eastern Illinois University

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English 3001: Advanced Composition

Textbooks

Successful Writing (4th edition), Hairston
Researching and Writing Across the Curriculum, Hult
A Community of Voices: Reading & Writing in the Disciplines, Fulwiler & Biddle

Resources

Pocket Style Manual, Hacker (see MLA or APA for updated citation info.)
Online!, Harnack & Kleppinger
For documentation info. on-line, http://www.dianahacker.com/resdoc/
or http://www.bedfordstmartins.com/online/citex.html

Supplies

Two formatted 3.5 inch computer disks + protective case
College Dictionary
On-line dictionaries include http://www.merriam-webster.com/

Course Description: This class is designed to improve your facility in producing personal and public writing, as well as writing in your academic discipline(s). Assignments will designate a purpose for writing (e.g. exploration of an idea vs. presentation of information) and will require you to specify the audience you want to address. Assessment of your writing will focus to a large extent on the appropriateness of the rhetorical strategies you employ. Paper topics will not be assigned: it's up to you to find useful and interesting work to do within the parameters of each assignment.

Objectives

- Provide writers with opportunities to think about writing
  - Who writes? For whom?
  - What are the qualities of “good writing”?
  - When and where do writers write most productively?
  - Why do writers write?
  - How do writers proceed at each stage of the writing process?
- Provide writers with opportunities to write for a variety of purposes and audiences
- Provide writers with opportunities to experiment with a variety of writing strategies
- Provide writers with opportunities to read and respond to other writers’ work
- Provide writers with opportunities to revise their own work
- Provide writers with opportunities to evaluate a variety of research sources and to practice integrating research materials smoothly, effectively, and responsibly
- Allow writers to work within the conventions of different discourse communities
- Provide writers with opportunities to share the results of their thinking and writing
Overview of Assignments & Grades

Class Time will be given to class discussion, group presentations and, of course, writing. Sometimes you will work alone, sometimes with classmates in small groups. You will also meet me for several individual conferences to discuss your works-in-progress.

Writing assignments will include three formal papers—each with a distinct purpose and audience—plus a variety of informal responses on assigned questions or topics.

Personal Essay: You will explore an idea or experience, crafting an essay in which you express yourself and attempt to entertain and engage your audience.

Researched Report: In this paper, you will present the results of your research into a self-selected topic as clearly and objectively as possible, in order to inform your designated audience. Your final report will include an annotated bibliography.

Position Paper: This time you will take a position on your report topic, defining and supporting that position in order to persuade a specified audience.

Reading assignments will include chapters in our textbooks as well as on-line essays and those works other students have identified as examples of good writing. In many cases, you will be asked to write an informal response to these readings, responding to specific points made by the author or evaluating the overall effectiveness of the piece of writing.

Oral presentations will include two formal experiences.

Good Writing Presentation: Each member of the class will introduce us to a short piece of writing that s/he thinks is pretty darned good. You will need to provide copies of this piece of writing (make 20) and/or a web address so we can read it before your presentation. In class, you will describe some specific features of this piece of writing that make it work, facilitating our discussion of specific examples (words, sentences, paragraphs, design features, rhetorical strategies, etc.). If visual aids (a handout, for example) would enhance your presentation, go for it.

Web-Site Evaluation: Each member of the class will present an evaluation of a web resource relevant the topic of their researched report. (We will try to schedule these presentations when we’re in the computer classroom.) You will want to focus in on those specific features of the site that render it particularly useful or useless for your purposes. Your evaluation should reflect some of the basic principles set forth by librarians and other research specialists, for example http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

Grades are not curved. There are 1000 points available*
91% & up = A; 81% - 90% = B; 71% - 80% = C; 61-70% = D; 60% and below = F

300 points ~ Researched Report + Annotated Bibliography
200 ~ Position Paper
200 ~ Personal Essay
100~ Log
150 ~ Oral Presentations (Good Writing + Web Site)
50 ~ Participation (includes attendance)

* It may be necessary to adjust these scores if I revise any of these assignments
THINGS YOU NEED TO KNOW

Responsibilities
Obviously, you need to attend class regularly and complete reading & writing assignments on time. This will allow you to participate productively in discussions, group work, and other in-class activities. Because we often work in groups, it can be a real problem for you—and your classmates—if you are unprepared or absent. And because this course is structured around a vision of writing as a process, the activities planned for each class meeting build on previous work. (For this same reason, a portion of the grade for each paper will reflect your level of effective participation in the steps leading to the final product.)

