



COURSE SYLLABUS

COURSE TITLE: ADVANCED COMPOSITION

TERM & YEAR: Fall 2017

COURSE & SECTION NUMBER: ENG 453

TIME & PLACE: T/R 11:00-12:15 Taylor L-17

NUMBER OF CREDIT HOURS: 3-0-3

INSTRUCTOR: Dr. Alison Witte

OFFICE LOCATION/HOURS: 213 Taylor Hall

T 2:00-4:00

W 9:00-3:00

By Appointment

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COURSE DESCRIPTION: An advanced study of the principles of structure and style as applied to the writing of exposition.

PREREQUISITES: ENG 113 English Composition II or 133 Technical Communication

REQUIRED TEXT:

1. Swales & Feak, *Academic Writing for Graduate Students*, 3rd Edition: Essential Tasks and Skills (Michigan Series in English for Academic & Professional Purposes), 2012. Michigan Series in English for Academic & Professional Purposes ISBN-10: 0472034758 ISBN-13: 9780472034758
2. Berger, *Glimmer: How Design Can Transform Your World*, 2010. Vintage Canada ISBN-10: 0307356744, ISBN-13: 9780307356741

REFERENCES:

OTHER MATERIALS:

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

1. Read, analyze, and evaluate published research for quality and relevance.
2. Design and conduct ethical primary research.
3. Report the design and findings of primary research in writing and oral presentations.
4. Synthesize and properly document primary and secondary research in discussion and writing.
5. Understand the functions and conventions of various professional documents such as CFP/RFPs, CVs, research agendas, and statements of purpose.
6. Compose and design various professional documents for multiple audiences and purposes.

COURSE REQUIREMENTS:

Discussion Questions

We will do reading throughout the semester. In response to the reading, you will need to compose 12 sets of discussion questions. Each set of questions should have 2-3 questions that we can discuss as a class. These questions should not have yes or no answers, but be questions like “why,” “how,” or “what does it mean...” that spur discussion.

Questions are due at the beginning of class the day the reading is due. You can choose when to submit your questions, as long as you complete 8 sets before Spring Break. It is your responsibility to ensure that you complete all 12 sets of questions before the end of the semester and to be sure that you don't wait too long and run out of readings to respond to.

Journal Exploration Project

You will each explore a journal from the assigned list and write a 1 page profile of that journal. Your profile will include a brief history of the journal (who publishes it, how long has it been published), an explanation of the submission guidelines/requirements, and an explanation of the types of articles that are published and the topics that are generally covered in the articles.

Article Critiques

An article critique reviews a scholarly article by providing a brief 1 paragraph summary and by making a supported claim about the strength and validity of the article's claims or research. Based on your claim about the validity of the article, you will need to recommend whether or not someone in your field should read or use this article, and support your recommendations with specific evidence about the content or writing techniques of the article. Critiques should be 2-3 pages and include a Works Cited entry at the end. You will do 3 critiques this semester.

Literature Review

A literature review is a synthesis of sources on a particular topic that shows what the currently accepted understandings or perspectives on a particular topic are. You will write a 3-4 page literature review of at least 8 academic sources (books and peer-reviewed journals) on a topic from your field of study to give a robust picture of the topic you've chosen.

Digital Professional Portfolio

The Professional Portfolio will be a set of professional documents designed to showcase your identity as a scholar and professional. All the portfolios will have the same documents, but the design, layout and content are up to you. The goal is to give people who see your portfolio the best picture of who you are and what makes you unique. The documents in your portfolio will include

- **Introduction/Biography:** A brief introduction to your portfolio and to you. This section should include at least 1 image of you.
- **Curriculum Vita:** A formal academic resume that lists your academic and professional qualifications, experiences, and accomplishments.
- **Professional Statement:** One of two documents, depending on your field of study.
 - **Statement of Purpose:** An explanation of why you've chosen a particular course of study and what makes you unique from other applicants for graduate school or a job. Your statement of purpose needs to address (1) Why have you selected this field of study? (2) What motivates you to learn more about this field? (3) What do you want people to know about you that hasn't been disclosed in other sections of the application?
 - **Philosophy of Teaching and Learning:** A statement of what you believe about the ways people learn and the best ways to teach them. It demonstrates your knowledge of theories about teaching and learning and explains how you would apply those theories in your own teaching.
- **Research Agenda:** A detailed plan for your future research. This statement explains why you've chosen to focus on a particular area of your field or a particular problem, as well as how your research will contribute to your field of study and perhaps, to the world at large.
- **Writing Sample:** A revised and polished version of one of your papers for class that demonstrates your skill as a writer. Writing is a key part of both graduate school and the workplace and demonstrating your abilities can help you set yourself apart from other applicants.

