

## English 391H: Advanced Composition

Fall 2017

**Section 0201** MWF 10:00 – 10:50am (TWS 1321)

**Instructor: Mark Forrester**

Email: maforr@umd.edu

Office Hours: MW 8:30 – 9:45am

Office: 1220A Tawes; 301.405.1426

**UTA: Ellie Wikner**

Email: ewikner@terpmail.umd.edu

### Course Policies & Procedures

#### Required text:

*Course Packet* (available at University Book Center)

**Web Resources:** You will find useful (and in some cases essential) information and links at:

<http://www.elms.umd.edu> (ELMS / Canvas)

[www.engl-pw.umd.edu](http://www.engl-pw.umd.edu) (the Professional Writing Program's homepage)

[www.lib.umd.edu](http://www.lib.umd.edu) (the University's library homepage)

[owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/) (the Online Writing Lab at Purdue University)

### Course Goals and Learning Objectives

The goal of this course is to teach you to produce writing that is clear, useful, and persuasive in a professional context, and to train you to produce work that is sensitive to the demands of your audience, the circumstances of the rhetorical situation, and the constraints of available and appropriate formats. Specific assignments will focus on a series of linked papers addressing a topic appropriate to your expertise, culminating in a substantial proposal or report. One goal for the course is to assist students in learning to write professional documents in appropriate genres for real-world audiences. The course will also emphasize the importance of productive collaboration and public presentation of your research. Students in all Professional Writing courses write a minimum of 25 original pages distributed across six or more graded assignments.

#### **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 and Paper Requirements

The **final grade** will be determined according to the following percentages:

Targeted Job Application Packet or Personal Statement	10%
Topic Prospectus	10%
Conjectural Proposition	10%
Evaluative Paper	10%
Causal Paper	10%
Progress Report	5%
Proposal Paper	20%
Homework	9%
Self-Reflection Responses	1%
In Class Definition(s)	1%
Topic Presentation	1%
Final Presentation	4%
Participation	9%

**Notes:** In order to receive a passing grade in this course, you must complete all of the specific assignments listed above. Failure to turn in all of these assignments in a timely manner will result in a final grade of "F" for the course. A B- is defined as an 82%, B as 85%, B+ as 88%. The same scale applies to other letter grades and is used for both individual papers and the final grade.

All papers and homework should be submitted in hard copy unless otherwise specified!

**Participation:** The best way to earn high marks for participation is to complete each week's required reading before class meetings, and bring to class the readings with key passages highlighted along with your own questions and issues for discussion. You are expected to participate actively in class discussions, to treat your classmates and teacher with respect and courtesy, and to behave in a manner appropriate to a college classroom. Since a basic level of active and intelligent participation is taken as a given, failure to participate at this level, including by virtue of excessive absences (even excused absences), can reduce your grade, as can negative or inappropriate participation. To get an "A" in class participation, you should not only speak during class discussion and be willing and able to answer questions but also encourage participation in others by asking thoughtful and appropriate questions and by listening carefully.

A significant portion of your participation grade will be based on the professionalism of your conduct. Professionalism includes regular attendance, punctuality, being prepared, paying attention, and turning off your cell phone. It also includes class-related activities outside of class, such as conferences with me and e-mails to classmates and to me. If you are waiting for class to begin, or have finished an assignment and are waiting for the rest of the class, do NOT look at material for another class, your cell phone, or anything else unrelated to our class.

**Grammar and Mechanics:** Your papers are expected to demonstrate mastery of standard English grammar. I encourage you to seek out and take advantage of available resources (such as a style manual and the Writing Center) to improve any weaknesses. Papers with excessive grammatical and mechanical errors may be returned unread for correction and resubmission and will be downgraded.