Students with documented disabilities should contact the Coordinator of the Office of Disability Services (581-6583) to work out appropriate accommodations.

Opportunities
Tutors in the Writing Center (nearby in CH3110) are available to help writers at any stage of the writing process. If you want to talk to someone about one of your papers-in-progress, stop by or call (581-5929) for an appointment.

Policies
- You must complete all major assignments to pass this class.
- Attendance counts. If you have more than four (4) unexcused absences, you will receive no participation points. If you’re experiencing temporary difficulties, do let me know. We can probably work something out.
- Plagiarism is, as you probably know, a serious academic problem. Penalties for large-scale plagiarism include a grade of F for the paper or this course plus university judicial proceedings. (Don’t think I won’t apply these penalties because I have.) Because plagiarism is such a serious offense, even papers with less serious documentation problems will not receive a grade until these problems are completely cleared up.
- You may revise any of your papers—except the very last—to improve your grade. Revised papers receive an entirely new grade that replaces the old one. However, keep in mind that I will only accept one paper—new or revised—any given week. If you wait until the last minute to revise, you may not be able to do so.
English 3001: Advanced Composition

Tentative Schedule of Reading and Writing Assignments (First Installment)

<table>
<thead>
<tr>
<th>Major Assignments</th>
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<tbody>
<tr>
<td>• Informal Responses (100 points ~ Log due Week 7)</td>
</tr>
<tr>
<td>• Oral Presentation on “Good Writing” (75 points)</td>
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<tr>
<td>• Personal Essay (200)</td>
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Week 1 ~ This week, we meet in the regular classroom (CH3130)
8/25  Introductions
27  In Successful Writing (hereafter SW), read chapter 2: Successful Writing. Respond (250 word minimum) to one or more specific points, considering to what extent you agree with the authors, or evaluate the effectiveness of the authors themselves in communicating their ideas successfully.
   **Note: Bring the book to class for any discussion of assigned reading**
29  Read “Job Title Doesn’t Define Who People Are,” Nygren (handout)
   How well does this fit your criteria—or Hairston’s—for “good writing”? Write a 250-500 word response in which you consider this question. Cite specific examples from the article and the textbook in your response.

Week 2 ~ This week, meet in computer lab (CH3120)
9/1  No Class Meeting: Labor Day
3  Read SW 14: Giving Oral Presentations; bring any questions to class; “Good Writing” selection Due (bring two clean copies) + MLA or APA citation; draft a list of points you want to make in your oral presentation.
5  Outline of oral presentation DUE: Bring hard copy plus disk version.

Week 3 ~ classroom (Begin Oral Presentations this week)
8  Read SW 3: How Do Writers Write? Respond by describing features of your writing processes as they compare to those described in the chapter.
10  No Class Meeting (I’ll be out of town); Read SW 13: Sending Electronic Communications and then send me an e-mail in which you describe and explore the ways you use computers for research and writing in your personal and academic life.
12  No reading assignment. Brainstorm a list of topics for your personal essay.
Week 4 ~ lab (Continue Oral Presentations)
15 Topic Proposal DUE; Read SW 4: What is Your Writing Situation?
17 Rhetorical Analysis DUE; Read SW 5: Drafting
19 Draft DUE; Read SW 6: Writing Clearly + Pocket Style Manual: pp. 1-16

Make appointment for an individual conference next week in my office.

Week 5 ~ classroom (Finish Oral Presentations)
22 Revised Draft DUE; Read SW 7: Holding the Reader
24 Revised Draft DUE; Read SW 8: Paragraphing
26 Revised Draft DUE; Read SW 9: Revision

Week 6 ~ lab
29 Final Draft DUE; Read SW 10: Editing. Bring Pocket Style Manual
10/1 Personal Essay DUE ~ bring hard copy and process writing plus disk version.
3 Read SW 1: Writing in College. In what ways does your experience support the points made in this chapter? Which points have they nailed? Are there other points the authors have omitted or over-simplified? Respond in 250-500 words.

Note: You may add material to any or all of your informal responses, but don't rewrite them! When I ask you to turn them in for a grade later in the semester, I will want the original responses containing my comments. But feel free to add comments in the margins or attach sheets containing "second thoughts." These will improve your score, which is based on length (insofar as length indicates development of ideas and examples) and other indicators of thoughtful effort.