

Spring 1-15-2012

ENG 3001-002: Advanced Composition

Jad Smith
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2012



Part of the [English Language and Literature Commons](#)

Recommended Citation

Smith, Jad, "ENG 3001-002: Advanced Composition" (2012). *Spring 2012*. 66.
http://thekeep.eiu.edu/english_syllabi_spring2012/66

This Article is brought to you for free and open access by the 2012 at The Keep. It has been accepted for inclusion in Spring 2012 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Jad Smith, Associate Professor
 jdsmith3@eiu.edu (preferred contact)
 217.581.6290

Office: 3605 Coleman Hall
 Office Hours: T 10:45-12, T 1:45-3:15,
 R 10:45-12, and by appointment

Syllabus for English 3001: Advanced Composition, Spring 2012, Section 002

Texts and Materials

Bartholomae and Petrosky, *Ways of Reading: An Anthology for Writers*, 8th ed.
 Gibaldi, *MLA Handbook*, 7th ed.

Course Description

This advanced course covers a range of academic and professional writing, and requires the development of skills in the following areas:

- interpretation and critical thinking
- review of critical literature in a discipline
- collaboration and peer review
- oral and visual communication
- résumé and letter writing
- portfolio construction

During the semester, you will be expected to:

- constructively criticize peers' thinking and writing
- use peer responses to improve your own thinking and writing
- read challenging texts
- carefully research a problem or issue in your discipline
- produce polished written and oral work for academic and professional audiences
- show initiative, and be thorough and precise in your work

Writing-Centered Course

You should consider submitting an essay written for this class to the Electronic Writing Portfolio (EWP). Please visit the following web address for information about the submission process: <<http://www.eiu.edu/~assess/ewpmain.php>>. The course deadline for EWP submissions is Tuesday, May 1, 2012.

Brief Description of Assignments

Explaining a Specialized Subject: you will review an article or book chapter, explaining key concepts to an educated but non-expert audience.

Group Analysis/Presentation: in groups of three, you will carefully analyze a visual image (or set of images) chosen by the group.

Review Essay: you will write a critical overview of journal articles or book chapters dealing with a specific problem or issue.

Job Letter and Résumé: you will find an available internship, research assistantship, or other advertised position in your field (preferably, one that somewhat matches your qualifications). Then, you will write a letter and résumé that could actually be sent as part of an application for the position. The position may be located through a personal contact; a career center or job information service; or a newspaper, library, or on-line source.

Portfolio: you will revise selected work from the course and construct a portfolio. You will need the files for all of your papers in order to put together the portfolio—so keep them!

Peer Reviews: on several occasions, you will respond to your peers' papers; your peer reviews should be honest and descriptive, explaining in detail your reading experiences.

Examinations: a mid-term and comprehensive final examination will test your knowledge of grammar, style, and course readings, as well as your ability to read and analyze texts.

Daily Assignments: you will do reading workshops, prewriting, peer evaluations, group work, and various other daily assignments. If discussion lags, quizzes or additional in- and out-of-class writing may be assigned as part of the daily assignment grade.

Policies

Attendance: More than four unexcused absences will result in failure in the course. If you miss class, you are responsible for finding out what happened and picking up missed handouts from the folders on my office door. Absences will be excused only in the case of a documented illness or emergency, or of documented participation in an official university activity. You must provide me with a legible photocopy of your documentation for my records, and if your absence is excused, I will return a copy of your documentation indicating as much. You must provide documentation either before you miss class or the day you return. Missing a mandatory conference will count as an absence. Please do not come to class late. If you come to class late more than three times, you will forfeit your participation grade for the semester.

Late work: Daily assignments will not be accepted late, and missed peer reviews cannot be made up. Presentations must be given on the dates for which you have scheduled them, except under the most extenuating circumstances. All major assignments are due at the start of class on the final due date. If you want an extension on a major assignment, you must seek the extension forty-eight hours in advance of the class period during which the assignment is due and cite compelling reasons for the request; otherwise, you will be penalized one letter grade for not turning in the paper on time and an additional letter grade for every twelve hours thereafter. After forty-eight hours, the assignment will not be accepted, and you will receive a zero on it. Only in the case of an excused absence may an examination be taken before or after the scheduled date. A rescheduled examination may cover different material than the original.

Grading Scale: 100 to 90 = A, 89.99 to 80 = B, 79.99 to 70 = C, 69.99 to 60 = D, 59.99 and below F

Percentages for Major Assignments		Exams and Other Requirements	
Explaining Specialized Subject	15%	Mid-term Examination	10%
Group Analysis/Presentation	10%	Comprehensive Final	20%
Review Essay	15%	Average of Peer Reviews	5%
Job letter and résumé	5%	Daily Assignments	5%
Portfolio	<u>5%</u>	Participation	<u>10%</u>
	50%	+	50% = 100%

Assessment: For each of the major assignments listed in the left column above, I will provide a formal assignment sheet. Your grade for a given major assignment will be determined by how well your work fulfills the requirements outlined in the assignment sheet. You must submit all major assignments to receive a passing grade in the class. You will receive worksheets to guide you through peer reviews, and written or verbal descriptions of daily assignments. Your participation grade will be based on the regularity and quality of your contributions to class discussions, and your level of engagement during group work and class activities.

