

English 391, Section 0402: Advanced Composition
Monday, Wednesday, Friday 12:00-12:50
0123 Hornbake

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Spring 2016

Office Location: 1120 Francis Scott Key Hall
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Office Hours: Monday and Wednesday 1:00-1:30 & by appt.

Required Texts

Writing Arguments by John Ramage, John Bean, & June Johnson (ISBN 9780321964274)

Style: Lessons in Clarity & Grace by Joseph Williams & Joseph Bizup (ISBN 9780321898685)

Course Objectives

In this advanced composition studio course, you will practice the writing skills you will need to use in the workforce. Employers consistently say that strong writing skills are of paramount importance when they evaluate potential candidates for positions in their companies. It is no wonder, for you will need to produce professional quality documents, such as resumes, reports, memoranda, and e-mails, throughout your professional career. The quality of these documents reflects on you and your employer. As a result, we will practice the writing skills you will need in the workforce throughout our time together this semester. This is a studio course, which means that much of the work that we will do will occur during class. Expect to attend class every day, to write and rewrite your papers, and to read and comment on the writing of your classmates.

Professional Writing Learning Outcomes

The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.

On completion of a Professional Writing course, students will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Grading

Your grade for this course will be based on five formal writing assignments, less formal writing assignments assigned for homework or in class, including a paper proposal, participation in class, and participation in draft workshops, which will coincide with the five formal assignments.

The first assignment is the Cover Letter/Resume, in which you will locate a position vacancy and apply for that position. The next four assignments are linked together, with the third through fifth papers building on the assignment(s) that come before it. You will select a topic for the second paper and retain it for the third through fifth papers. If you must switch topics between these assignments, you are required to submit a written proposal to me that describes your new topic and why you feel compelled to switch topics. Switching topics will diminish the authority you are able to bring to your papers and is strongly discouraged. The second paper is the Situation Paper, in which you will define your situation for your designated audience. The third paper is the Causal Paper, in which you will explain the causes of the situation you described in paper two. The fourth paper is the Evaluation Paper, where you will adopt a different style of argument to persuade your audience to agree with your assessment of the situation. Finally, in the fifth paper or Proposal Paper, you will argue for a way to address the situation you have considered in the earlier papers.

Papers must be uploaded to www.elms.umd.edu by the beginning of class (12:00 p.m.) on the day they are due; otherwise, they are late. **LATE PAPERS** will be marked down one letter grade per DAY late, excluding weekends. If you must hand a paper in late, you must also contact me the day the paper is due so that I know when to expect your paper.

The **format** for papers will vary, it will always be assignment-specific, and you will be expected to follow the format required by each assignment. Papers that do not follow these formatting guidelines will be penalized.

Before each paper is due, we will hold draft workshops in class. You must bring a polished draft in hard copy form to these workshops that meets all of the requirements of that particular paper assignment. You will exchange papers with a classmate and you will comment on the writing of your classmate. I will distribute peer review sheets to guide your constructive criticism. These sheets will be turned in via hard copy on the day the final draft of your paper is due. The peer review sheets will be graded.

As part of your Proposal Paper assignment, you will make a short presentation of your proposal to the class during the last full week of the semester. Your grade for the presentation will be factored into your in-class assignments/class participation/homework grade. In addition to this presentation grade, your in-class assignments/class participation/homework grade will be determined by the quality of your contribution to class discussion. Students may participate in class discussion by responding to questions I pose to the class, by responding to questions your classmates may pose to you, by completing in-class exercises, and by completing homework assignments. Remember that while I do not grade your attendance in the course, it is impossible for you to earn participation points when you are not in class.

Finally, at the beginning, middle, and end of the semester, you will be asked to reflect on your writing process and your progress in English 391. These reflections will take the form of one-page single-spaced journal entries, which will be factored into your in-class assignments/class participation/homework grade. Directions for completing the journals are posted on our class ELMS site, and we will review the journal prompts in class before each journal is due. Your reflections at the middle and end of the semester will draw on your earlier reflection(s), so make sure to refer back to the earlier journal(s) and my comments on them when composing the second and third reflections.

