

English 301: Advanced Composition

Office:

Office Phone:

Email:

Office hours: MWF 11-1, TR 9-11 and by appointment

Writing Center: Noel Studio, 622-7330

Text(s):

- Each other's essays and notes
- Websites, handouts, and articles that I assign
- Websites, handouts, and articles that you choose
- Books and articles you choose for your research blog and your reader's blog

Course Description and Goals:

Catalogue description: Refinement of writing skills; application of rhetoric in expository and argumentative writings; planning and writing a research paper.

We will examine rhetorical and practical aspects of writing, and we will improve our writing through practice, peer review, and revision. At the end of this course, you will have more practice and sophistication in your writing; you will have a theoretical perspective on the writing process based in rhetorical and psychological scholarship; you will have practice in using writing as a research tool; you will have an introduction to the uses of technology in writing; and you will have produced five essays in different genres.

Student Learning Outcomes:

1. To analyze, interpret, cite, and respond to professional and student-generated texts. CCR. R. 1-6, 8, 10; CCR. W. 7, 8, 9; CCR. SL. 1; CCR. L. 3
2. To understand process and revision as fundamental to good writing and to demonstrate revision. CCR. W. 5, 10; CCR. SL. 1
3. To understand writing as a craft that employs practical and technical skills, and to demonstrate that understanding in writing. CCR. W. 4, 5, 6; CCR. L. 1, 2, 3, 5, 6
4. To use writing to discover and to think critically about rhetorical relationships between writer, audience, subject, context, and purpose. CCR. W. 1- 4; CCR. L. 3
5. To write a variety of expository and argumentative essays. CCR. W. 1-5, 8, 9, 10;
6. To articulate a perspective toward a topic and situate that perspective among a dialogue of viewpoints, incorporating valid sources and relevant information. CCR. R. 7, 9, 10; CCR. W. 1, 2, 7, 8, 9; CCR. SL. 1; CCR. L. 3
7. To complete a research writing project. CCR. W. 7, 8, 9

Requirements:

- Participation Requirements
 - Participate in online discussions on the Blackboard 301 Blog
 - Review and edit classmates' writing on the Blackboard 301 Wiki
 - Respond to writing from a section of ENG 095
 - Write your own research weblog on Blackboard
 - Participate in a whole-class general-interest reader's blog on Blackboard
 - Bring examples of our five genres to class for discussion

- Graded Writing
 - Write rough drafts of five essays:
 - Memoir
 - Review Essay (journalistic review of a recent work of literature, film, drama, etc.)
 - Literature Analysis: Close Reading (analytical, thesis-driven paper on a work of literature)
 - Literature Reference Essay (reference article on an author or a work of literature)
 - Literary Essay (an essay on any topic, in any genre, in the classical tradition of the essay)
 - Revise drafts into a final portfolio

Students with Disabilities:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in Student Services Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Attendance:

Our English Department attendance policy follows:

- *Failure is mandatory for students who are absent from more than 10% of the regularly scheduled class meetings.* (Note: If 10% of the regularly scheduled class meetings results in a fraction, the number of absences allowed before mandatory failure shall be the next highest whole number.)
- The 10% absences are provided in case they are needed for emergencies or for participation in university-sponsored activities. Emergencies are defined as circumstances beyond the student's control, such as personal illness or critical illness or death in the immediate family. The 10% absences are NOT free "skips." & It; span> Students who use the absences for skips and then do not have them available to cover emergencies should not expect to be allowed to go over the 10% limit.
- Students who arrive late for class will be counted as ½ absent; students who leave class before it is dismissed will be counted as absent for the entire period.
- For the entire text of attendance policy, see: http://www.english.eku.edu/attendance_policy.doc

I follow the English department's attendance policy. Up to 5 absences will be counted in the attendance portion of your final grade. After 5 absences, you will fail the course unless you have talked to me about the reasons for your absences and followed a plan to keep up in the course. Our official policy calls for "mandatory" failure if you miss more than 10% of meetings, **unless there is good reason to waive requirements at the instructor's discretion.**

Also, I will count you absent for the day if you violate my cell phone policy:

- If you receive a call, only take it if it is important, and discreetly leave the room if necessary.
- Do not send texts in class for any reason.