Academic dishonesty: According to the *MLA Handbook*, the word “plagiarism” has its origin in the Latin term for “kidnapper”: plagiarists kidnap other writers’ sentences, phrases, or ideas and present them as their own. The *Random House Dictionary* defines “plagiarism” as “The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work.” As these sources suggest, plagiarism often results from faulty documentation or careless note taking. *Always place quoted materials in quotation marks, and always cite quoted and/or paraphrased sources, even in rough drafts of papers or in presentations.* Respect for the intellectual work of others should encompass all formats, including print, electronic, and oral sources. Inexcusable acts of plagiarism include downloading or buying a paper from the internet; copying and pasting phrases or passages from electronic sources into your paper without citing them; submitting a paper written by another student as your own; borrowing the language and content of a website verbatim and using it as an “original” presentation; and so on. The penalty for academic dishonesty is failure in the course. All instances of academic dishonesty will be reported to the Office of Judicial Affairs.

The Office of Disability Services: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Provisional Schedule

Note: Each reading should be completed *before* class on the day it is listed.

<u>Week One</u>	Meet in 3120
T Jan 10	Introduction to the course
R Jan 12	Excerpt from Introduction (<i>Ways of Reading</i> 1-16, hereafter abbreviated <i>WR</i>) Analytical reading exercise; writing diagnostic
<u>Week Two</u>	Meet in 3130
T Jan 17	Explaining a Specialized Subject (assigned) Reading Workshop: Schwarzbaum and Denby, Reviews of "Pirates of the Caribbean" (provided)
R Jan 19	Reading Workshop: Baldwin, "Notes of a Native Son" (provided) MLA Basics
<u>Week Three</u>	(3120)
T Jan 24	Reading Workshop: Freire, "The 'Banking' Concept of Education" (<i>WR</i> 242-57) Grammar Basics: Faulty Sentences, Faulty Parallelism, Weak Verbs
R Jan 26	Agreement, Drafting a Strong Introduction, Quotations, Usage Due: source for Explaining a Specialized Subject Workshop using source; bring <i>MLA Handbook</i> (hereafter abbreviated <i>MLA</i>)
<u>Week Four</u>	(3130)
T Jan 31	Summary vs. Analysis Exercise First draft due: Explaining a Specialized Subject; peer review; bring <i>MLA</i> *A Works Cited page is an integral part of any paper using sources. Always submit one with <i>rough and final</i> drafts of papers.
R Feb 2	Conferences
<u>Week Five</u>	(3120)
T Feb 7	Conferences
R Feb 9	Final draft due: Explaining a Specialized Subject; write cover letter Group Analysis and Presentation (assigned) Reading Workshop: Excerpt from Berger, "Ways of Seeing" (<i>WR</i> 95-99 to "we have eyes for"); excerpts from Bordo, "Hunger as Ideology" (provided)
<u>Week Six</u>	(3130)
T Feb 14	Analysis exercise (magazine advertisements) Due: your image; select an image and make a research plan
R Feb 16	Discuss mid-term examination Plan presentation (formulate overarching interpretation/theme; create visual aid; etc.)
<u>Week Seven</u>	(3120)
T Feb 21	Due: Group Analysis/Presentations; peer evaluations
R Feb 23	Due: Group Analysis/Presentations; peer evaluations
<u>Week Eight</u>	(3130)
T Feb 28	Mid-term examination
R Mar 1	Review Essay (assigned) Reading Workshop: reread/review Freire, "The 'Banking' Concept of Education" (<i>WR</i> 242-57); read Rage against the Machine, "Take the Power Back" and Bell Hooks, "Toward a Revolutionary Feminist Pedagogy" (provided)

<u>Week Nine</u>	(3120)
T Mar 6	Meet in Booth Library, Room 4450
R Mar 8	Due: sources for the Review Essay; bring <i>MLA</i> Exercise using sources
<u>Spring Break</u>	
TR Mar 13, 15	No classes
<u>Week Ten</u>	(3130)
T Mar 20	First draft due: Review Essay; peer review; bring <i>MLA</i> Paragraphing and Conclusions
R Mar 22	Concision, Dangling Modification, Needless Shifts, Mixed Constructions, etc.
<u>Week Eleven</u>	(3120)
T Mar 27	Conferences
R Mar 29	Conferences
F Mar 30	Last day to withdraw with a W
<u>Week Twelve</u>	(3130)
T Apr 3	Final draft due: Review Essay; cover letter Job Letter and Résumé (assigned) Résumé writing
R Apr 5	Due: job ad Writing a letter of application Hiring committee exercise
<u>Week Thirteen</u>	(3120)
T Apr 10	First draft due: Job Letter and Résumé; peer review
R Apr 12	Conferences
<u>Week Fourteen</u>	(3130)
T Apr 17	Conferences
R Apr 19	Final draft due: Job Letter and Résumé Portfolio (assigned); designing a portfolio
<u>Week Fifteen</u>	(3120)
T Apr 24	Portfolio Workshop
R Apr 26	Review for final examination Due: Portfolio; deadline for EWP submissions
<u>Final Exam</u>	Monday, April 30, 10:15 a.m.-12:15 p.m.