

ENGL 302

Section 01

Fall 2016

Advanced Composition

MTWTh 10:10am-noon

Rotating Room:

M: English-218

W: English-220

T: English-219

Th: English-311

Catalog Description:

Prerequisite: Completion of GE Area A.

Writing and analysis of expository and argumentative papers at an advanced level. Special attention paid to issues of style and voice. Critical reading of models of effective writing. 4 lectures. Fulfills GWR.

Instructor: Dr. Sarah Grieve

Office: Jespersen Hall (116) Rm. 113

Email: sgrieve@calpoly.edu

Office Hours:

M: 9-10am

Tu: 9-10am & 12-1pm

W: 9-10am

Thu: 9-10am

& by appointment

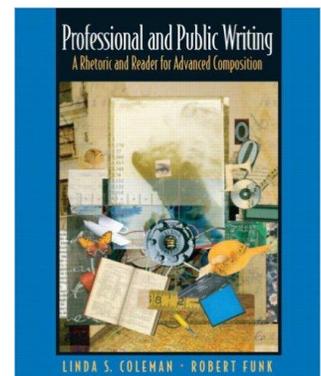


Course Description:

This is an advanced interdisciplinary writing course emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Students will study and practice various modes of inquiry (for example, historical, cultural, empirical, and ethnographic) employed in academic disciplines and acquaint themselves with the different systems of writing they will encounter throughout their academic lives, with specific attention to the writing styles used in their specific field of study. (Prerequisite: Completion of GE Area A; GWR eligible)

Required Materials:

- Linda S. Coleman and Robert W. Funk. *Professional and Public Writing: A Rhetoric and Reader for Advanced Composition*. Pearson, 2005. (ISBN: 9780131838857)
- Each student must enroll in the course through Schoology, the website on which course materials and discussion boards are located. Access code for this section:
- OWL Purdue Website: <http://owl.english.purdue.edu/>
- File folders for draft submissions



Course Goals:

Through this course, students will:

- significantly improve their academic writing
- develop an understanding of how members of a particular discipline conceive of and engage in the rhetorical practices of that discipline
- demonstrate understanding of the key conversations, forms, and conventions of writing in a discipline in which the student may one day participate
- gain experience in the construction of knowledge within a discipline and practice using its discourses
- analyze the lenses used to frame discourses related to various forms of communication
- write in the forms and styles associated with a particular discipline
- read documents, images, & other texts critically, paying attention to audience and argument construction
- work collaboratively
- use reasoning skills in order to create compelling arguments
- develop techniques for conducting research

Writing Projects:

There are a series of writing projects in this class, and each one builds from the previous one. Throughout the course you will go from analyzing an article in your discipline to crafting a research proposal and writing a portfolio of appropriate pieces to you within your field of study. Note: **You must submit all writing projects to pass the course.** All projects must be ready at the beginning of class on the day they are due. For each calendar day that a project is late, I reserve the right to deduct 1/3 of a letter grade (e.g., B+ → B) from the final grade on the project. All drafts of the writing projects should be typed, double-spaced and stapled. Each project will be submitted in a folder with all drafts (including peer drafts) and other requested materials.

Project One: **Rhetorical Analysis of Article (10%).** You will select an article from your field of interest (can be based on your major, current job, or a significant hobby). This article must have been published in a peer reviewed journal in the last 5 years. You will write a rhetorical analysis of the article making sure to examine audience, the rhetorical appeals, formatting, organization, use of images (charts, graphs, photographs, etc.), as well as style and tone.

Project Two: **Analysis and Review (25%).** You will give an analysis of three different articles within your field of interest, seeking to identify the style, methods, and practices of researchers in that discipline. You will review the articles in order to discern what each reveals about what makes writing successful and effective. One of the articles must be from a peer reviewed journal and your discussion must include explanation of each article's fit in the field's current conversations. This project asks for your analysis to lead to review, i.e. use what you discover from examining the writing to critique/expand/illustrate the field's writing techniques or purposes.

