

English 30400-001/003

Advanced Composition

Course website: Brightspace

Spring 2023 | 9:30-10:20; 10:30-11:20am

Monday | Wednesday | Friday

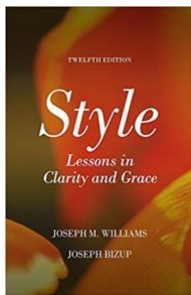
WALC 3148

Required Textbooks

You need to have the following materials and textbooks. I do expect you to have your textbooks by the second week. We will begin readings in them right away. Also, I expect you to bring your books to every class meeting.



1. **Rewriting: How to Do Things With Texts** by Joseph Harris, Utah State University Press, 2006.
ISBN-13: 978-1627326861
ISBN-10: 1607326861
eText: ~\$15.00
Paperback: ~\$23.00



2. **Style: Lessons in Clarity and Grace**, Twelfth Edition by Joseph M. Williams and Joseph Bizup, Longman 2017.
ISBN-13: 978-013-408041-3
ISBN-10: 0-13-408041-6
Paperback: ~\$26.00-\$44.00

3. The ability to either view online or print .pdf files regularly. You will have academic journal and magazine articles assigned to read, analyze, and discuss

Resources



Instructor: Linda Haynes

Email: lhaynes@purdue.edu

Office: HEAV 314C

Office Hours: M 2:30-3:30pm W 1:30-2:30pm

Or, email for a Zoom or F2F appointment



Office hours are free!

Course Goals and Learning Objectives

By the end of the semester you'll be able to

- Read academic texts in your field (and in other fields) critically
- Integrate other voices and perspectives into your own writing
- Form academic arguments
- Use both visual and verbal texts to enhance your position/argument
- Understand why there are different citation and format styles (and use at least one properly)
- Practice and apply the writing moves described in Harris' text
- Analyze and write to the rhetorical situations you'll face within your academic area
- Practice the writing process of planning, drafting, revising, and editing
- Edit your writing for coherence, grace, and style
- Evaluate your own writing critically
- Reflect on what you've learned and written

By the end of the course you will have generated about 9000-12000 words of polished writing. Additionally, you will write drafts, do peer evaluations, complete in-class writing assignments, and create a research presentation.

Campus Emergencies

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar. Here are ways to get information about changes in this course.

1. Check the course website (Brightspace)
2. Check your email
3. Email me at lhaynes@purdue.edu

You are expected to read your @purdue.edu email regularly

Welcome to English 30400: Advanced Composition.

The Outcomes for English 30400 are:

1. Produce over 8,000 words of polished, rhetorically effective writing, fit for the academy, work, and civic life.
2. Use strategies of close reading and sound research methods for depth of understanding, expansion of knowledge, and honing critical acumen.
3. Apply rhetorical principles and techniques to a variety of writing tasks.
4. Read texts on rhetorical history and theory in order to understand them and use them.
5. Expand your knowledge of how persuasion permeates all aspects of life - verbal, visual, and material and increase your ability to discern better forms of influence and argument.

Here's what we'll be doing. In addition to *playing* (to be explained), we will:

- Talk and write about writing theory
- Read and discuss assigned texts
 - Your *Rewriting* textbook
 - Your *Style* textbook
 - Several short articles I'll provide for you
- Write three response papers and one short assignment in which you practice and explain "Coming to Terms", "Forwarding", "Countering", and "Taking an Approach" in your work.
- Learn and practice effective Peer Review strategies
- Write short in-class and out-of-class pieces
- Write and research collaboratively (Essay #3)
- Research and evaluate materials in your area to draft the documents (proposal, annotated bibliography, planning, drafts) that lead to composing a researched artifact for a specific audience.
- Present your research in progress
- Reflect on your semester's work

For each writing project, you will write drafts, revise, re-write parts of your papers, rethink them, revise, edit, revise, and revise some more. In addition, we will *play* with language and writing.