Research Report

The formal research report will present the results of a primary research project you will design and conduct. Your project will focus on some issue related to writing and communication in your field of study. Your report will include a description of the issue you are focusing on, what other people have said about this issue already, your methods, your findings, analysis of your findings, and an argument for the importance of the findings (what do they tell us) or for a change that needs to be made based on your findings (what should we do). This document should show your ability to combine the research of others with your own research in a clear and productive way. It also should show your ability to document the work of others within your own work.

Research Checkpoints

The final version of each of the Research Report is due at the end of the semester. To keep the research on track throughout the semester, we will have four MANDATORY check-points during the semester. **These check-points earn individual grades, separate from the Research Report.**

Conference Proposal

Based on your research project, you will compose a 500-750 word proposal for a conference presentation. Your proposal needs to include an overview of your project that will convince professional reviewers that your work fits the theme of the conference, fits with other current scholarship, is scholarly and well-designed, and will be interesting to other people at the conference.

Formal Research Presentation

At the end of the semester, you will prepare a 9-10 minute presentation of your research that you will share with the class. Your presentation must discuss your research questions, how your research fits with other current research, your methods, your findings, and your conclusions. Your presentation must also be accompanied by a visual element such as PowerPoint or Prezi, and by a handout.

ATTENDANCE/PARTICIPATION:

Attendance in this class is expected. You need to arrive on time and prepared for class—having done your reading and any additional homework—to be considered in attendance. When you come to class unprepared you inhibit my ability to teach, as I prepare for each class assuming you have done your reading and work, and you waste not only my and your classmate's time, but your own.

Timeliness is also a part of attendance. I will take attendance at the beginning of class, before any other activity. If you are not present when I take attendance, you will be marked absent for that day. If you arrive late, you must speak to me after class and ask me to mark you present; I will not do this automatically. If you fail to speak to me; you will be considered absent.

If you must miss class for any reason, you **MUST** contact me ASAP concerning your absence if you expect to stay on track to complete the course. **You may miss up to 3 classes**, but choosing to miss class may mean missed in-class work that will negatively impact your final grade. For each class you miss beyond the 3, you may have 10 points deducted from your final grade.

You are also responsible for completing any reading or work that is assigned on the calendar for the days you miss and for the day you will return to class. Again, failing to come to class prepared wastes both my time and yours.

WORK DAYS: I give you work days so that you have time to meet the demands of the class and to make myself available to answer your questions about the work in the course. To be considered in attendance, you must stay for the entire course meeting time and make use of the time.

GRADING/EVALUATION:

ASSIGNMENT	POINTS
Discussion Questions (12 sets x 5 points)	60
Journal Exploration Project	50
Critique #1	50
Critique #2	50
Critique #3	50
Literature Review	100
Professional Portfolio <ul style="list-style-type: none"> • Portfolio Design/Bio 50 points • Curriculum Vita (CV) 50 points • Professional Statement 50 points • Research Agenda 50 points • Writing Sample 0 points 	200
Check-Points (4x10 points)	40
Research Report	250
Conference Proposal	50
Formal Research Presentation	100
TOTAL	1000

You must complete

- ✓ All the components of the professional portfolio
- ✓ Research Report
- ✓ Formal Research Presentation to pass the course.

FINAL GRADE	POINTS NEEDED
A	900-1000
B+	870-899
B	800-869
C+	770-799
C	700-769
D+	670-699
D	600-669
F	Less than 600

OTHER POLICIES:**ACADEMIC MISCONDUCT**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

REVISION POLICY

Because this is a writing class and being a good writer includes being able to respond to and incorporate feedback, you will have the option to revise a maximum of 2 papers over the course of the semester. Papers can be revised if you receive a C+ or lower. If you choose to revise a paper, you must complete the revisions within 2 weeks of receiving your feedback.

Submitting a revised paper does not guarantee that you will earn a higher grade. To improve your grade by revising, you must address the major issues identified in the in-text and end comments in a meaningful and substantive way. Simply fixing minor grammar or format issues is not revising and will result in a minor, if any, grade improvement.

LATE WORK

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course. **Work submitted within 48 hours of the due date will be accepted with a 10% penalty, and will receive NO feedback, only a grade.** Without this feedback it will be difficult for you to successfully revise or improve.

EMAIL

E-mail is a formal communication between you and me. You are expected to send professional e-mails to professors, including me. This means including a subject and a greeting and using complete sentences and formal spelling.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

OFFICE HOURS

I will make every attempt to be available to meet with you during my office hours on campus. If you make an appointment to meet with me, please be respectful of my time and that of your classmates by arriving on time and prepared for your appointment. If you must cancel, please let me know ASAP so that I don't wait for you and that I can give that time to someone else.