Your grade will be determined on a 100 point scale:

In-class assignments/Class participation/Homework/Journals	10 points
Peer Review	10 points
Cover Letter/Resume	10 points
Situation Paper	15 points
Causal Paper	15 points
Evaluation Paper	15 points
Proposal Paper	25 points

Please note that all Professional Writing courses require students to compose a minimum of six assignments to be graded by the instructor. In this course, the six assignments are the cover letter/resume, the proposal for the linked assignments (included in the in-class assignments/class participation/homework grade), the situation paper, the causal paper, the evaluation paper, and the proposal paper. The Professional Writing Program requires each student to compose 25 pages of writing; the assignments for this course are in compliance with this page requirement.

Your final grade will be determined by the number of points you earn per the 100 point scale above:

A+	97-100 points
A	93-96 points
A-	90-92 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D+	67-69 points
D	63-66 points
D-	60-62 points
F	59 points or fewer

Attendance and Participation

The writing you will do in English 391 will be based on skills you will develop and hone in class; for that reason, your attendance and participation will have a direct effect on your work and, ultimately, your grades. If you must miss class, please inform me beforehand.

You will be permitted up to three no-questions-asked unexcused absences over the course of the semester. An unexcused absence does not mean an excuse from turning in your work on time. Generally I permit students to hand in work due during class to my office before 5:00 p.m. that afternoon.

If you must miss a single class due to illness, you may excuse the absence by certifying your illness via the UM Health Center's Form located here: <http://www.health.umd.edu/sites/default/files/Class%20Excuse110.pdf>. Please be advised that the submission of this form (as well as all other UM forms) is governed by the Code of Student

Conduct. If you provide me with false information, I will refer you to the Student Honor Council. An excused absence from class does not mean an excuse from turning in your work on time. Generally I permit students to submit work due during class before 5:00 p.m. that afternoon.

If you must miss more than one consecutive class due to the same illness, you must provide me with a letter from the health care provider who diagnosed you with the illness certifying the dates of treatment and time frame when you will be unable to meet your academic responsibilities. The health care provider should not share any medical information with me in this letter. During a prolonged absence from class, it is especially important that you are in email contact with me to arrange alternative due dates for the work that you are missing during your absence.

If you must miss more than one non-consecutive class due to the same illness, you may excuse the first day of absence via the UM Health Center form. Subsequent absences will only be excused with a letter from your health care provider; this letter should follow the guidelines in the paragraph above, and in this scenario, you should follow the statement for making up missed work in the paragraph above.

If you will be celebrating a religious holiday on a day when our class meets, please inform me in writing of this conflict before the end of drop/add (February 5th). I will always excuse absences for religious holidays and will work with you to make up work you have missed.

If you will be participating in a University-sanctioned event during our class time (Student Government Association event, sporting event if you are an official member of a UM sports team, University Choir, etc.), your absence from class will be excused, provided you supply written documentation of your required absence from class in advance of the class you will miss. Most university sponsored events are advertised before the semester begins; as a result, you should submit to me most requests to attend University-sanctioned events before the end of drop/add (February 5th). I will always excuse absences for University-sanctioned events and will work with you to make up work you have missed.

Since this is a studio course, missing more than six class periods for any combination of the reasons above may result in a zero for the class participation portion of your grade in this course. Missing more than six class periods will make it very difficult for you to make up the missing course work, making it difficult to succeed in this course.

You are also expected to arrive on time; if you are late, you will disrupt class, and I will lower your participation grade.

To be prepared to participate, you must complete all course readings before coming to class. You are expected to participate in class discussions, to be able to respond to questions posed to you, to have drafts when they are due, and to complete in-class writing.

Revision Policy

You are not permitted to rewrite your papers after they are due. You are encouraged, however, to write and rewrite your papers several times BEFORE they are due. You should plan on consulting with your peers during peer review, with me during and outside of class, and with tutors in the Writing Center to facilitate this revision.

Academic Integrity and Honor Pledge

Plagiarism, whether it is submitting someone else's work as your own, submitting your own work completed for another class without my permission, or otherwise violating the University's code of Academic Integrity, will not be tolerated. You are expected to understand the University's policies regarding academic integrity. These can be found at the Student Honor Council website at www.studenthonorcouncil.umd.edu. Please visit this website, click on the "students" link, and read the information carefully.

Disability Support Services

If you have a registered disability that will require accommodation, please see me immediately. If you have a disability and have not yet registered it with Disability Support Services in the Shoemaker Building (301-314-7682), you should do so immediately.

Email Correspondence: I will respond to your emails within 24 hours. I do not check my UMD email account on the weekends. This means that if you send me an email at 5:30 p.m. on Friday, I have until 5:30 p.m. on Monday to respond to you.