Project Three: **Research Proposal, Research Question(s) and Annotated Bibliography (20%).** You will create a concise document that introduces the purpose of your final suite of essays and justifies why your subject needs to be researched/written about further. You will then share your method(s) for your study and what you hope to accomplish through your project.

You will write a research question based on a topic in your field that you find unanswered, highly disputed or needing more explanation. You will choose your own research question and begin reading about your topic. You will produce a bibliography that includes summaries for at least 6 sources.

Project Four: **Final Suite of Essays (35%).** You will write at least 2 pieces, each addressing a different audience, totaling approximately 15 pages (≈3,750 words). You may think of this suite as a portfolio to present to a future employer or a collection of pieces showing your approach to a type of writing.

Grading:

The course grade is composed of the following:

| | |
|-----|-----------------------------------|
| 10% | Homework |
| 10% | Article Rhetorical Analysis |
| 20% | Analysis and Review |
| 20% | Proposal & Annotated Bibliography |
| 35% | Suite of Essays |
| 5% | Attendance |

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through F:

| | | | |
|----|----------|----------|----------|
| A | = 93-99% | C | = 70-76% |
| A- | = 90-92% | D | = 60-69% |
| B+ | = 87-89% | F | = 1-59% |
| B | = 83-86% | No paper | = 0.0 |
| B- | = 80-82% | | |
| C+ | = 77-79% | | |

Attendance:

Your attendance is required. Your final grade will be affected if you choose not to attend class. You may miss 2 classes (an entire week of a 10 week quarter) for any reason, without penalty. After that, your attendance grade will be lowered for each missed class. You should always inform me, ahead of time when possible, about missing class. Save your absences for when you get sick (it will happen, trust me) or for family emergencies. If, due to extenuating circumstances, you need to miss class beyond your given absences, I am very happy to work with you, but you must obtain prior approval. Absences will be dealt with on a case-by-case basis. In a class this size, your absence will be noticed.

During the quarter we will cancel our regularly scheduled class so we can hold conferences in my office. If you miss your conference, you will be counted absent for the same number of classes that were canceled.

In a class this size, your absence will be noticed; also, please be advised that in-class work cannot be made up without prior approval, and all essays must be turned in on or before the day they are due. A late paper's grade will drop by 1/3 for each day it is late (i.e., 1 day late = B → B-, or 2 days late = C+ → C-); a paper turned in after class on the day it is due will be counted as a day late. If you are turning in a paper late, you need to make arrangements with me; I count calendar days, NOT class meetings.

If you are going to miss a class scheduled for peer revision or workshop, you MUST communicate with me in advance and make arrangements for peer review; it is not fair to your classmates to miss the opportunity to hear your opinion. The highest grade your essay can receive without peer workshop is a B.

Participation:

While speaking in class is an important aspect of participation, it is not the sole contributor. Participation is composed of your effort in and out of the classroom, your attitude, your comments (both written & spoken), and your engagement with the materials and information being studied. Participating in your education by actively seeking assistance, i.e. attending office hours, will also help your participation grade.

In my opinion, participation is qualitative, which means it is difficult to assign a point value to the "qualities" that constitute a student's contribution to class. In order to account for this important aspect, I

The National Association of Colleges and Employers lists the top 10 skills employers seek in candidates:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems (tie)
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

will round your final grade up or down based on your participation. If I feel you have been an active participant, I will round your grade up when it sits between two grades. For example, if your final grade is an 8.4, between a B and a B+, I will round your grade up to the B+. However, if I am disappointed with your participation, your grade will be rounded down to a B. Please come see me during the quarter if you would like to check on your progress or receive advice about improving your participation.

Late work policy:

I do not accept ANY late work, so you need to attend class consistently to keep work and grades up-to-date. **Computer and printer problems are not valid excuses for late work.** I also **do not accept e-mailed assignments** unless prior arrangements have been made due to extenuating circumstances. This means that being absent is not an excuse to turn work in late. I will not take it, unless you have made arrangements with me *before* your absence. If you are absent, you should still be prepared for the next class.

