

ADVANCED TECHNIQUES OF COMPOSITION
TU: EN 326-1 — 2:00 p.m. MW — FC 229
Spring 2008

INSTRUCTOR INFORMATION AND OFFICE HOURS

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OFFICE HOURS

MWF: 9:00 – 9:50 a.m. TTh: 11:00 – 11:50 a.m.
MW: 1:00 – 3:00 p.m. Other Times by Appointment

CATALOG DESCRIPTION

EN 326. Advanced Techniques of Composition—3 hours. Intensive training in generating correct, clear, and forceful prose with an awareness of a specific audience. Fall.

RATIONALE

EN 326 is an intensive writing course designed to improve the student's ability to communicate complex ideas effectively. During the semester, students will engage in a number of readings that will challenge them to look at their world differently and, perhaps, more thoughtfully. These readings are not intended to serve as "prose models" for students to imitate, but rather as stimuli for original observations. By exploring difficult and unusual readings, students will move from simple observations toward sophisticated insight. Student papers, therefore, will not be an exercise in form, but expressions of ideas.

GOALS

The primary goal of EN 326 is to help students become better thinkers, more willing writers, and more thoughtful readers. The classroom will create an atmosphere where students can explore the variety, importance, and pleasure of the written word.

DESE SUBJECT-SPECIFIC COMPETENCIES

Upon successfully completing EN 326-1, you will have demonstrated the ability:

1. Ability to understand the fundamental aspect of standard English grammar (MSSC 1.1, 1.2, 1.3) (SSSC 1.1,1.2, 1.3)—Performance Indicators: Essays;
2. Ability to write correct standard English that is precise, concise, and clear (MSSC 1.1,1.2, 1.3, 4.1, 4.2, 4.4) (SSSC 1.1, 1.2, 2.1, 4.1, 4.2, 4.4, 4.5, 4.6)—Performance Indicators: Journals, Response Writings, and Essays;

3. Ability to develop a plan to present a coherent, well-organized piece of prose (**MSSC** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6) (**SSSC** 4.1,4.4, 4.5, 4.6)—Performance Indicators: Pre-writings, Journals, and Essays;
4. Ability to read difficult material and draw reasonable conclusions from that reading (**MSSC** 1.1, 3.1, 3.2, 3.5, 3.7, 3.8, 3.9, 4.8) (**SSSC** 3.7, 3.8, 3.9, 4.1, 4.3.)—Performance Indicators: Responses to Readings, Journals, Class discussions, and Essays;
5. Ability to examine reading and writing as active processes closely related (**MSSC** 1.1, 3.1, 3.2, 3.8, 3.9, 4.1, 4.2, 4.4, 4.5, 4.8) (**SSSC** 1.1,3.1, 3.7, 3.8, 3.9, 4.1, 4.5, 4.6, 4.9)—Performance Indicators: Responses to Readings, Journals, Class Discussions, and Essays;
6. Ability to use the critical analysis process in writing and reading—evaluate the separate parts, judge the logical patterns, and draw conclusions (**MSSC** 1.1, 3.1, 3.7, 3.8, 3.9, 4.2, 4.3, 4.4, 4.5, 4.8) (**SSSC** 3.1, 3.7, 3.8, 4.1, 4.2,4.4, 4.5, 4.6, 4.9)—Performance Indicators: Class Discussions, Essays, and Responses to Readings;
7. Ability to use the reading process (pre-reading, reading text, and questioning) and writing process (pre-writing, drafting, and revising) to discover ideas to use in the creating of thoughtful, well-organized essays (**MSSC** 1.1, 3.1, 3.7, 3.8, 3.9, 4.1, 4.2, 4.4, 4.5, 4.8) (**SSSC** 1.1, 2.1, 3.1, 3.2, 3.7, 3.8, 3.9.)—Performance Indicators: Journals, Position Piece, and Essays;
8. Ability to employ logical devices and rhetorical modes within an argument (**MSSC** 3.7, 3.8, 3.9, 4.8) (**SSSC** 2.4, 4.5, 4.9)—Performance Indicators: Essays;
9. Ability to generate an adequate bibliography for an effective essay using electronic as well as traditional avenues of research (**MSSC** 1.1, 4.4, 4.8) (**SSSC** 4.3, 4.5, 4.9)—Performance Indicators: Essays;
10. Ability to integrate and synthesize a variety of sources into a cohesive argument (**MSSC** 3.1, 3.5, 3.7, 3.8, 4.4, 4.8) (**SSSC** 4.2, 4.3, 4.9)—Performance Indicators: Essays;
11. Ability to document correctly using MLA format (**MSSC** 4.4, 4.8) (**SSSC** 4.3, 4.8, 4.9)—Performance Indicators: Essays;
12. Ability to create a portfolio as a means of self-assessment—setting goals and critically assessing those goals using scoring guides and reflective evaluations (**MSSC** 1.1, 4.1, 4.2, 4.3, 4.5, 4.7, 4.8) (**SSSC** 4.1, 4.2, 4.4, 4.5, 4.6, 4.8, 4.9)—Performance Indicators: Portfolio
13. Ability to select and present a capstone piece (**MSSC** 1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8) (**SSSC** 1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.8, 4.9)—Performance Indicators: Capstone Piece and Presentation.

MVC ADA STATEMENT

Special Needs: If you have special needs as addressed by the Americans with Disabilities Act, please contact your instructor immediately. After proper documentation, reasonable efforts will be made to accommodate your special needs.

MVC STUDENT CODE OF CONDUCT

It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution. This applies to personal honesty in all aspects of collegiate work, all student records and all contacts with faculty and staff. Academic dishonesty will not be tolerated.

It shall also be the responsibility of every student enrolled at Missouri Valley College to be respectful of the right of other students, staff and instructors to ensure a safe, peaceful atmosphere conducive to the educational goals of an institution of higher learning. Rude or disruptive behavior will not be tolerated.

Student actions that do not adhere to the MVC Student Code of Conduct will be addressed according to College policies regarding academic dishonesty and disruptive behavior. Students who exhibit dishonest, disruptive, or disrespectful behavior risk suspension or expulsion from the institution.

ACADEMIC DISHONESTY

EN 326-1 abides by the official policies of Missouri Valley College documents pertaining to this academic year. All forms of academic dishonesty including cheating and plagiarism will not be tolerated.

Plagiarism, the unacknowledged use of others' ideas, organization, and words, is a most serious offense. Be certain, therefore, to document all sources you use in your writing according to MLA format, **even when you paraphrase or summarize any source**. The first offense results in your failing the assignment. The second offense in the same class results in your failing the course. Three offenses can result in dismissal from college. Academic dishonesty, in any form, must be reported to the Chief Academic Officer and division chair. To protect your work and to ensure that all material is properly cited, you will turn your thesis drafts into www.turnitin.com.

MVC ATTENDANCE STATEMENT

You are expected to attend class regularly. Any student who misses two consecutive weeks of class or 50% of classes prior to midterm will be administratively withdrawn from class. If the withdrawal takes place within the first 6 weeks of class, the student will receive a grade of “W.” If the withdrawal takes place after the 6th week of class, the student will receive a “WF” or a “WP.” The student will be notified of this action by the Registrar’s Office. Readmission will be considered only for extenuating circumstances as approved by the Dean of Academic Affairs and the Registrar. In such cases, where readmission is approved, a readmit fee of \$350.00 will be charged. If a student drops below full-time status of 12 hours, financial aid may be adversely affected. Resident students dropping below 12 hours will be asked to move out of campus housing. Note: If you know that you want to drop or withdraw from a class please see your advisor. Do not count on this policy to automatically withdraw you.

COURSE REQUIREMENTS

You are required to read the assigned material in the anthology **prior** to class in order to understand the lectures, to ask questions, to discuss the readings, and to write competent one-page word-processed responses and major essays. **You are required to bring your one-page responses, journal, essay drafts to the writing workshops; to bring Hilbert and Trimble to class; and to submit your completed essays at class time on their due dates. If you do not, you will be asked to leave and marked absent.**

As you read, questions and ideas will occur to you. Jot those questions and ideas in your journal. Copy the sentences that triggered them along with the page numbers so you can refer to them later as you write your one-page responses and essays. Please use these entries to have questions and comments for class discussion, also.

Late one-page responses, essays, and journals will not be accepted and assigned the grade of 0. The average grade for the one-page responses, journal, and examination essays will be 20% of your final grade. The average grade of your essays and capstone piece will be 80% of your final grade.

GENERAL REQUIREMENTS

Please:

1. Disable your cell phone and other electronic gear.
2. Avoid eating, drinking, and wearing headgear in this classroom.

MAJOR ESSAYS

You will write three word-processed 750- to 1,000 word essays, approximately three to four pages each. The third is a research **essay**, excluding the Works Cited page, using MLA documentation. You will also write a fourth, a Capstone Piece. Toward the end of the semester, review your writing to polish and refine what you consider to be your best piece.

Final drafts of all word-processed essays will be submitted to www.turnitin.com.

Each essay will go through the following three-step revision process.

Step 1: You will bring a word-processed 750- 1000-word rough draft to the first in-class workshop and receive critiques from your peers and me.

Step 2: Then, you will revise your rough draft and, during a second in-class workshop, receive further critiquing from your peers and me.

Step 3: Finally, you will revise your second draft and submit it in class, on the due date, for a grade.

One full, double-space word-processed page contains approximately 250 words in 12-point Courier New font, approximately 300 in 12-point Times New Roman font. Since the first page contains your name, class information, and title, it contains less than 250 words of Courier New text and less than 300 Times New Roman. You are responsible for writing two to three full pages in each step to complete the essay assignment successfully.

You will likely write some brainstorming, preliminary drafts in your journal during class. However, all **workshop** drafts of your essays must be **word-processed** using either 12-point Times New Roman or 12-point Courier New font. Make certain you format your pages in MLA style (Fulwiler and Hayakawa 78 or Joseph Gibaldi, MLA Handbook for Writers of Research Papers, 6th ed. 320-21), and that the second and subsequent pages have your last name, essay number, and page number in the header. Follow the example on these pages.

Final drafts and Turnitin.com submissions are due class time. Late papers and late Turnitin.com submissions earn a “0.”

PEER EDITING WORKSHOPS

Please avoid “social” chatter. Focus on the peer-editing task.

A sample rubric is appended so you can determine standards for the assignments.

Refer to specific entries in Fulwiler when they need to correct mechanical errors in their essays.

JOURNAL AND RESPONSE WRITING

You will write two entries per week in your journal that are based upon your observations about your life. They can be memories, they can be thoughts about your relationships with others, they can be your dreams about your future, they can be your thoughts about current events. You will also submit one-page word-processed Response Writings to the readings and from Hilbert and the film based on discussions and/or handouts.

EXAMINATIONS

There will be two word-processed essay examinations—a midterm and a final. Both will be 400- to 500-word essays in which you will evaluate your reading and writing progress over this semester.

NOTE: College policy prohibits your taking the final examination early. Make your travel plans accordingly.

PORTFOLIO

Retain all of your writing in a three-ring binder. We will review your portfolio three times during the semester. The Missouri Department of Elementary and Secondary Education (DESE) requires that college and university students keep their portfolio while they are in school.

GRADING

A good essay must meet the requirements of the assignment. It will develop a thesis that is well supported by evidence. If information from other sources is used, it must be accurately documented according to MLA style. A good essay contains interesting ideas expressed in grammatically complete and correct sentences that are logically organized and linked with transitions.

An essay that meets the requirements of the assignment, develops a thesis that is supported by evidence, and expresses ordinary ideas using acceptable grammar is usually a “C” essay. A “B” essay contains innovative ideas that are discussed clearly and in depth. An “A” essay provides exceptional insights and elegant thesis development. “D” and “F” essays contain many grammar errors and lack focus, depth, and coherence. A sample holistic rubric is appended so you and your classmates can determine standards for the assignments.

OBJECTIVE PERCENTAGES AND LETTER GRADE EQUIVALENCIES

19-20 = 95 - 100% (A)	12-13 = 60 - 69% (D)
17-18 = 85 - 94% (B)	01-11 = 01 - 59% (F)
14-16 = 70 - 84% (C)	0 = Late; non-completed work

LETTER GRADE POINT EQUIVALENCIES

	B+ = 4.5	C+ = 3.5	D+ = 2.5	F+ = 1.5
A = 5	B = 4	C = 3	D = 2	F = 1
A- = 4.6	B- = 3.6	C- = 2.6	D- = 1.6	F- = 0.6
0 = Late; Non-completed Work				

COMPUTATION OF FINAL GRADE

Two Major Essays, Research Essay, Capstone Piece	80%
Journal, Responses, Examinations	<u>20%</u>
Final Grade	100%

REQUIRED AND RECOMMENDED TEXTS AND SUPPLIES

Hilbert, Betsy S. Progressions: Readings for Writers. New York: Norton, 1998.

Trimble, John R. Writing with Style, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2000.

A three-ring binder, available at the Barnes and Noble College Book Store.

A Marble College Journal, available at the Barnes and Noble College Book Store.

A handbook such as Toby Fulwiler and Alan R. Hayakawa. Pocket Reference for Writers, 3rd ed. is highly recommended.

A collegiate dictionary such as The American Heritage Dictionary is highly recommended.

PREPARATION

Virginia Zank asked these thought questions to make her Advanced Composition students' lives easier. So I include them for your consideration:

1. Have you prepared for class?
2. Is that preparation evident in the way you take part in the class activities and discussions?
3. Are you able to stay alert for the full class period?
4. Do you hand in all work on time?
5. Are you willing to help your fellow classmates in peer evaluation groups and discussion groups?
6. Do you have a positive, upbeat, enthusiastic attitude in class?

TENTATIVE SCHEDULE

NOTE: This schedule may be altered as necessary. Assignments for the day are listed on the day due.

All deadlines must be met. Work must be turned in on the due date during class.

Week 1 Jan 8

F: Set meeting schedule.

Week 2 Jan 12-16

M: Diagnostic Writing. Word process a one- to two-page essay to introduce yourself to someone you don't know, as if you were on a power date. Trimble. "Thinking Well" (3).

W: List the essays the class selected and decide which one to read and discuss on Wednesday. You should be able to give some information about your essay. Discuss the essay you chose on Friday. Choose your 2nd optional essay.

Week 3 Jan 19 (Martin Luther King Day)-23

M: Write a one-page response to the essay and our discussion Discuss your 2nd choice essay and word process a one-page response.

W: Finish discussing your 2nd choice essay. Trimble. "Openers" (25), "Middle" (32), "Closers" (49).

Week 4 Jan 26-30

M: Discuss Writing topics for Essay # 1.

W: Draft Essay # 1.

Week 5 Feb 2-6

M: Editing workshop of Essay # 1.

W: **Essay # 1 due in class.** Trimble. "Diction" (53).

WEEK 6 Feb 9-13

M: Hilbert. Langston Hughes, "The Animals Must Wonder" (85).

W: Discuss topics for Essay # 2.

- Week 7 Feb 16-20**
 M: Prepare to write your word-processed Mid-Term Essay, by reviewing your Portfolio.
 W: Trace your progress as a reader and writer from the beginning of this semester to the present. Indicate where you have strengthened your abilities, where you still have weaknesses, and how to strengthen areas that you consider your weaknesses.
 Hilbert. Rafe Martin, “Zen Failure” (39).
- WEEK 8 Feb 23-27**
 M: **Midterm essay examination due in class.**
 W: Word process a one-page response to “Zen Failure” and our discussion.
 Hilbert. Dennis Alan Mann, “Beams of Light: Looking at Architecture” (432).
- WEEK 9 Mar 2-6 MIDTERMS**
 M: Word process a one-page response to “Beams of Light” and our discussion.
 W: Discuss topics for Essay #3, which will involve some research.
 Work on Essay # 2.
- WEEK 10 Mar 9-13**
 M: Peer-editing workshop of Essay # 2.
 W: **Essay # 2 due in class.**
 Trimble. “Readability” (64) and “Superstitions” (83).
- SPRING Mar 16-20**
BREAK Be safe!
- WEEK 11 Mar 23-27**
 M: Hilbert. Stephen Hawking, “Is Everything Determined?” (453).
 View a movie of your choice outside of class.
 W: Word process a one-page response to “Is Everything Determined?”
 Trimble. —“How to Write a Critical Analysis” (94).
- WEEK 12 Mar 30-Apr 3**
 M: **Begin Research for Essay #3.**
 Word process a one-page response to the movie you reviewed.
 Trimble. “Revising” (99) and “Proofreading” (100).
 W: Hilbert. Henry David Thoreau, “From Walden—Conclusion” (523).

WEEK 13 Apr 6-10 (Good Friday)

M: Word process a one-page response to “From Walden—Conclusion.”

W: Review your portfolio to determine what work you wish to refine and present as your best work, excluding Essay #3. You may choose from your one-page responses and develop them, an entry from your journal, Essay #1, or Essay #3.

Work on Essay # 3. You may write drafts in your journal or on your lap-top. I will be available to consult with you in class. Prepare a word-processed draft to share orally in class on Friday.

WEEK 14 Apr 13-17

M: Peer-editing workshop of Essay # 3.

W: **Essay # 3 due in class.**
Discuss Capstone Piece.

WEEK 15 Apr 20-24

M-W: Work on your Capstone Piece.

Prepare to write your word-processed Final Essay by reviewing your Portfolio. Trace your progress as a reader and writer from the beginning of this semester to the present. Indicate where you have strengthened your abilities, where you still have weaknesses, and how to strengthen areas that you consider your weaknesses.

WEEK 16 Apr 27-May 1

M: **Capstone Piece due in class.**

Final examination essay due at this time.

BIBLIOGRAPHY

In addition to the sources listed in Trimble, consult the following:

Corbett, Edward P. J., and Robert J. Connors. Classical Rhetoric for the Modern Student. New York: Oxford, 1999.

Elbow, Peter. Writing with Power. New York: Oxford, 1998.

Shaughnessy, Mina. Errors and Expectations. New York: Oxford, 1977.

Strunk, William, Jr., E. B. White, and Roger Angell. The Elements of Style. 4th ed. Boston: Longman, 2000.

RUBRIC FOR HOLISTIC ASSESSMENT

- A =
1. Superior lead or angle; unique insight into topic; powerful conclusion that ties elements together.
 2. Paragraphs developed fully enough to lead, inform and entertain the reader with significant details and analysis.
 3. Excellent transitions.
 4. Well-written sentences with structural variety.
 5. Exact word choice that brings topic to life by showing, not telling.
 6. No, or virtually no major, spelling, grammar, punctuation, or format errors.
- B =
1. Strong lead or angle; insight into topic not necessarily fresh; satisfying conclusion.
 2. Paragraphs well-developed enough to lead and inform reader with some interesting details or appropriate analysis.
 3. Good transitions.
 4. Well-written sentences with some structural variety.
 5. Good word choice that captures topic, but tends more to tell, not show.
 6. Few spelling, grammar, punctuation, or format errors.
- C =
1. Trite lead or angle; general treatment of topic; average insight; clichéd or otherwise weak conclusion.
 2. Paragraphs developed adequately to contain major point, but with few details or superficial analysis.
 3. Awkward transitions or loose continuity.
 4. Syntactically correct sentences, with little variety or wordy constructions.
 5. General descriptions or imprecise word choice.
 6. Some spelling, grammar, punctuation, or format error.
- D =
1. Weak lead or angle; poorly defined or treated topic; vague conclusion that makes no point or suggests new topic.
 2. Disjointed or misplaced paragraphs with little informative detail or appropriate analysis.
 3. Few transitions or poor continuity.
 4. Barely functional sentence structure.
 5. Inappropriate or incorrect word choice.
 6. Several spelling, grammar, punctuation, or format errors.
- F =
1. Poor lead or angle; no clear focus on topic; no conclusion; does not fulfill assignment.
 2. Underdeveloped paragraphs with no informative detail or appropriate analysis.
 3. Missing transitions or no continuity.
 4. Incoherent or unrelated sentences.
 5. Inadequate word choice.
 6. Many spelling, grammar, punctuation, or format errors.
- 0 =
- Late work or plagiarism.