ELMS

Course documents (syllabus, paper assignments, etc.) will be posted on the University's ELMS website (www.elms.umd.edu). Additionally, you will find announcements, PowerPoint slides from class, and your grades on ELMS. Finally, you will submit your journals and formal writing assignments via ELMS. You must submit your papers in doc or docx format. If you compose your documents in another program such as googledocs, you will be responsible for copying the text to doc or docx format. Such copying may affect your formatting, and you are responsible for fixing any formatting problems. It is your responsibility to check the ELMS site routinely as part of your participation in this course.

The Writing Center

The Writing Center is located at 1205 Tawes Hall (301-405-3785). It is a great resource to help improve your writing in order to better present your ideas. As is true with any resource, it will be most useful to you if you have done some thoughtful preparation before your tutoring appointment. Make sure to bring your assignment sheet in addition to your draft to the tutoring appointment. Note that Writing Center tutors do not give out grade judgments or predictions, and they do not proofread. Do not, for example, ask them whether your paper "will get an A." They will not answer such questions. They will give you advice and feedback, but you must evaluate all of this advice and feedback for yourself before turning in your paper. Final responsibility for the paper rests with you, not with them.

Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations during the final two weeks of the semester. Please go directly to the website www.courseevalum.umd.edu to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

In addition, the Professional Writing Program uses its own evaluation for each of its courses. I will distribute this evaluation to you during the last two weeks of class.

Academic Accommodations for Students Who May Experience Sexual Misconduct

The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence (as defined by the University's Sexual Misconduct Policy). To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. Disclosures made to faculty are not confidential and must be reported to the Office of Civil Rights and Sexual Misconduct. For more information visit www.umd.edu/Sexual_Misconduct/.

Diversity: The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. See the Statement on Classroom Climate: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>.

Use of electronic devices

The use of electronic devices during class (including laptops, iPhones, Blackberries, etc.) is prohibited without my permission. If you would like to take notes on your laptop, I will generally grant you permission to do so. In order to ensure that you are truly engaged in class and are using your laptop to take notes, I may periodically ask you to email your notes to me for a quick review. I will not be grading your notes; I am instead making sure that you are not using your laptop to surf Facebook, etc.

Inclement weather

If we experience inclement weather, please visit www.umd.edu or call 301-405-SNOW to learn whether the University plans to close for all or part of the day. If the University decides to remain open, but you have an especially long commute or otherwise feel uncomfortable traveling to campus that day, please take advantage of one of your no-questions-asked unexcused absences and email me to make arrangements to cover missed work. Your safety is the first priority.

Emergency protocol

In the event that the University is closed for an extended period of time, I will be in touch with you via ELMS with next steps on how we will proceed with our course.

Copyright notice

Class lectures and other course materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Final note

If you have any questions about this course, its policies or procedures, the writing assignments, etc., do not hesitate to come and speak with me. I look forward to our work together this semester.

Calendar of Assignments

This calendar is subject to change. Any changes will be announced in class, and students are responsible for keeping up with such changes. Assignments are to be completed by the date indicated. In addition to the readings listed here, further readings may be assigned from handouts distributed in class and from online sources.

- Jan. 25 (Mon) Introduction
Discuss Syllabus
- Jan. 27 (Wed) Argument
DUE: One page Reflection on your Expectations for this course (**ELMS**)
Chapters 1 & 2 (Writing)
Discuss Paper One Assignment Sheet
- Jan. 29 (Fri) Logos
Chapters 3 & 4 (Writing)
- Feb. 1 (Mon) Pathos, Ethos, Kairos
DUE: Job Description/Audience Analysis for Assign. #1 (hard copy)
Chapter 6 and Appendix (Writing)
- Feb. 3 (Wed) Style as Choice & Actions
Lessons 1, 2, and 3 (Style)
- Feb. 5 (Fri) Introduction to Peer Review
- ***NOTE: Friday, Feb. 5th is the last day for Schedule Adjustment (Drop/Add)****
- Feb. 8 (Mon) Draft Workshop
DUE: Rough Draft of Cover Letter and Resume (hard copy)
DUE: Revised Audience Analysis (including job description; hard copy)
- Feb. 10 (Wed) Style Workshop
DUE: New copy of Rough Draft of Cover Letter and Resume with
Revised Audience Analysis (including job description) (hard copy)
- Feb. 12 (Fri) **DUE: Assignment One** (including cover letter, resume, audience
analysis) (**ELMS**); submit job description in hard copy
Discuss Paper Two Assignment Sheet
- Feb. 15 (Mon) Evidence and Counterargument
Chapters 5, 7, and 15 (Writing)
- Feb. 17 (Wed) Definition: What is It?
Chapters 10 and 11 (Writing)
DUE: Topic Proposal for Papers Two through Five (hard copy)

