

**Spring 2016      T/Th 12:30–1:45      Wallace 431**

Office: Case Annex 388

Office Hours: MWF 10:00–11:00  
and By Appointment

### **Course Description**

ENG 301 Advanced Composition. (3) I, II. Prerequisites: Eng 102 or 105 or Hon 102. Refinement of writing skills; application of rhetoric in expository and argumentative writings; planning and writing a research paper.

### **Required Texts**

Booth, Wayne. *Modern Dogma and the Rhetoric of Assent*. Chicago: U of Chicago Press, 1974.

Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*. 3<sup>rd</sup> Ed. New York: Norton, 2014.

### **Student Learning Outcomes**

1. Students will use critical and creative thinking.
2. Students will communicate effectively.
3. Students will demonstrate the ability to apply criticism/theory to texts and/or to analyze texts for rhetorical/historical/cultural contexts, literary techniques, and/or connections to other texts in/out of class.
4. Students will demonstrate the ability to compose effective, discipline-appropriate texts.
5. Students will demonstrate an understanding of the characteristics of literary/rhetorical contexts, periods, genres, theories, and trends.
6. Students will demonstrate the ability to conduct research, to assess sources, to effectively synthesize their ideas with those of others, and to correctly document that research.
7. Students will demonstrate rhetorical knowledge; critical thinking, reading, and writing abilities; and control of written language conventions.

### **Attendance**

This course is highly dependent on student interaction and discussion. For this reason, class attendance is mandatory to successfully complete the course. ***You may miss no more than 3 classes during the semester without penalty. Additional absences will accrue penalties to your final course grade. For each additional unexcused absence, your course grade will drop by half a letter grade.***

*Exceptions to this policy may be made for certain absences.* For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness, and other absences as outlined in the University's "Student Absence from Class" policy

[http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6\\_student\\_absence\\_adopted\\_12.1.14.pdf](http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf).

Students asking for an absence to be excused must bring documentation of the reason for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle

missed class time. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

### **Last Date to Drop the Course**

Please visit the Colonel's Compass online (<http://colonelscompass.eku.edu/>) for the last date to drop the course.

### **Accommodations for Students with Disabilities**

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

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 the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

### **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 the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

### **Mutual Respect**

I encourage vigorous and lively discussion and debate in this class and within our university community. However, personal insults on an individual person's race, class, gender, sexuality, age, veteran status, or ability will not be tolerated. Practice empathy and help maintain our classroom and university as a safe and inclusive place.

### **Official Email**

An official EKU email is established for each registered student, each faculty member, and each staff member. All University communications sent via email will be sent to this EKU email address.

### **Cell Phones, Text Messaging, and Other Distracting Stuff**

How do you react when somebody's cell phone starts ringing in a movie theater or in the middle of a business meeting? How do you feel when you're giving a presentation and someone in the audience is checking Facebook or texting their friends? In general, the policy is this: Do not interrupt the class in any way, or distract your classmates, or show disrespect for the instructor or other students in the class. Turn cell phone ringers to Off. If you must (say, you are waiting on an update on a close relative's condition), take calls and do text messaging outside the classroom, not in it.

### **Evaluation Methods**

In this course, you will complete a number of writing assignments focusing on developing facility with academic discourse conventions. Each major assignment will include a drafting and revision process, during which you will receive feedback from your instructor and your peers, before you turn in a final draft for a grade. I will also ask you to complete weekly reading-response blog posts, which will be

evaluated on a complete/incomplete basis. At the end of the semester, I will give a final exam covering the readings.

Here are the course assignments and their point values:

Assignment	Points Possible
Blog Posts & Responses	200
Genre Analysis	150
Extended Inquiry Project	
• Literature Review Essay	200
• Multi-modal researched argument	250
• Presentation	50
Final Exam	150
<b>Total Points:</b>	<b>1000</b>

- In order to pass the class, **you must complete all assignments** indicated above.
- Your final grade will be based on the total possible points you have earned, as follows:

900–1000	A
800–899	B
700–799	C
600–699	D
0–599	F

### Course Requirements

Blog Posts and Responses: These are meant to be low-stakes writing opportunities where you can explore and practice concepts and ideas covered in the readings and course discussions. So long as you complete these entries on time, respond to the topic, write at least 250 words (for reference, this paragraph is 106 words), and employ some basic proofreading, you will receive a full 10 points for each entry. You may submit a blog post late for 5 points; however, they must be submitted by the next class period. One missed, late, or incomplete blog entry (so, your lowest score) will be dropped from the final grade.

Blog posts: For each post, raise questions, challenges, and ideas about the day's reading topic. You may also find an example of an idea or approach mentioned in the reading; explain how the example relates and what it helps us better understand about the reading, or how the reading helps you to see the example differently. If the example is online, link to it in your post.

Blog responses: Each week when a blog post is due, comment on and respond to at least two classmates' posts.

Genre Analysis: A detailed description and analysis of a critical genre (e.g. the genre of the film review or the genre of the op/ed) important to your field and/or area of research and writing interest. The analysis should be supported by reference to at least one primary, representative example and several secondary examples; when possible, it should also include reference to relevant style guides or other expressions of community standards. Through this project, you will develop skills for discovering genre conventions and audience expectations—an important skill for writers whose majors and careers will often expect you to quickly learn to respond to a variety of writing situations and master a range of genres.