ELECTRONIC DEVICES

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

At all other times, here's the deal...you are in control of your own learning, so you are in control of your devices (computers, tablets, phones, etc.)—that means you choose whether or not to bring them to class and whether or not to turn them off. You can decide whether they will distract, hinder, or help you.

But you are also a member of this class and need to be respectful of your classmates, so if you bring your devices to class, please keep them on vibrate or silent.

COURSE CALENDAR/SCHEDULE:

Below is the anticipated schedule for this course. This schedule is subject to change at the discretion of the instructor and as the class needs throughout the semester.

AWGS = Academic Writing for Graduate Students (Do NOT complete exercises unless indicated on calendar.)

GLIMMER= Glimmer: How Design Can Change Your World

All other readings are available in the Readings section on the ENG 453 Moodle page.

WEEK 1	WHAT IS WRITING?	
8/22	IN CLASS: Course Introduction Getting to know each other	FOR NEXT CLASS: ✓ Be sure you can access the course Moodle page ✓ Read: Lindemann "What is Writing?" ✓ Read: Bitzer "The Rhetorical Situation"
8/24	IN CLASS: Writing: An Introduction	FOR NEXT CLASS: ✓ Read: Ede & Lunsford "Audience Addressed/Audience Invoked" ✓ Read: Grant-Davie "Rhetorical Situations and Their Constituents"

WEEK 2 RHETORICAL TRIANGLE & GENRE		
8/29	IN CLASS: Audience, Writer, Message/Purpose Introduce Journal Exploration Project	FOR NEXT CLASS: ✓ Read: Devitt “A Theory of Genres” ✓ Read: Dirk “Navigating Genres” ✓ Journal Selection for Journal Exploration Project
8/31	DUE: Journal Selection for Journal Exploration Project IN CLASS: Genre: An Introduction	FOR NEXT CLASS: ✓ Read: Downs & Wardle “Why Study Writing?” ✓ Read: Bazerman “The Diversity of Writing”
WEEK 3 WRITING STUDIES & ACADEMIC WRITING		
9/5	IN CLASS: Writing Studies: An Introduction	FOR NEXT CLASS: ✓ Read: AWGS pages 1-17; 278-286 ✓ Read: Kleine “What Is It We Do When We Write Articles Like This One...”
9/7	IN CLASS: Academic Writing: An Introduction	FOR NEXT CLASS: ✓ Journal Exploration Project ✓ Read: AWGS pages 55-67; 100-108; 137-138
WEEK 4 ACADEMIC GENRES		
9/12	DUE: Journal Exploration Project IN CLASS: Specific Purposes for Academic and Professional Writing Introduce Critique Assignment	FOR NEXT CLASS: ✓ Read: AWGS pages; 248-250; 284-286 ✓ Read: GLIMMER “The Briefing” pages 1-17
9/14	IN CLASS: Academic Genres: Research Report Using Sources	FOR NEXT CLASS: ✓ Read: AWGS pages 139-149; 156-167; 172-181; 188-198; 202-208; 220-227
WEEK 5 ACADEMIC GENRES		
9/19	IN CLASS: Academic Genres: Literature Review Introduce Literature Review Project	FOR NEXT CLASS: ✓ Critique Assignment #1 ✓ Read: GLIMMER “Ask Stupid Questions” pages 21-44
9/21	DUE: Critique Assignment #1 IN CLASS: Research Time	FOR NEXT CLASS: ✓ Read: “Hyland “Disciplinary Cultures, Texts, and Interactions”
WEEK 6 PROFESSIONAL GENRES & SCHOLARLY IDENTITY		
9/26	IN CLASS: Writing & Scholarly Identity Introduce Professional Portfolio Project Look at sample portfolios	FOR NEXT CLASS ✓ Critique Assignment #2 ✓ Read: GLIMMER “Jump Fences” pages 45-69
9/28	DUE: Critique Assignment #2 IN CLASS: No Class for Walk into My Future Online Assignment	FOR NEXT CLASS: ✓ Read: Bartholomae “Inventing the University”
WEEK 7 PROFESSIONAL GENRES		
10/3	IN CLASS: Professional Language and Identity Professional Genres: Professional Statement Professional Genres: CV	FOR NEXT CLASS: ✓ Critique Assignment #3 ✓ Read: “The Enquiring Mind in Action” ✓ Read: GLIMMER “Make Hope Visible” pages 70-95
10/5	DUE: Critique Assignment #3 IN CLASS: Professional Genres: Research Agenda Work Time	FOR NEXT CLASS: ✓ Read: AWGS pages 331-343; 348-354

WEEK 8 RESEARCHING WRITING		
10/10	NO CLASS-FALL BREAK	FOR NEXT CLASS: ✓ Read: AWGS pages 331-343; 348-354 ✓ Read: GLIMMER “Go Deep” pages 99-125
10/12	IN CLASS: Researching Writing Introduce Research Report Assignment Look at sample reports	FOR NEXT CLASS: ✓ Research Checkpoint #1 ✓ Read: AWGS pages 289-304 ✓ Read: Haswell “Quantitative Methods in Composition Research” ✓ Read: Broad “Strategies and Passions in Empirical Qualitative Research”
WEEK 9 DESIGNING A RESEARCH PROJECT		
10/17	DUE: Research Checkpoint #1: Research Questions IN CLASS: Research Methods & Instrument Design	FOR NEXT CLASS: ✓ Read: Driscoll “Introduction to Primary Research” from Moodle ✓ Read: GLIMMER “Work the Metaphor” pages 126-154
10/19	IN CLASS: Work Time	FOR NEXT CLASS: ✓ Research Checkpoint #2 ✓ Read: “Putting Ethics into Practice” ✓ Read: “Ethical Issues in Social Research”
WEEK 10 RESEARCH DESIGN & RESEARCH ETHICS		
10/24	DUE: Literature Review IN CLASS: IRB & Research Ethics	FOR NEXT CLASS: ✓ Research Checkpoint #2 ✓ Read: GLIMMER pages “Design What You Do” pages 155-185
10/26	DUE: Research Checkpoint #2: Research Proposal IN CLASS: IRB & Instrument Work Day	FOR NEXT CLASS: ✓Prepare to informally discuss your study design with the class
WEEK 11		
10/31	IN CLASS: Study Design Mini Presentations Work Time?	FOR NEXT CLASS: ✓ Read: GLIMMER “Face Consequences” pages 183-210 ✓Bring materials to work on IRB Form and Data Collection Instruments
11/2	DUE @ MIDNIGHT: Research Checkpoint #3: IRB Form & Data Instruments IN CLASS: IRB & Instrument Work Day	FOR NEXT CLASS: ✓ Research Checkpoint #3 ✓ Read: Stedman “Annoying Ways People Use Sources”
WEEK 12 DOCUMENTATION REVIEW		
11/7	IN CLASS: Review APA, AMA, MLA Review integrating sources	FOR NEXT CLASS: ✓ Read: AWGS pages 209-212; 340-345 ✓ Read: GLIMMER “Embrace Constraints” pages 211-236
11/9	DUE: Final Professional Portfolio IN CLASS: Review Literature Reviews	FOR NEXT CLASS: ✓ Read: AWGS pages 305-311; 320-323; 363-378
WEEK 13 DATA REPRESENTATION		
11/14	IN CLASS: Data Representation: Principles & Ethics	FOR NEXT CLASS: ✓ Read: AWGS pages 159-164 ✓ Read: GLIMMER “Design for Emergence” pages 239-266
11/16	IN CLASS: Data Representation: Charts, Graphs, & Tables Review Research Report Structure	FOR NEXT CLASS: ✓ Research Checkpoint #4

WEEK 14 WORK WEEK		
11/21	DUE: Research Checkpoint #4: Collected Data IN CLASS: Work with data	FOR NEXT CLASS: ✓ Read: <i>AWGS</i> pages 327-328; 355-361; 378-381 ✓ Read: <i>AWGS</i> pages 384-387 ✓ Research Report draft for Workshop
11/23	NO CLASS—THANKSGIVING BREAK	
WEEK 15 RESEARCH REPORTING GENRES		
11/28	DUE: Research Report for Workshop IN CLASS: Research Report Workshop Academic Genres: Article Abstract Work Time	FOR NEXT CLASS: ✓ Final Research Report ✓ Read: Hyland “The Conference Presentation”
11/30	DUE: Final Research Report IN CLASS: Academic Genres: Conference Proposal Work Time	FOR NEXT CLASS: ✓ Conference Proposal ✓ Read: <i>GLIMMER</i> “Begin Anywhere” pages 267-291 ✓Bring Materials to Work on your Presentation and Handout
WEEK 16 PRESENTATIONS		
12/5	DUE: Conference Proposal IN CLASS: Giving effective presentations	✓Prepare for Formal Research Presentation
12/7	IN CLASS: Formal Research Presentations	✓Prepare for Formal Research Presentation
WEEK 17 FINAL EXAMS		
Tuesday 12/12	11:00-1:00—Formal Research Presentations	