DUE: Audience Analysis for Paper Two (hard copy)

Feb. 19 (Fri) Research: How to Find and Use Sources to Support Your Argument
Chapters 8, 9, 16, and 17 (Writing)

Feb. 22 (Mon) CLASS CANCELED FOR CONFERENCES

****NOTE: All students will have individual conferences during this week (Feb 23-Feb 27) to discuss research topics.****

Feb. 24 (Wed) CLASS CANCELED FOR CONFERENCES

Feb. 26 (Fri) CLASS CANCELED FOR CONFERENCES

Feb. 29 (Mon) Draft Workshop
DUE: Rough Draft of Paper Two with Revised Audience Analysis (hard copy)

Mar. 2 (Wed) Style Workshop
DUE: New copy of Rough Draft of Paper Two with Revised Audience Analysis (hard copy)

Mar. 4 (Fri) **DUE: Paper Two (ELMS)**
Discuss Paper Three Assignment Sheet

Mar. 7 (Mon) Causal Argument
Chapter 12 (Writing)—pages 248-264

Mar. 9 (Wed) Characters, Cohesion, and Coherence
Lessons 4 & 5 (Style)

Mar. 11 (Fri) Causal Argument cont.
Chapter 12 (Writing)—pages 265-277

Mar. 14 (Mon) Class Canceled- Spring Break

Mar. 16 (Wed) Class Canceled- Spring Break

Mar. 18 (Fri) Class Canceled- Spring Break

Mar. 21 (Mon) Draft Workshop
DUE: Rough Draft of Paper Three (include Aud. Analysis; hard copy)

Mar. 23 (Wed) Style Workshop
DUE: New copy of Rough Draft of Paper Three (hard copy)
DUE: Revised Audience Analysis (hard copy)

- Mar. 25 (Fri) **DUE: Paper Three (ELMS)**
Discuss Paper Four Assignment Sheet
- Mar. 28 (Mon) Evaluation
Chapter 13—pages 278-293 (Writing)
- Mar. 30 (Wed) Evaluation continued
Chapter 13—pages 294-303 (Writing)
- Apr. 1 (Fri) Emphasis and Concision
DUE: One page Mid-Semester Reflection (ELMS)
Lessons 6 & 9 (Style)
- Apr. 4 (Mon) Draft Workshop
DUE: Rough Draft of Paper Four (including Audience Analysis) (hard copy)
- Apr. 6 (Wed) Style Workshop
DUE: New copy of Rough Draft of Paper Four (hard copy)
DUE: Revised Audience Analysis (hard copy)
- Apr. 8 (Fri) **DUE: Paper Four (ELMS)**
Discuss Paper Five Assignment Sheet
- Apr. 11 (Mon) Proposal
Chapter 14—pages 304-321 (Writing)
- ***NOTE: Monday, Apr. 11th is the last day to drop the course with a “W.” ***
- Apr. 13 (Wed) Proposal continued
Chapter 14—pages 322-337 (Writing)
- Apr. 15 (Fri) Clarity of Form
Lessons 7 & 8 (Style)
- Apr. 18 (Mon) An Ironic Proposal
“A Modest Proposal” by Jonathan Swift—available online
- Apr. 20 (Wed) An Ironic Proposal (continued)
- Apr. 22 (Fri) Shape & Elegance
Lessons 10 & 11 (Style)

- Apr. 25 (Mon) Draft Workshop
DUE: Rough Draft of Paper Five (including Audience Analysis) (hard copy)
- Apr. 27 (Wed) Style Workshop
DUE: New copy of Rough Draft of Paper Five (hard copy)
DUE: Revised Audience Analysis (hard copy)
- Apr. 29 (Fri) **DUE: Paper Five (ELMS)**
Review Expectations for Presentations
- May 2 (Mon) Oral Presentations
- May 4 (Wed) Oral Presentations
DUE: One page Final Reflection (ELMS)
- May 6 (Fri) Oral Presentations
- May 9 (Mon) Oral Presentations, Course Wrap-Up, and Evaluations