Extended Inquiry Project: The major writing project for the course. Within guidelines provided during the semester, you will choose a topic of interest to you and of relevance to your field. The project will begin with an inquiry proposal wherein you will frame some guiding questions for your research. I will

meet with you early on in the semester to discuss your project ideas and help to frame your questions and goals. After you have completed your research (to be used in the Literature Review), you will decide on an argument and begin drafting a Multi-modal Researched Argument—a well reasoned argument about your topic supported by written and audio/visual/tactile components. While working on this project you will develop and polish research skills and come to better understand academic writing conventions. This project includes the Literature Review Essay, Multi-modal Researched Argument, and a Presentation.

*Literature Review Essay:* While it will stand on its own, this essay is a precursor to your Multi-modal Researched Argument. In it, you will provide an overview of what people have written about your inquiry topic, drawing from 5 to 10 relevant sources, both academic and popular. More than a simple annotated bibliography, this review essay will need to make connections and highlight distinctions between points the reviewed texts are making and put them in context with your inquiry questions. This essay will not so much make a persuasive argument as make a point (or points) about the state of the “conversation” surrounding your topic, including pointing out gaps, inconsistencies, and places to take future work. This paper sets up your later Researched Argument.

*Multi-modal Researched Argument:* This essay of at least 4000 words (or the equivalent) presents your argument and the good reasons you’ve developed to back it up. The paper should make use of your research from the literature review as well as any additional source material you’ve found since then; the sources should be a blend of academic and popular and should be appropriate for your intended audience and purpose for the paper. It should include some integrated multi-modal elements (e.g. drawings, pictures, audio, video, tactile works), which will be calculated as part of the “page” value of the argument. The multi-modal component should not be a separate entity but be meaningfully integrated with the written argument.

*Presentation:* A chance to present your hard work to the rest of the class.

Final Exam: This exam will cover major concepts from the readings. The class will develop a collaborative study guide to help everyone prepare.

### **General Assessment Criteria**

Specific criteria for each major assignment will be presented and explained in class. However, all writing you produce in ENG301 should meet the following general criteria: (a) The writing meets the requirements and parameters for the assignment; (b) the writing is intelligent, well-informed, respectful of others, grammatically competent and stylistically fluent, well organized, and, most importantly, rhetorically effective for its purpose, audience, and context.

## **Weekly Schedule for ENG301: Advanced Composition**

### **Spring 2016**

Schedule is subject to change. Changes will be announced in class (when possible), on Blackboard, and via email; emergency cancellations or changes will be announced via email and Blackboard—please check your EKU email account regularly.

**You are responsible for keeping up with material covered and assignments due on any days that you miss class.**

Week 1 1/18–1/22	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Introductions; review of rhetorical appeals and audience</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Read and post on Elbow's "The Believing Game" (pdf)</li> </ul>
Week 2 1/25–1/29	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Read "Kairos and the Rhetorical Situation," from Longaker and Walker (pdf)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Read Miller, "Genre as Social Action" (pdf)</li> <li>• Introduce Genre Analysis</li> </ul>
Week 3 2/1–2/5	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Read Miller and Shepherd, "Blogging as Social Action" (pdf) and Spinuzzi, "Genre Assemblages" (pdf)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Workshop: Genre Analysis in Action</li> </ul>
Week 4 2/8–2/12	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Complete draft of Genre Analysis due</li> <li>• Peer Review</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Polished Analysis due</li> <li>• In-class Meta-analysis: analyzing the genre analysis as genre</li> <li>• Introduce the Inquiry Project &amp; Literature Review</li> </ul>
Week 5 2/15–2/19	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Inquiry Project Proposal due</li> <li>• Individual Conferences</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Read Zinczenko's "Don't Blame the Eater" (TSIS 241–43) and TSIS 1–51 (Introduction and Part 1)</li> </ul>
Week 6 2/22–2/26	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Read sample lit review essays (pdf)</li> <li>• In class: Genre analysis of the lit review</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Workshop: Meaningful Citations and Source Integration</li> </ul>
Week 7 2/29–3/4	<p>Tuesday</p> <ul style="list-style-type: none"> <li>• Complete draft of Lit Review due</li> <li>• Peer Review</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>• Polished Lit Review due</li> <li>• Read the General Introduction to <i>The Rhetorical Tradition</i> (pdf)</li> </ul>

Week 8 3/7–3/11	Tuesday • Read Booth, <i>Modern Dogma and the Rhetoric of Assent</i> chapter 1 (2–40) Thursday • Read Booth, 87–111
Week 9 3/9–3/18	<b>Spring Break</b>
Week 10 3/21–3/25	Tuesday • Read Booth, 111–139 (skip 127–137) and <i>TSIS</i> 53–67 Thursday • Read Booth, 141–145 and 164–180 (skim 146–164 if you like)
Week 11 3/28–4/1	Tuesday • Read Booth 180–204 Thursday • Argument Proposal due • Read <i>TSIS</i> 68–101 • Workshop: Audience Analysis
Week 12 4/4–4/8	Tuesday • Read excerpt from Toulmin (pdf) and Ramage and Bean “A Classroom Strategy for Teaching Toulmin” (pdf) Thursday • Read Ronald, “Style: The Hidden Agenda in Composition Classes or One Reader’s Confession” (pdf) and <i>TSIS</i> 121–128 • In-class style analysis
Week 13 4/11–4/15	Tuesday • Introduction to Visual Rhetoric Thursday • Workshop: Beyond Citation—Fair Use and Copyright
Week 14 4/18–4/22	Tuesday • Complete draft of Researched Argument due • Peer Review Thursday • Individual Conferences
Week 15 4/25–4/29	Tuesday • Introduce Presentations • Workshop: Document Design and Readability Thursday • Polished Researched Argument due • Workshop on Presentation Preparation
Week 16 5/2–5/6	Tuesday • Presentations Thursday • Presentations
Finals Week	Final Exam