

Fall 8-15-2002

## ENG 3001-007: Advanced Composition

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**Advanced Composition**  
ENGL 3001-07 (Coleman Hall 3120-3130)

Dr. Donelle R. Ruwe  
Fall 2002  
M/W/F from 1:00-1:50

Office: CH 3851  
Office Phone: 6299  
Office Hours: 9:00-10:00 M/W  
Or by appointment

**Course Description:**

*“The shocking thing is that the majority of American workers, about 60%, earn less than \$14 an hour. Many of them get by by teaming up with another wage earner, a spouse or grown child. Some draw on government help . . . “ (Ehrenreich 213)*

*“There are sweatshops that make khakis, and then there are the sweatshops where the people who wear khakis work. Although we thought technology would make our work lives easier and more creative, the real impact of our laptops, our Palm Pilots, our e-mail and our cellphones is that we can’t ever not work . . .” (Fraser, “White-Collar Sweatshop”)*

3001 is a computer-oriented, advanced course in intellectual investigation and professional and academic writing styles. Our subject matter will be the worlds of work in today’s society. Students will initiate and design a multi-staged, on-site research project, including an extensive oral presentation. Students will evaluate workplace environments and labor practices in the blue collar and white collar worlds of America as well as of Charleston, Illinois. Students will practice a range of writing formats and revision strategies.

**Tangible Course Outcomes:**

By the end of the course, students will be able to do the following:

- Use precise, economical, vivid diction suitable to professional and academic writing
- Practice expressive and personal writing
- Prepare entertaining presentations independently and in groups
- Complete essays of more than five paragraphs
- Demonstrate comprehension of issues involving labor, the workforce, politics, and education

**Requirements:** Students will complete challenging academic writing assignments. Students will read additional book selections independently and prepare written reports/projects.

**Required Texts:**

Barbara Ehrenreich, Nickel and Dimed: on (Not) Getting By in America (2001)

Studs Terkel, Working (1972)

Rebecca Harding Davis, Life in The Iron Mills

OnLine! A Reference Guide to Using Internet Sources

Miscellaneous Handouts and Additional Readings

**Required Supplies:**

Diskettes (Please LABEL with your name and my name as the instructor)

**Attendance Policy and Student Responsibilities:** Students are to complete all assignments on time, be present for classes, and participate in class discussions. For missed classes, students should consult with classmates about what occurred, borrow class notes, and ask me for copies of any handouts. **Excessive, unexcused absences defined as 3 missed classes will result in a student's grade being dropped one level (a 4.0 would become a 3.5, for example). Over 5 unexcused class hours results in a failing final grade. Habitual lateness (tardies) will be counted as an absence.** It is the student's responsibility to provide appropriate documentation to prove any justifiable absences (death in the family, illness). However, please remember that even if a student can document appropriate reasons for missing numerous classes, at some point the student will have missed too many classes to receive a passing grade.

**Papers:** Papers must be computer generated: double spaced, a standard 1-inch margin, a heading on the top left corner of the essay's first page. The heading should say your name, the name of the assignment, and the date. Do not attempt to tinker with the font size or margins in order to fool the instructor into thinking that your paper is the appropriate length. Such trickery will result in a lowered grade.

**Grading Policy:** I grade on a point system: each assignment is worth a certain number of points (essays and projects are typically worth 50 to 100 points, quizzes and brief homework assignments are typically worth 10 to 20 points). Your **fieldwork journal** will be graded at numerous times throughout the semester. At the end of the semester, I add your total accumulated points and divide this number by the total number of points possible to figure out your percentage grade. These percentages correspond to number grades as follows:

|         |   |
|---------|---|
| 90-100% | A |
| 80-89%  | B |
| 70-79%  | C |
| 60-69   | D |
| 50-0%   | F |

In this class, each time I collect the fieldwork journal, it will be worth 50 points. The final portfolio will be worth 100 points. The final presentation will be worth 50 points. The shorter essays will be worth 50 points. Smaller, daily assignments will be worth 10 to 20 points.

**Rewrite Policy:** I accept no rewrites or late papers unless a student is absent because of a valid emergency. If you plan to be absent for a school event, for example, or any other reason, turn in any required assignments ahead of time.

**Extra Credit:** For up to 30 points in extra credit (10 pts. per event), students may attend cultural events on campus. These include plays and concerts and literary readings. Students will submit (within 5 days of the event) a 2-page typed narrative describing the event and the students's response to the events. Use superior grammar and writing skills or you will earn no extra credit points!

**Course Accommodations for Students with Disabilities:** If you need certain accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**Plagiarism and Academic Dishonesty:** Cheating in any form results in either a) a zero grade for the assignment with no chance for make-up or b) a failing grade for the course. Typical forms of cheating include (but are not limited to): copying someone else's work; copying work from the internet or other print sources; pretending to be sick in order to avoid a deadline; paraphrasing someone else's work; paraphrasing work from the internet or other print sources without acknowledgement; failing to identify the source of

ideas and materials; having another person do your work; resubmitting a paper of your own that was written for another course. **Refer to page 41 of the Pantherpack, "Student Conduct Code," for complete descriptions of the principles of academic integrity.**

Learning how to write effectively is an essential life skill. This may be your last chance to have a trained writing professional carefully and conscientiously work with you on your writing. Don't screw it up. Learn how to write.

**Disclosure:** I reserve the right to alter the syllabus to meet the needs of the class. Remember, that the syllabus is itself a work of fiction. It hangs together and seems to make sense, just like a story or a novel, but stories and novels (and syllabi) are always revised.

### **Class Reading and Writing Schedule:**

**This class will rotate weekly from ETIC (The English Technology-Integrated Classroom) CH 3120 and a regular classroom.**

August 26-30 (ETIC)

Class Introduction

Creating a work and writing history

Selecting a worksite to research (BRING LOCAL PHONEBOOK)

Sept. 4, 6 (Sept. 2 is Labor Day)

*Nickel and Dime*, 1-49 (Introduction, Serving in Florida)

“ “ 51-120 (Scrubbing in Maine)

Sept. 9, 11, 13 (ETIC)

“ “ 121-191 (Walmart)

“ “ 193-221 (Evaluation): Critiquing the Critique

Work in Charleston and Mattoon, IL

(Blue collar, White collar)

**Fieldwork Journal is Due**

Sept. 16, 18, 20

"Fast Food Workers" (film)

Creating a Living Wage budget

Sept. 23, 25, 27 (ETIC)

Research, online, your selected worksite: nationally and locally

Edit, Revise Budget and Narrative

**Budget and Narrative Due**

Sept. 30, Oct 2, 4

Studs Terkel, Working (selections)

Miscellaneous Handouts; E-Reserves

**Fieldwork Journal is Due**

Oct. 7, 9, 11 (ETIC)

Finding Scholarly Sources OnLine (Bring OnLine)

Using secondary sources  
**Precis Critique is due.**

Oct. 14, 16 (Oct. 18 is Fall Break)  
 "Bread and Roses" (Thinking about Unions)

Oct. 21, 23, 25 (ETIC)  
 "McDonalds: We Do it All For You." (Analysis of Writing Mode)  
 Finding Library sources on line  
**Fieldwork Journal is due**

Oct. 28, 30, Nov. 1  
 Creating "Section One" of your final report.  
 Effective Descriptive Writing  
 Revision

Nov. 4, 6, 8 (ETIC)  
 Creating "Section Two" of your final report  
 Analysis of writing modes  
 Revision

Nov. 11, 13, 15  
 Rebecca Harding Davis, "Life in These Iron Mills"  
 Turning Work Narratives into Fiction: Comparison of Fictional and Workplace Writing Modes

Nov. 18, 20, 22 (ETIC)  
 Creating "Section Three" of your final report  
 Writing summary and analysis  
 Revision

Nov. 25-30 Thanksgiving Break  
 Preparing thank you notes for "Researchers"  
 Crafting effective presentations  
**Fieldwork Portfolio is Due**

Dec. 2, 4, 6 ETIC  
**PRESENTATIONS**

Dec. 9, 11, 13 (Dec. 13 is Last Class Day)  
**PRESENTATIONS**

**Dr. Ruwe  
Advanced Composition  
Fall 2002**

### **Field Work journal**

**I will collect your journal at regular intervals. Each time I collect your journal, I should see continued evidence of collaboration with your Writer-Contact as well as continued research and analysis. The 50 points that I will assign each time I collect the Field Work Journal will be based on how well your journal demonstrates your continued and committed dedication to this ongoing project.**

**Your fieldwork journal will have three distinct parts.**

1) Your own analysis, thoughts, and descriptions of all and more of the following:

- A) people in the worksite and their histories
- B) listings about different employees and their ranks
- C) the worksite itself: atmosphere, appearance, size, location
- D) details of the work undertaken by your Writer-Contact and by others

In addition to being a careful observer of the worksite, you should also jot down notes about conversations that you have had in the workplace and all other things that you learn about the workplace.

2) Research materials: A collection of newspaper clippings, notes from the internet, research materials (including library book notes, etc).

3) Writing Samples: A growing collection of writing samples from your worksite

**Each entry in your fieldwork journal should be dated. As you write each entry, create a heading for the entry, such as "Dale Westerner's Story" for an entry about your Writer-Contact's background, or "Description of Dale's Desk" for an entry about Dale's desk and how it shows evidence of constant writing tasks.**