The last day to withdraw from this course is March 18, 2010.

Evaluation Methods:

Each of these items will be weighted equally in the final course grade:

- Attendance
- Peer review of classmates' writing (participation grade)
- Responses to ENG 095 students' writing (participation grade)

- Weblogs (participation grade)
- Memoir (provisional grade; replaced by portfolio grade if higher)
- Review Essay (provisional grade; replaced by portfolio grade if higher)
- Literary Analysis: Close Reading (provisional grade; replaced by portfolio grade if higher)
- Literary Reference Essay (provisional grade; replaced by portfolio grade if higher)
- Literary Essay (provisional grade; replaced by portfolio grade if higher)

The portfolio will receive a holistic grade for all five essays. The portfolio grade will replace any essay grade that is lower than the portfolio grade.

Student Progress:

At least twice during the semester, you will have a 10-15 minute conference with me where we discuss your papers and your progress in the course. You will get provisional grades on rough drafts of papers, along with advice on how to revise for a higher grade. I will update you on attendance and participation at least twice: at midterm and before the portfolio is due.

Academic Integrity

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course Outline

Week 1

- Introduction to the course
- Introductory readings on the memoir
- Memoir: topic announcement on 301 Blog due by next Monday

Week 2

- Memoir: draft-in-progress printout in class
- Memoir: draft-in-progress due on 301 Wiki by class time Tuesday
- Memoir: respond to peer drafts on 301 Wiki by next Monday
- Memoir handouts
- 301 Blog discussion
- Observation assignment #1

Week 3

- Memoir: Rough draft printout in class
- Memoir: Rough draft due on 301 Wiki by class time Tuesday
- Observation assignment #2

Week 4

- Review: topic announcement on 301 Blog by next Monday
- Review handouts
- 301 Blog discussion
- Observation assignment #3

Week 5

- Review: Draft-in-progress printout in class Tuesday
- Review: Draft-in-progress due on your wiki page
- Review: comment on drafts on 301 Wiki by next Monday
- Literary Analysis handouts

- Literary Analysis: topic announcement on 301 Blog by next Monday
- 301 Blog discussion
- Observation assignment #4

Week 6

- Review: Rough draft printout in class Tuesday
- Review: Rough draft due on 301 Wiki
- More literary analysis handouts
- Observation assignment #5

Week 7

- Literary Analysis: Draft-in-progress printout in class Tuesday
- Literary Analysis: Draft-in-progress due on your wiki page (with working bibliography)
- Literary Analysis: comment on drafts on 301 Wiki by next Monday
- The Craft of Revision, Ch. 6
- More literary analysis handouts
- 301 Blog discussion
- Observation assignment #6

Week 8

- Literary Analysis: Rough draft printout in class Tuesday
- Literary Analysis: Rough draft due on 301 Wiki
- Reference Article handouts
- Reference Article: topic announcement on 301 Blog by next Monday
- Observation assignment #7

Week 9

10/18

- Reference Article: draft-in-progress printout in class Tuesday
- Reference Article: draft-in-progress due on 301 Wiki by class time
- Reference Article: respond to peer drafts on 301 Wiki by next Monday
- Observation assignment #8

Week 10

- Reference Article: Rough draft printout in class Tuesday
- Reference Article: Rough draft due on 301 Wiki
- Literary Essay handouts
- Literary Essay: topic announcement on 301 Blog by next Monday
- Observation assignment #9

Week 11

- Literary Essay: draft-in-progress printout in class
- Literary Essay: draft-in-progress due on 301 Wiki by class time
- Literary Essay: respond to peer drafts on 301 Wiki by next Monday
- Observation assignment #10

Week 12

- Literary Essay: Rough draft printout in class Tuesday
- Literary Essay Rough draft due on 301 Wiki
- Revision Workshop
- Observation assignment #11

Week 13

- Revision Workshop

Week 14

- Revision Workshop

Week 15

- Editing for portfolio

Portfolio Due: final exam period

Curriculum Project Planning

Course Prefix: **ENG 301**

Name: **Lisa Bosley, Sally Martin, Tom Butler, Gill Hunter, Gaby Bedetti, Rob Milde,**

PLC Group: **English and Theatre**

- I. **Read your SLOs to determine which are related to Common Core Standards (use standards charts to help with this):** Think in terms of what you are currently doing!

2. Evaluate and critique historical information from textbooks, monographs, and scholarly articles.

- II. **Choose one or more SLOs to analyze according to the following instructional targets: (Use the standards charts worksheets to help with this process)**

F = Factual – Instructors expect students to identify and explain what is expected by the standard.

I = Interpretive – Instructors prompt (through an assessment) students to apply the standard effectively in the context of the course / discipline.

P = Procedural – Instructors expect students to apply the standard strategically and intentionally in the context of the course / discipline without prompting.

M = Metacognitive- Instructors expect students to articulate how the standard affects learning

for themselves or others. (Think about their own knowledge, thinking and learning and the knowledge, thinking and learning of their students)

III. **Complete charts for the course:** Link your SLO numbers to the corresponding targets within the standards. Only indicate the SLOs that are directly taught and assessed. (Although there are two rows in the chart, unless you are teaching PEDAGOGY, the second row doesn't apply!)

Reading	R - 1	R - 2	R - 3	R - 4	R - 5	R - 6	R - 7	R - 8	R - 9	R - 10
ENG 301 Using standards as a learner	F1, I1, P1, M1	F1, I1, P1, M1	F1, I1, P1, M1	F1, I1, P1, M__	F1 I1 P1 M__	F1 I1 P1 M__	F6 I6 P6 M__	F1 I1 P1 M__	F6 I6 P6 M__	F1,6 I1,6 P1,6 M__
N/A Using standards as a teacher	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__

Writing	W - 1	W - 2	W - 3	W - 4	W - 5	W - 6	W - 7	W - 8	W - 9	W - 10
ENG 301 Using standards as a learner	F4,5,6 I4,5,6 P4,5,6 M__	F4,5,6 I4,5,6 P4,5,6 M__	F4,5 I4,5 P4,5 M__	F3,4,5 I3,4,5 P3,4,5 M__	F2,3,5 I2,3,5 P2,3,5 M2,3,5	F3, I3, P3, M__	F1,6,7 I1,6,7 P1,6,7 M__	F1,5,6,7 I1,5,6,7 P1,5,6,7 M__	F1,5,6,7 I1,5,6,7 P1,5,6,7 M__	F2,5 I2,5 P2,5 M__
N/A Using standards as a teacher	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__	F__ I__ P__ M__

Now, as you see gaps, think about what you can do differently!

(The following charts will be applicable ONLY to English/Language Arts courses)

Speaking and Listening	S/L - 1	S/L - 2	S/L - 3	S/L - 4	S/L - 5	S/L - 6
ENG 301	F1,2,6	F__	F1	F__	F__	F__
Using standards as a learner	I1,2,6	I__	I1	I__	I__	I__
	P1,2,6	P__	P1	P__	P__	P__
	M	M__	M__	M__	M__	M__
Using standards as a teacher	F__	F__	F__	F__	F__	F__
	I__	I__	I__	I__	I__	I__
	P__	P__	P__	P__	P__	P__
	M__	M__	M__	M__	M__	M__

Language	Lang.-1	Lang.-2	Lang.-3	Lang.-4	Lang.-5	Lang.-6
ENG 301	F3	F3	F1,3,4,6	F__	F3	F3
Using standards as a learner	I3	I3	I1,3,4,6	I__	I3	I3
	P3	P3	P1,3,4,6	P__	P3	P3
	M3	M3	M__	M__	M__	M__
Using standards as a teacher	F__	F__	F__	F__	F__	F__
	I__	I__	I__	I__	I__	I__
	P__	P__	P__	P__	P__	P__
	M__	M__	M__	M__	M__	M__