**Paper Format:** In terms of content, format, and appearance, papers are expected to meet **professional standards**. Papers that do not follow the provided format guidelines will be penalized up to one full letter grade. **Note:** Always make a back-up copy of every paper you turn in. All assignments must be saved in a folder, which should be turned in when requested, so that I may monitor your progress. **Late Papers:** Papers are due within the first 10 minutes of class on the dates specified. Papers turned in late on the assigned due date will be penalized ½ letter grade. Papers will be penalized one full letter grade for each class day they are late. Papers more than one week late will **NOT** be accepted and will receive a **ZERO**.

**Paper Rewrites:** Anyone may rewrite the job application / personal statement up until the last day of class. In addition, you may rewrite any TWO of the following papers: conjectural, evaluative, and causal. Rewrites are due two weeks after the original is returned; you must submit the original graded version, a complete rewrite (all component parts), and a **one paragraph note** explaining the most important changes you made and the reasons behind them. To achieve a superior grade, the rewrite must show substantial revision, not merely proofreading and correcting surface mistakes. (For the job application / personal statement, if the only problems are surface errors, you may simply correct those.) The recorded grade will be the average between your original grade and the grade for the rewrite. You may **NOT** do a rewrite if your original paper was submitted late or if you missed the rough draft workshop for ANY reason. **Revision option:** For ONE of the papers (conjectural, evaluative, or causal), you may do a revision (instead of a rewrite), using a new target audience and new format. In the case of the revision, the new grade will replace the old grade (rather than being averaged).

**Workshops:** Before most of the papers are due, we will have peer review workshops. It is especially important that you attend these workshops and be on time. If you do not have a complete rough draft with you, or if you show up after I have assigned partners, you will be sent home with an unexcused absence. In addition, you will lose participation and homework points.

**Semester Portfolio:** All assignments **MUST** be saved in a folder, which should be turned in when requested, so that I may monitor your progress.

**Homework:** There will be a number of homework assignments, in-class writing exercises, and pop quizzes. These assignments cannot be made up if you miss class—even for an excused absence—and will not be accepted late (for credit).

**Self-Reflections:** Studies show that reflecting on your writing practices leads to more lasting and significant improvement. In addition, detailing your skills and explaining your decisions is an important professional practice. As such, this is a course about thinking about and explaining your writing process as well as the resulting written documents. You will create a series of self-reflections that are an integral part of our work in this course.

**Conferences and Office Hours:** I am available during my listed office hours, and by appointment, to help you. I will also ask you to meet with me whenever I think a conference would be useful. We will have at least one mandatory conference during the course of the semester. If others are waiting, I will limit your time with me during office hours to 15 minutes. For the most productive meeting, come with a clear agenda, specific questions, problems, issues you want to talk about. Be prepared to take notes—bring your notes, paper, drafts of the paper, comments I've made on previous work. I will meet by appointment if it is impossible for you to meet during my office hours—every attempt should be made by you, however, to attend my scheduled office hours. I schedule appointments when it is convenient for both of us; I may not be available at the time you

request. I treat appointments (but not office hours) like class time; if you schedule an appointment but don't show up and offer no legitimate excuse for missing the appointment, it will count as an unexcused absence.

**ATTENDANCE:** To succeed in this course, regular attendance is required. Classroom discussions and in-class work account for a significant part of your grade, and class participation, once missed, cannot be restored. **Missing more than two weeks' worth of class for any reason may result in a zero for the participation/professionalism portion of your grade** and may jeopardize your overall course grade. If you are absent, it is your responsibility to find out what you've missed. Missing more than two weeks of class will make catching up difficult, if not impossible.

**Tardiness:** In the professional world tardiness is not tolerated. However, this campus is large, and another instructor may keep you late. So if you do arrive late on occasion, do not disrupt class, and let me know by the end of the schedule adjustment period if you anticipate ongoing conflicts. Remember that it is your responsibility to catch up on your own time, not the class's. Two "lates" will be counted as equivalent to one absence. If you come in more than ten minutes late, you will be marked as absent. The same rules apply to leaving early.

**For complete attendance policies, see:**  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

### **Diversity**

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>

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.

**Class etiquette:** During class meetings kindly refrain from chatting, texting, reading newspapers, or otherwise distracting yourself or other students from the lecture and from your note taking. Use of laptop computers, hand-held devices, and other electronics is **prohibited** during class meetings. Although some students prefer to take notes on their laptops, experience shows that this practice is too often subject to abuse – that is, students email and surf the web in class, which 1) distracts them from what is happening in the live, interactive learning setting, and 2) distracts students sitting nearby. Students with DSS accommodations (see next section) may be exempt from this policy.

### **Disability Support**

Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. **NB: You are expected to meet with your instructor in person** to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or [dissup@umd.edu](mailto:dissup@umd.edu)

### **Academic accommodations for students who 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. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: <http://www.umd.edu/ocrsm/>

**Academic Integrity:** UMCP has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is essential for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

**Course Evaluations:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). Your feedback is confidential and important to the improvement of teaching and learning at the University. Because CourseEvalUm does not ask specific questions useful to the Professional Writing Program, I will ask you to complete a different, also confidential, evaluation. Both evaluations are important for separate audiences and somewhat separate purposes, and I appreciate your participation in this process.

**Special concerns:** If you have questions about procedures, or if a problem occurs, write me a memo, making clear what you are asking for and telling me whatever I need to know to make a decision. I can't usually give you the best answer in the few minutes before or after class. I can make better decisions if I am given good information and time to consider a question or problem.

Some rules to bear in mind: (a) explaining what happened is not the same thing as having a valid excuse; (b) advance notice is not the same thing as permission; (c) it is difficult to get permission, but it is almost impossible to get forgiveness—nothing is negotiable after the fact. On the other hand, evidence of assiduousness and cooperation doesn't hurt your case. And, while you will need to give me a written request for any special consideration you want, you should let me know informally as soon as you realize there will be a problem.

**Emergency protocol:** If the University is closed for an extended period of time course activities will continue, coordinated through ELMS. The instructor will provide detailed instructions.

**This syllabus is subject to change.** Students will be notified in advance of important changes that could affect grading, assignments, etc.

For information on ELMS, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see <http://www.ugst.umd.edu/courserelatedpolicies.html>

**WEEK ONE**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS DUE</b>
<b>MONDAY AUGUST 28</b>	Introduction to Course		
<b>WEDNESDAY AUGUST 30</b>	Introduction to Linked Assignments Introduction to the Topic Prospectus Topic Selection Paper Formatting	Course Policies [ELMS] Director's Letter of Welcome [ELMS] Topic Prospectus Assign. Sheet [ELMS] Rhetorical Stases [8] Your Computer Is Not a Typewriter [9] Font Types [10] Paper Formatting Guidelines [11-12] How to Not Write... [13] Sample Memo [14] In Class Definition Assign. Sheet [ELMS]	
<b>FRIDAY SEPTEMBER 1</b>	Rhetorical Situation Rhetorical Appeals	Grading Standards [2-3] Informal Rubric [4] My Editing Symbols [5] Rhetorical Situation [15-16] Rhetorical Appeals [17-18] We All Must Fight [19-20]	Post introduction on ELMS discussion board by 5:00pm Sunday

**WEEK TWO**

<b>MONDAY SEPTEMBER 4</b>	<b>LABOR DAY</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
<b>WEDNESDAY SEPTEMBER 6</b>	Partner Selection	Read all introductions on ELMS Tips from Former Students [6-7]	Letter of Introduction Bring list of 4 classmates you want to talk with and why
<b>FRIDAY SEPTEMBER 8</b>	Working in Groups	Guidelines for Group Work [21-24] Sample Minutes [25-26] PWP Lib Resources [ELMS]	<b>Self-Reflection #1</b>

### WEEK THREE

<b>MONDAY SEPTEMBER 11</b>	Job Application Packet Assignment Personal Statement Assignment <b>* Last day of drop/add period!</b>	Targeted Job Application Packet Assignment Sheet [ELMS] Personal Statement Assign. Sheet [ELMS] Résumé Guidelines [27-29] Cover Letter Guidelines [31]	<b>Homework:</b> A paragraph from each proposed group, identifying group members, why you want to work together, and possible areas of interest.
<b>WEDNESDAY SEPTEMBER 13</b>	Résumés and Cover Letters	Don't Falter on Step 1 [32-33] The Language of Résumés [34] Action Verbs [35] Principles of Document Design [36] How to Write a Business Letter [37-39] Sample Résumés and Cover Letters [40-45]	
<b>FRIDAY SEPTEMBER 15</b>	Personal Statements Strong Verbs	Strong Verbs [46] Writing the Personal Statement [47-49] Sample Personal Statements [50-54]	

### WEEK FOUR

<b>MONDAY SEPTEMBER 18</b>	Résumés and Personal Statements		
<b>WEDNESDAY SEPTEMBER 20</b>	<b>Workshop</b>		<b>Targeted Job Application Packet or Personal Statement Rough Draft Due [152-155]</b>
<b>FRIDAY SEPTEMBER 22</b>	Research strategies Citation Academic integrity	Directed Research Strategies [61-63]	<b>Homework:</b> As a group, make a list of ~10 things you will need to learn / know to successfully complete your proposal.

### WEEK FIVE

<b>MONDAY SEPTEMBER 25</b>	Stasis theory	The Four Basic Questions [56] Using the Basic Questions... [57] Gendercide [58-60]	<b>Targeted Job Application Packet or Personal Statement Final Draft Due</b>
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<b>WEDNESDAY SEPTEMBER 27</b>	<b>Topic Presentations (3-4 minutes)</b>		
<b>FRIDAY SEPTEMBER 29</b>	Rhetorical Situation	Rhetorical Situation (Bitzer) [ELMS] Myth of the Rhetorical Situation (Vatz) [ELMS]	<b>Topic Prospectus Due</b>

**WEEK SIX**

<b>MONDAY OCTOBER 2</b>	Conjectural Proposition Assignment Conjectural and categorical claims	Conjectural Prop. Assignment Sheet [ELMS] SAT Flier [ELMS] Mental Health Flier [ELMS] RecWell Brochure [ELMS]	<b>Discussion Thread: Group Topics Group Meeting Minutes #1</b>
<b>WEDNESDAY OCTOBER 4</b>	<b>TAWES 1220A</b>	<b>TAWES 1220A</b>	<b>NO CLASS: CONFERENCES</b>
<b>FRIDAY OCTOBER 6</b>	<b>TAWES 1220A</b>	<b>TAWES 1220A</b>	<b>NO CLASS: CONFERENCES</b> Due by Midnight: Conjectural Planning Worksheet

**WEEK SEVEN**

<b>MONDAY OCTOBER 9</b>	Conjectural and categorical claims	Sample Conjectural Papers [69-79] Conjectural Infographic [ELMS]	<b>Homework:</b> Write four substantially different conjectural claims regarding your group topic.
<b>WEDNESDAY OCTOBER 11</b>	Quotations Natural language citation Paraphrasing	Quoting vs Paraphrasing [64] Incorporating and Connecting Quotations [65] Steps of Paraphrasing [66] Signal Phrases [67] Verbs for Signal Phrases [68]	
<b>FRIDAY OCTOBER 13</b>	<b>Workshop</b>		<b>Conjectural Proposition Rough Draft Due [156-157]</b>

**WEEK EIGHT**

<b>MONDAY OCTOBER 16</b>	Evaluative Paper Assignment Evaluative claims	Evaluative Paper Assign. Sheet [ELMS] Eval. Strategies [80] Death by Veganism [81-82] Eating Disorders Flier [ELMS]	<b>Conjectural Proposition Final Draft Due</b>
<b>WEDNESDAY OCTOBER 18</b>	Evaluative claims	Sample Evaluative Papers [83-96]	<b>Homework:</b> Write four substantially different evaluative claims regarding your group topic.
<b>FRIDAY OCTOBER 20</b>	Nominalizations		<b>Discussion Thread:</b> Grammar Questions <b>Collaboration Evaluation [145-147]</b>

**WEEK NINE**

<b>MONDAY OCTOBER 23</b>	<b>Workshop</b>		<b>Evaluative Rough Draft Due [158-159]</b>
<b>WEDNESDAY OCTOBER 25</b>	<b>Causal Paper</b>	Causal Paper Assign. Sheet [ELMS] Causal Narratives [97] Causal Poster [ELMS] Sexual Harassment Comic Strip [ELMS]	<b>Self-Reflection #2</b>
<b>FRIDAY OCTOBER 27</b>	Causal Claims	Sample Causal Papers [103-115]	<b>Evaluative Final Draft Due</b>

**WEEK TEN**

<b>MONDAY OCTOBER 30</b>	Causal Claims	Shuttle Disasters [98-101]	<b>Homework:</b> Write four substantially different causal claims regarding your group topic.
<b>WEDNESDAY NOVEMBER 1</b>	Active and Passive Voices Clarity and Concision	Active and Passive Voices [116-117] Six Principles of Clear Writing [118] Editing for Wordiness [120-123]	<b>Group Meeting Minutes #2</b>
<b>FRIDAY NOVEMBER 3</b>	<b>Workshop</b>		<b>Causal Rough Draft Due [160-161]</b>

**WEEK ELEVEN**

<b>MONDAY NOVEMBER 6</b>	Proposal Assignment Procedural Claims <b>* Last day to drop with a "W"</b>	Proposal Assignment Sheet [ELMS] Sample Proposal: A Path Forward [ELMS]	<b>Causal Final Draft Due</b>
<b>WEDNESDAY NOVEMBER 8</b>	<b>Procedural Claims</b>	Sample Proposal: Minority Stress [ELMS]	
<b>FRIDAY NOVEMBER 10</b>	Visual rhetoric Graphing data	Selecting Effective Visuals [133] Reading Visual Texts [134] Graphing Numerical Data [136] Accessible Data Graphics [137]	<b>Progress Report</b>

**WEEK TWELVE**

<b>MONDAY NOVEMBER 13</b>	<b>TAWES 1220A</b>	<b>TAWES 1220A</b>	<b>NO CLASS: CONFERENCES</b>
<b>WEDNESDAY NOVEMBER 15</b>	<b>TAWES 1220A</b>	<b>TAWES 1220A</b>	<b>NO CLASS: CONFERENCES</b>
<b>FRIDAY NOVEMBER 17</b>	Logical Fallacies Presentation Strategies	Identifying Logical Fallacies [124-125] Good and Bad Presentations [128-129] PowerPoint Design Principles [130-131] Evaluation of Presentations [132] Sample PPT Slides [ELMS]	<b>Discussion Thread: Presentation Strategies Group Meeting Minutes #3 (For groups of 3)</b>

**WEEK THIRTEEN**

<b>MONDAY NOVEMBER 20</b>	<b>Workshop</b>		<b>Proposal Rough Draft Due (bring 1 copy for each group member) [162-163]</b>
<b>WEDNESDAY NOVEMBER 22</b>	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>
<b>FRIDAY NOVEMBER 24</b>	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>

**WEEK FOURTEEN**

<b>MONDAY NOVEMBER 27</b>	<b>Workshop</b>		<b>Proposal Rough Draft Due (bring 1 copy for each group member) [162-163]</b>
<b>WEDNESDAY NOVEMBER 29</b>	<b>Presentations</b>		
<b>FRIDAY DECEMBER 1</b>	<b>Presentations</b>		

**WEEK FIFTEEN**

<b>MONDAY DECEMBER 4</b>	<b>Presentations</b>		<b>Self-Reflection #3</b>
<b>WEDNESDAY DECEMBER 6</b>	<b>Presentations</b>		
<b>FRIDAY DECEMBER 8</b>	<b>Presentations</b>		<b>Proposal Final Draft Due</b>

**WEEK SIXTEEN**

<b>MONDAY DECEMBER 11</b>	<b>Final Discussion</b>		<b>Collaboration Evaluation [148-150]</b>
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