Course Assignments and Their Value Toward Your Final Grade

Over the course of the semester, you will accumulate 1000 points. Here's how:

Assignment	Points	Assignment	Points
Email Assignment/Learning Manifesto Due 11:30PM Thursday January 19	50	Annotated Bibliography homework (3-5 sources) Due 11:30PM Wednesday, March 29	25
Essay #1 (750-1250 words) Coming to Terms, due 11:30PM Sunday, February 5	100	Project Proposal with Research Plan (500-750 words) Due by 11:30PM Friday, March 31	50
Essay #2 (750-1250 words) Forwarding, due 11:30PM, Sunday February 19	100	In-class presentation of your research so far w/three PPT slides: Week 13	25
Essay #3 (750-1250 words) Countering, due 11:30PM, Wed Mar 8	100	Draft 1: include references and citations <i>Before class:</i> Wednesday, April 12	25
Peer Reviews, in-class writing and small assignments	150	Draft 2 include references and citations <i>Before class:</i> Wednesday, April 19	25
Journal Entries (10 over the course of the semester, 10 points ea.)	100	Final Annotated Bibliography Due 11:30PM Friday April 21	50
Semester Reflection (750-1250 words) by 11:30AM, Saturday, April 29	50	Final Researched Artifact with references (2000- 2500 words) Due by 11:30PM Friday, April 28	150
		Total Points for Semester	1000

The items in the right column are all related to the researched article you'll work on during the semester. Schedule is subject to slight adjustments.

Classroom Policies and Resources

Other Materials You Need in ENGL 304

- Access to Google Drive. We'll use it to write collaboratively on a group project, a few smaller assignments, and for peer review.
- You will need to submit your documents on Brightspace using MSWord. Remember that [Office 365 is free for all students](#). You should also have paper and a writing instrument with you at all times during class for any notetaking or brainstorming you might do.

About Professional Ethos

In the workplace, your "Professional Ethos" indicates you are doing your job in a professional and responsible manner. In ENGL 304 it also means you are actively engaged in the class and with your classmates. Do you come to class late and/or unprepared? Do you work on homework for other classes during ENGL 304 class time? Text or surf the web during class? Offer only the bare minimum effort in class or on your writing partners' peer reviews? **Or** do you show up ready to learn with your textbook and materials? Do you offer thoughtful and critical feedback to your classmates' writing? Do you stay on task? Do you engage with other students, if not during open class discussion, then within your groups? (And when we do have class discussions, I expect you to listen respectfully to the views of others. You should not harass, threaten, or belittle others in any way.) Do you engage in some way with the class, even if that's listening carefully and taking careful notes to use later?

I invite you to talk with me at any time about your Professional Ethos so that you will know how you are doing and how to improve. I trust that you, as serious students, will do your best in our course!

Missed or Late Work

Please submit your work on time. We will do a good deal of peer review, collaborative editing, and discussion about writing in this course; if your assignments are late, you will not receive the valuable feedback you need for revision nor the points associated with your drafts and on the peer reviews you do on others' work. Late work may be accepted for a grade under extenuating circumstances and only if you consult with me 24 hours before the class period in which the work is due. If you are having issues with Brightspace, email me right away to let me know.

If you find yourself overwhelmed and unable to complete an assignment, **please email me so we can talk about it...**but try to do so BEFORE the assignment is due. I know you will try to do your best work and turn in work on time, but I do understand that life can sometimes toss unexpected obstacles in your way. The biggest take-away from this section: please stay in touch with me!

Attendance and Absences

If you fall ill, PLEASE try to contact me as soon as you can. If I don't hear from you, *I will worry about you*, I will try to contact you, and if I don't hear from you, I will contact your advisor and the Dean of Students.

We will have a lot of discussion, collaborative work, and interaction in this class. I expect a good deal of activity and instruction every time we meet, so you need to be here with us. Many times, the class interaction you miss cannot be made up. I realize that sometimes you may have an illness or circumstance beyond your control, but I sincerely hope our class is engaging enough that you *want* to be here with the rest of us! If you are not in class, you are not meeting the outcomes of the course, you are not engaging with your peers, and you are not getting all that you can from class. This semester in our MWF class, we meet a total of 44 times. You get 6 "free" absences, but you will drop a full letter grade for every absence after that. If you accumulate 10 absences, you should either drop the course if you can (and save your GPA from the inevitable "F") or consider retaking the course next semester. **Two things to remember: save your absences for when you need them and communicate with me.**

When you know you are going to be absent, I'd like you to let me know *before class* via email. I want you to think of your college experience as your job. In the workplace, we must always report to work, and there

are serious repercussions if we don't show up without letting someone know. I often schedule specific group activities, and I need to know how many students will be participating. Your absence can alter effective group activities. And when you *are* absent, I expect you to take responsibility for what you miss in class, but also please realize that I cannot email you everything you missed. Of course, you may always talk with me during my office hours so I can help you get caught up and answer your questions, or you may ask another student.

Most importantly: if you are having an attendance problem, **please talk with me**. I can be quite reasonable and understanding, but I cannot help you nor can I possibly understand any issues you are dealing with if you don't talk to me.

Please try to be on time for class. If you need to come to class late occasionally, I understand. But if you are chronically late, I will start keeping track. I'll talk with you about your chronic time challenges and your professional ethos.

If you have a death in the family, you or a representative should contact the Office of the Dean of Students. That office will then notify your instructors. For more information, see the [Absence Policy for Students](#) for grief absences, military absences, and conflicts with religious observances.

Assignment, Format, and Filenaming Conventions

For your final drafts, please hand in presentable work that has been proofread. You need to use 11- or 12-point in a readable font for the project you are working on, and depending on the assignment, your papers will be either single- or double-spaced. See your assignment sheets for the format conventions we will use. I am going to ask that you use APA documentation style, but you should find out what documentation style is used in your discipline (MLA, APA, AMA, ASA, Chicago, CBE, AIAA, IEEE?). We'll examine the differences among some of these styles in class.

When you submit files to me digitally (Brightspace, Google Drive, Email), you need to use the following filenaming convention: <LastnameProjectname###> with the ### being the draft number when you are working with revisions. For example, this syllabus file might be Haynes2023Syllabus06. (Yes, this has to be *at least* the 6th draft I've done of the 2023 syllabus.) A final draft would be Haynes2023SyllabusFinal. Never submit something to me with a nondescript filename like <ENGL304paper>. That may be fine for your own files, but for an academic or professional submission it shows a lack of audience awareness and audience's needs.

Office Hours: It's Your Time and Mine...and Office Hours are *FREE!*

I'd love to see you in my office from time to time. If you want to discuss class topics one-on-one, or if you'd like to discuss your grade or your work, I will happily meet with you. A note about my "office hours": I am in my office more than most instructors because I am also an Associate Director of the Introductory Composition Program. Therefore, the office hours listed on my syllabus are not the only time I'm around. Later in the semester we will also schedule a time for conferences to discuss your research and writing.

Drafts and Revising: We Are a Community of Writers

The revisions on the writing you do in this class may be nothing like you've done before. Our focus on revising will involve *rethinking* your work. You will be joining the world of academic writers in your field, and that will require a kind of revision that involves a lot more than proofreading the work.

You will revise in order to clarify your thoughts, strengthen your position, and bring your own ideas to the texts we read. By that, I mean you need to add material, cut out extraneous information and words, reconsider your rhetorical situation, reorganize your thoughts and arguments, add evidence, develop your ideas, and improve your style. You will not do this alone; your fellow writers in ENGL 304 will read your work and respond to it as colleagues in the academic world. In later drafts, I expect you to do more sentence level editing for style and to proofread your own work carefully.

Description of Grades

I will assign your individual and final grades using a +/- system. Here's the meaning behind the grades I'll use (you can use these statements as clues about how you might work toward a higher grade):

- C work: [70-73 = C-, 74-76= C, 77-79 = C+]—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable. The work may clearly restate the ideas or project of another text, *but it tells me nothing new or makes no new connections*. This is average work.
- B work: [80-83 = B-, 84-86= B, 87-89 = B+]—You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. The work may point out other texts' difficulties or complex ideas, *but it does nothing further with this information*.
- **A work: [90-93 = A-, 94-100 = A]**—You did what the assignment asked at a high-quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style. The work shows that the writer has considered his/her own position and responds to that position (or new idea) well. Writer shows audience awareness and documents have a clear purpose.
- D work: [60-63 = D-, 64-66= D, 67-69 = D+]—You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete, and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic. Work in this grade range indicates a misunderstanding of the level in which academic writers must perform and the demands that readers of academic writing have of you.
- Failing work = Below 60—I usually reserve a grade of F for people who don't show up, don't do the work, or don't put effort into their work. If you give an assignment an honest try, I doubt you would receive an F.

Classroom “Rules”

I have three main rules for my classes.

1. Respect others and yourself. If another student is speaking, give that student your full attention. Likewise, when I am speaking, give me your attention. Don't text your friends, play video games, or engage in other disruptive behavior when someone is speaking in class. I expect you all to offer each other common respect.
2. Do your best work. Make it a point to learn something unexpected this semester. Take responsibility for your education. YOU can make a difference in your own learning process.
3. Do YOUR best work. Hold yourself to a high level of integrity. Don't succumb to dishonesty. Doing so cheats YOU, and cheating yourself of your own education is being disrespectful to yourself. Let's discuss more on academic dishonesty in the next section....

Academic Integrity and Plagiarism

Plagiarism is the act of using another person's work and calling it your own. You can plagiarize by purchasing a paper from someone and handing it in as your work, by stealing another student's digital file, by downloading someone's work from the internet, by copying material from a book or magazine article without citing the source, by “cutting and pasting” material from websites, and by using another person's ideas without proper attribution. When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't!

I want to stress that I value learning and honesty in the classroom. I also want to stress that I do report known cases of plagiarism to the Office of Student Rights and Responsibilities (OSRR). When you plagiarize, you cheat and defeat yourself. You rob yourself of your own educational experience which is a kind of violence to yourself.

The English Department's definition of plagiarism is: "When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgement, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers.

Penalties for plagiarism vary from failure of the plagiarized assignment to expulsion from the university and may include failure for the course and notification of the Dean of Students' Office. The Department of English considers the previous explanation to be official notification of the nature and seriousness of plagiarism."

You should become familiar with Purdue's Student Regulations and with the Dean of Students/[Office of Student Rights and Responsibilities](#) information on student conduct. According to their site, plagiarism is a misconduct that is subject to disciplinary penalties.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, or via email.

The Writing Lab

The Writing Lab offers FREE tutorials to students by appointment or on a drop-in basis. They have both face-to-and virtual tutorials. You may also access the [Online Writing Lab](#) (OWL) for videos, handouts, and other information about writing.

Accessibility and Accommodations

Purdue University strives to make learning experiences accessible to all participants. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at drc@purdue.edu or by phone: 765-494-1247.

University Policies and Resources

Mental Health/Wellness

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of

academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

Counseling & Psychological Services (CAPS)

"CAPS strives to enhance the psychological health and personal effectiveness of students, thus empower you to maximize your personal adjustment and individual accomplishments. In providing services, the staff attends to remedial, developmental, and situational concerns, recognizing that they interaction between the stress of the academic environment and you individual level of development can lead to problems that can be alleviated through therapy. CAPS works together with the university community to create an environment that assists students in understanding and responding to challenges and opportunities in a way that enhances their personal and academic development." CAPS website: purdue.edu/caps, phone: 765-494-6995.

Center for Advocacy, Response & Education (CARE)

Care provides students on-campus confidential victim advocates for victims of sexual and relationship violence. It's open and available seven days a week, 24 hours a day. Call 765-495-2273. Their website is purdue.edu/odos/care.

Course Schedule

This schedule is subject to change. Students will be notified on Brightspace or by email of changes made to the policies or syllabus.

Brief Schedule: This schedule gives you an idea of the reading and writing you'll do in this class. A detailed schedule will be available on Brightspace. This print schedule is subject to change.

Important Week 1 assignment:

Purchase or download your textbooks. We will begin using them right away.

Course Introduction, Expectations, Email Assignment with Learning Manifesto

Week 1-2 Objectives: You'll reflect on your own learning, demonstrate your understanding of rhetoric within a everyday writing modes, and be able to write and identify a professionally written email.

Monday: Introductions to each other and to the course, Syllabus, Part 1

- **Assignments:** Complete "Getting to Know You" Questionnaire. Submit to Brightspace. Acquire textbooks.

Wednesday: Syllabus Part 2, discuss Habits of Mind and your Learning Manifesto. Introduction to Professional Email Assignment

- Reading for Friday: "It's Time to Bring Back the Experience of the Salon".

Friday: Class discussion over the reading and assignment; rubric for assignment. Review of Rhetoric.

- Reading for Wednesday: "Email Etiquette", "How to Email a Professor" and Read Introduction to Harris (provided on Brightspace), pages 1-12, "Introduction" and Williams' Lesson 1, Lamott's "Shitty First Drafts".

Week 2, Wednesday: Email analysis, signature blocks and rhetoric. **Email Assignment due Thurs. January 19.**

- Reading for Friday: Introduction to Harris (provided on Brightspace), pages 1-12, "Introduction", Williams' Lesson 1, and Essay 1 Assignment Sheet.

Friday: Class discussion over the readings and assignment; rubric for assignment.

- Reading for Monday: Harris Chapter 1, "Pierre Menard, Author of *The Quixote*"

Overview for the rest of the semester

Dates are subject to adjustments. The most current and *detailed* schedule will be available on Brightspace.

- Week 2: Email assignment, rhetoric and signature blocks, Williams' Lesson 1 "Understanding Style", Harris' Introduction and "What is a Text?" and "What is Academic Writing?"

- Week 3: Harris Chapter 1, pages 13-33 (“Coming to Terms with a Text”), Lamott’s “Shitty First Drafts”. Borge’s “Pierre Menard, Author of *The Quixote*” (this short story is on Brightspace). “How to Think Like Shakespeare” (article on Brightspace), Williams’ Lesson 7 “Motivation”. Richard Straub’s “Responding, Really Responding to Other Students’ Texts”. Draft due. Peer Review.
- Week 4: Level 4 draft, peer reviews, **Essay #1 due Sunday, February 5.**
- Week 5: Harris’ Chapter 2 (“Forwarding”), Nancy Sommers’ article (on Brightspace). Discuss Sommers, documenting sources and formatting a text. Williams’ Lesson 2 “Correctness”, Lesson 3 “Actions”, and Lesson 4 “Characters”
- Week 6: Draft due, peer review, formatting/designing a text, revising Essay #2. **Essay #2 due Sunday, February 19.** Begin Harris’ Chapter 3. Form collaborative writing groups.
- Week 7: Harris’ Chapter 3 (“Countering”), collaborative writing, arguing a position
- Week 8: Conferences this week. Williams’ Lesson 8 “Global Coherence”. Essay #3 drafts, peer editing,
- Week 9: **Essay #3 due Wednesday March 8.** Harris’ Chapter 4 (“Taking an Approach”), Williams’ Lesson 5 “Cohesion and Coherence”. “Taking an Approach” assignment **due Friday March 10.**
- Week 10: Spring Break
- Week 11: Research/writing groups, Williams’ Lesson 6 “Emphasis”, Research, evaluating sources, and Annotated Bibliographies.
- Week 12: **AB homework due Wednesday, March 29; Research Project Proposal and Research Plan due Friday March 31.** Williams’ Lesson 9 “Concision”, RESEARCH
- Week 13: Conferences this week. In-Class Research Presentations. MORE RESEARCH
- Week 14: Conferences this week. Even more research, **Draft 1 of Research Project due Wednesday, April 12.** Harris’ Chapter 5, adding graphics, peer reviews, audience, Williams’ Lessons 10 “Shape”, Williams’ Lessons 11 “Elegance”, attribution and genre.
- Week 15: **Draft 2 of Research Project due Wednesday, April 19,** peer review. The **Final Annotated Bibliography due Friday, April 21.**
- Week 16: Polishing your article, adding visual interest, about the Semester Reflection. **Final Research Project due by Friday, April 28.**
- **Semester Reflection due by Saturday, April 29 by 11:30am** (that’s in the morning).