Peer Review and Workshops:

Reading and responding to each other's writing is one of the most important things we will do in this course. I expect you to take peer revision seriously by giving thoughtful feedback to your classmates' work, both verbally and in writing. Part of your project grade will include a participation component, so make sure you stay on task and discuss each group member's paper thoroughly.

GWR

This course fulfills the Graduation Writing Requirement (students must pass the course with a "C" or higher and receive certification of proficiency in writing based on a 500-word in-class essay). We will dedicate one class period to taking the exam (if you are eligible and still need certification). Should you not pass the first time, you will have other opportunities to pass after a formal meeting with me.

The Public Nature of Writing and Discussions:

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to other perspectives. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly; please be considerate of others' contributions and viewpoints. This course may contain content (assigned readings, in-class discussions, etc.) deemed controversial to some students. If you have concerns about any course content, please bring these concerns to my attention.

Technological Distractions:

Refrain from any unauthorized usages of technology during our class sessions. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. If I sense you are distracted by technology in class, you will lose participation credit for that day and I reserve the right to ask you to leave the room.

All Writing for This Class Must be Written for This Class:

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

Academic Dishonesty:

Students are expected to write and submit original work in all classes, and to incorporate others' words, images, or ideas into their writing using standard citation practices. Academic dishonesty in any form will not be tolerated, and students are expected to be familiar with all relevant university policies. Plagiarism will be dealt with on a case-by-case basis; however, intentional plagiarism can result in failing the

assignment, a formal meeting with me, and reporting the dishonesty to the Office of Student Rights & Responsibilities. Please see Cal Poly's website for more information:
<http://www.osrr.calpoly.edu/plagiarism/>

Disruptive, Threatening, or Violent Behavior:

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "F" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form will not be tolerated, and students are expected to be familiar with all relevant university policies.

Accommodations for Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

Cal Poly Writing & Rhetoric Center

The Writing Center offers one-on-one help for students with their writing. Writing tutors can help students understand assignments, think of and organize ideas, work on drafts and revision, and understand principles and styles of documentation. Visit the Writing & Rhetoric Center's website for more information (<http://writingcenter.calpoly.edu/content/index>). The Center is a great asset; please take advantage of it.

Conduct and Deportment:

- *Cell phones:* Please turn off your cell phones before entering the classroom. A ringing cell phone is distracting and shows your lack of respect for your education, classmates, and myself.
- *Sensitivity:* Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.
- *Promptness:* Please be on time. If you are consistently late, I will request a meeting with you to formally discuss the problem. Your participation in class begins when class starts; you are not able to fully participate in the day's discussion if you are late. Your grade will be adversely affected by your inability to come to class on time.
- *Food, etc.:* Food and drink are prohibited in campus classrooms.
- *Attitude:* As with most things, you will get out of this class what you put into it; a positive outlook and commitment to excellence will serve you well. How you project yourself and the attitude with which you approach this class will be easily recognized by your classmates and by myself. I expect you to be respectful of yourself and others, committed to improvement, and dedicated to putting forth your best effort.

“Success comes to a writer, as a rule, so gradually that it is always something of a shock to him to look back and realize the heights to which he has climbed.” —P.G. Wodehouse

Advice from past 302 students:

- “READ. Not just for Reading Responses, but because the textbook will ACTUALLY teach you REALLY good stuff. ALSO DO NOT PROCRASTINATE. It sucks.”
 - “Go to office hours for help, and do it early.”
 - “Think HARD about what you want to do your research on. The topic can make or break the class for you. It’s nice that the projects build on each other, so pick your topic wisely. Also, it is okay if you don’t know what will become of your topic. If you like it, just do it and your research will create something cool and worthwhile.”
 - “Get help with a topic if you aren’t 100% sure about what exactly each paper will be. Even if you have a general idea, get help making them specific.”
 - “Stay on top of your assignments!”
 - “Work on your stuff progressively, not all at once.”
 - “Go to office hours, clarify what you write before you write it, and set aside a good chunk of time for this class.”
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University Learning Objectives

All students who complete an undergraduate or graduate program at Cal Poly should be able to:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning