

Fall 8-15-2014

ENG 3001-004: Advanced Composition

Michael Leddy
Eastern Illinois University

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Recommended Citation

Leddy, Michael, "ENG 3001-004: Advanced Composition" (2014). *Fall 2014*. 65.
http://thekeep.eiu.edu/english_syllabi_fall2014/65

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Office: Coleman 3741 (west hallway),
MWF 12:00–1:00, 2:00–2:30, and by
appointment

581-2428 (English Department)
E-mail: mleddy@eiu.edu
Mailbox: Coleman 3155

We will practice the art of writing—sentences, paragraphs, essays—with as much room for improvement as a semester allows. Some writing will be on assigned topics; some, on topics of your devising. Some writing will be practical; some will involve the mind at play. All work in the course will emphasize revision as a necessary practice in writing. (I've made fifteen small revisions in writing this description.) The possibilities for our writing will come from reading: about culture, education, and writing.

In the world beyond college, you'll be the one responsible for the shape your writing skills are in. This course provides a great opportunity to get those skills in better shape now.

TEXTS

Diana Hacker and Nancy Sommers, *A Pocket Style Manual*
Michael Harvey, *The Nuts and Bolts of College Writing*
Verlyn Klinkenborg, *Several Short Sentences About Writing*
Richard Lanham, *Revising Prose*
Virginia Tufte, *Artful Sentences*

Other reading will be available as PDFs or photocopies.

You should have access to a collegiate (college-level) dictionary when reading and writing.

REQUIREMENTS

The course will require dedicated daily work (reading, writing, sharing work, talking), several essays, and several conferences.

ATTENDANCE

Be here, on time, every time. You're responsible for all assignments, whether or not you're here when they're announced.

ENGLISH 3001 ADVANCED COMPOSITION PROFESSOR M. LEDDY FALL 2014



Frequent absences will affect your grade, not through a system of points and deductions but simply because not being here will make it difficult to do the work of thinking and learning that the course is meant to involve. If you must miss a class, you should get in touch with me beforehand to find out what you will miss.

Photocopied pages to go with our reading will be available from an envelope on my office door.

LATE WORK, MAKE-UP WORK

Missed work cannot be made up. Late work is acceptable only if you have my okay in advance.

OFFICE HOURS

Talking to professors is one of the smartest things a college student can do. Please, come in to ask questions and talk about your work in the class. If office hours don't work for you, make an appointment.

If you feel uneasy about talking to professors, read "How to talk to a professor" for potentially helpful advice: goo.gl/VYSkv.

E-MAIL

Please read and follow the guidelines in "How to e-mail a professor": goo.gl/4n6EH. These guidelines are read all over the world and will serve you well in e-mailing any professor (assuming that your professor answers e-mail).

One guideline that you don't need to follow: you need not add your class number and meeting time to your signature. I'll know who you are.

DECORUM

The atmosphere in our class should be serious—not somber or pretentious, but

collegiate and genuinely intellectual. No eating, sleeping, talking, texting, or doing work for other classes. No headphones, iPods, or phones. Electronic devices should be off and out of sight before class begins. Please show proper respect for our community of learning.

DISCUSSION

Consider what the writer Thomas Merton says about a teacher he admired (Mark Van Doren, Columbia University):

Most of the time he asked questions. His questions were very good, and if you tried to answer them intelligently, you found yourself saying excellent things that you did not know you knew, and that you had not, in fact, known before.

I like to ask questions that invite thinking. I also like it when people ask me such questions. Try to think of an in-class question not as having an answer you're already supposed to know but as an invitation to think. I know that this suggestion might go against the grain of much of your experience in classrooms. You should be asking relevant questions too, of me and perhaps of one another. That helps to make the class less like a quiz show and more like a conversation.

One more observation on discussion, from the cultural critic Randolph Bourne:

A good discussion increases the dimensions of every one who takes part. Being rather self-consciously a *mind in a group of minds* means becoming more of a person.

As you can see, I'm optimistic about discussion. For more on questions and discussion, read "How to answer a question": goo.gl/DIzaG.

GRADING

Your grade will be based on your essays (60%), day-to-day work (20%), and participation in class and conferences (20%).

Essays receive letter grades. Other assignments receive numerical grades, from zero to 100. Missing work receives a zero. Participation and conferences receive a numerical grade, an overall evaluation of the extent to which you're prepared and contributing: 100 (always), 85 (frequently), 75 (usually), 50 (sometimes), 0 (rarely or never).

To calculate semester grades, I use numerical equivalents for letter grades:

A	95	A-	92	B+	87	B	85
B-	82	C+	77	C	75	C-	72
D+	67	D	65	D-	62	F	55

Sometimes when I grade writing I'll give a grade that falls between two grades—e.g., B+/A- (89.5).

For semester grades, 90 or above is an A; 80 or above, a B; 70 or above, a C; 60 or above, a D; below 60, an F.

EWP

You may include work from the course in your Electronic Writing Portfolio. Please make sure that you understand the requirements for the Electronic Writing Portfolio and that you fulfill them in a timely way. For more information: www.eiu.edu/~assess/.

DISABILITIES

If you have a documented disability and need accommodations to participate fully in our class, please make an appointment with the Office of Student Disability Services, Ninth Street Hall, Room 2006, 581-6583.

STUDENT SUCCESS

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time-management, test-taking, note-taking, avoiding procrastination, setting goals, and other skills. To make an appointment, call 581-6696, or go to Ninth Street Hall, Room 1302.

ACADEMIC INTEGRITY

The University's statement on academic integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

The English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and the representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course.

And my statement concerning academic integrity:

Any breach of academic integrity— from a single sentence cut and pasted into a dinky little assignment to a stretch of "reworded" prose to a wholly unoriginal essay—is a serious matter and will get you a serious penalty. The Office of Student Standards recommends an F for the course. You will also be required to take a course in ethics administered by Student Standards, whose staff will keep your misconduct on record and notify your other professors that one of their students has violated academic integrity.

You should be familiar with Eastern's statement on academic integrity and should ask if you have any questions about quoting from and/or documenting sources. But because the work of the course is to be an expression of *your ideas in your words*, aside from words and ideas from properly acknowledged sources, questions of plagiarism and collusion should never arise.

Do not "borrow" work or give your work to anyone (allowing someone else to make use of your work is also a breach of academic integrity and will

also get you a serious penalty, up to and including an F for the course).

PROVISIONAL OUTLINE (WEEKS)

- 1: Thinking about writing, Flowers and Zinsser on good writing
- 2-3: Harvey, Lanham
- 4-5: Paragraph work; readings on writing, high school, and the workplace
- 6: Conferences
- 7-8: Punctuation work, readings on trigger warnings, second essay
- 9: Conferences
- 10-11: Readings on college, third essay
- 12: Conferences, readings on academic integrity
- 13: Sentence work, fourth essay
- 14: Conferences
- 15: Fifth essay, last things

Essays should run three to four typed pages. Provisional due dates: 9/26, 10/15, 11/5, 11/21, 12/10. Other written work, one to two pages, will be assigned as in-class writing or on a due-next-class basis.

THREE THOUGHTS

We learn to write well, if we ever do, by reading good prose, paying close attention to our own words, revising relentlessly, and recalling the connections between written and spoken language.

Christopher Lasch, *Plain Style: A Guide to Written English* (2002)

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Writing requires a high degree of inner alertness, especially when things are going wrong,

Verlyn Klinkenborg, *Several Short Sentences About Writing* (2012)

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職人氣質 [shokunin katagi] In Japanese culture, the spirit of the craftsman or artisan, a dedication to work for the sake of work, a devotion to getting things right for the sake of getting them right.

As of Fall 2014, syllabi must include catalogue descriptions and a statement of Eastern Illinois University Learning Goals:

ENG 3001 - Advanced Composition.

(3-0-3) On Demand. Advanced study and practice of writing in public, professional, and discipline-specific genres. This course is open to all EIU students, but the online version of ENG 3001 is restricted to off-campus students in the Fall and Spring semesters and open to all EIU students in the Summer. WC

Prerequisites & Notes:

"C" or better in ENG 1001G/1091G and ENG 1002G/1092G. Credits: 3

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

Asking essential questions and engaging diverse perspectives.

Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.

Understanding, interpreting, and critiquing relevant data, information, and knowledge.

Synthesizing and integrating data, information, and knowledge to infer and create new insights

Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.

Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.

Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.

Producing documents that are well-organized, focused, and cohesive.

Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.

Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.

Evaluating evidence, issues, ideas, and problems from multiple perspectives.

Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.

Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.

Developing and organizing ideas and supporting them with appropriate details and evidence.

Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.

Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.

Employing effective physical delivery skills, including eye contact, gestures, and movement.

Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

Performing basic calculations and measurements.

Applying quantitative methods and using the resulting evidence to solve problems.

Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.

Critically evaluating quantitative methodologies and data.

Constructing cogent arguments utilizing quantitative material.

Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

Engaging with diverse ideas, individuals, groups, and cultures.

Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.

Participating formally and informally in civic life to better the public good.

Applying knowledge and skills to new and changing contexts within and beyond the classroom.

