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English 201: Advanced Composition

Spring 2013

Tuesdays and Thursdays in Corbly 211, 8-9:15; Harris 137, 930-10:45

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## University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies." Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Excused Absence Policy for Undergraduates

Computing Services Acceptable Use

Inclement Weather

Dead Week

Students with Disabilities

Academic Forgiveness

Academic Probation and Suspension

Academic Rights and Responsibilities of Students

Affirmative Action

Sexual Harassment

Academic Dishonesty--\* Additionally, improperly cited material will receive no credit in this class.

Plagiarism will be dealt with strictly and any student doing so will fail the class and be reported to the Dean of Students.

## Course Description

An advanced composition course centered on critical reading, writing, and research skills. (PR: A grade of "C" or higher in ENG 101). This is a writing intensive course.

## Course Rationale

This course groups students by college to provide increased investment in research and writing as students collaboratively discuss, explore, and write about questions and ideas of both broad and specific interest to them within their major academic discipline or from ideas generated through class discussion, research, and invention. Moving the second course in the composition sequence to the 200 level ensures that students have finished their First Year Seminar and two critical thinking (CT) courses, making them better prepared to engage in rigorous reading, research, and writing.

## Course Outcomes

The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

<b>Course Student Learning Outcomes</b>	<b>How students will practice each outcome in this Course</b>	<b>How student achievement of each outcome will be assessed in this Course</b>
Students will employ ideas of visual rhetoric to texts and class materials to enhance their writing products.	Students will read and annotate graphic memoirs; view videos, lectures, movies, presentation, and other media and make notes pertaining to messages being conveyed.	Students create small and medium writing stakes entries in their portfolio from prompts, comparing key components or ideas conveyed by the text and the visual accompaniment of the text and apply their findings to various subjects within the wide spectrum of disciplines.
Students will formulate solid research questions, exploring ideas and current conversations in their major academic disciplines or on topics raised by their classmates.	Students will restate, articulate, discuss, and reflect on ideas and conversations discovered by classmates during evaluation of class materials as they apply to their lives, work, and environment.  Students will work in groups to determine the best answer to questions posed from readings.	Student will write small and medium stakes writing responses and reflections on what they have learned for their portfolios.  Student will present research findings and interview to class and break down the process by which s/he will apply the material and how it relates to a wide range of disciplines.
Students will facilitate class conversations, composing logical arguments supported by reading, analysis, and research.	Students will follow a discussion model, using research questions to guide in-class discussions based upon a text or a set of essays or articles.	Students will write medium stakes responses to the pre and post discussion based on prompts for inclusion in their portfolios, showing a progression in thought.
Students will enhance their writing skills and strategies.	Students will create low, medium, and high stakes writing in the form of journal entries and responses and will draft three essays, of which at least two will be revised—one through peer review and at least once through instructor comments.	Student will craft and edit thoughtful and thorough journal entries and responses on a weekly basis from prompts generated by in and out of class readings or discussions—these will be a mixture of several low stakes paragraphs as well as medium stakes full page responses.  In addition, three high stakes essays are due with revisions comprising at least two essays through peer review and instructor feedback.
Students will characterize the different stakeholders in an argument by assessing the concepts of audience, purpose, and rhetorical context as they draft, revise, proofread, and edit their	Students will annotate individual peer writings and respond in small groups to peer's writings on selected topics and discuss their impact on audience, analyzing each other's essays in order to gauge that language, content, form,	Students will follow peer review sheets and are evaluated on their thoroughness of responses to their peers.  Students will apply revision of peer

own writing and that of their peers.	purpose, style, and consistency of grammar is relevant for intended audience.	reviews to their essays.  Student will apply instructor’s critique of essay for revision.
Students will demonstrate critical reading strategies as they engage with more difficult and dense reading material.	Using a portfolio response to readings based on prompts, students will elaborate and analyze texts to help discern their meaning and relevance to their personal and professional lives.  Students will work in small groups to determine best answers for questions posed from readings.	Small and Medium stakes writing assignments will be used to help students place readings within the context of their world view.
Students will Inquire into and reflect on the development of their research and writing in order to think critically and objectively by determining how and when to use quotation, summary, and paraphrase, and examine the ethics of research and writing as they learn and use conventions for citation and formatting – default style is MLA for this class.	Students will have a library session and practice using the databases from which they will glean research for their final essay.  Student will present research findings in abstracts to class for evaluation from peers for proper usage and then adjust in necessary research approach to topic/subject.  Students will quote and paraphrase findings appropriately in final essay.	Students will produce at least three polished writing projects (25 typed, double spaced pages), one of which will be a longer, sustained research project based on an interview and connected to an idea within their major academic discipline or a topic raised in class discussions.  Student will be tested on research, plagiarism, and citation styles.

**Course Materials: Required Texts, Additional Reading, and Other Materials**

- Bechdel, Alison. *Fun Home: A Family Tragicomic*, Houghton Mifflin Harcourt, 2007. Print.
- King, Stephen. *On Writing: A Memoir of the Craft*. New York: Scribner, 2000. Print. (ISBN: 0-684-85352-3).
- Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2004. Print
- Troyke and Hesse, *Quick Access Compact, 2<sup>nd</sup> Ed.*, Longman, 2009. Print (978-0205687343)
- Internet access (either at home or on campus) is a must as most materials for this class are posted online and must be accessed and printed out from Blackboard.
- Student computer account
- Student email account
- Thesaurus and dictionary.
- If you do not want to annotate your books, please purchase small sticky notes to use instead.
- Two-pocket folder for essay submission.
- Various handouts available via Blackboard.
- Research you provide.

## Course Requirements/Due Dates

This class provides students with the opportunity to discuss ideas, approaches to and styles of writing, involving diverse perspective, life issues and experiences. Students will learn to give to and to take from numerous sources (written or verbal) to create various rhetorical works. Please be prepared for each class by completing all assigned readings. If you do not read the material, you cannot input on it. Since 10% of your grade comes from class participation, being prepared is essential to doing well in class. Additionally, the sharing of ideas is a creative platform for learning. Please arrive to class ready to embark on a journey! Class should be a catalyst for helping you discover more about your writing process, critical analysis of an issue or subject, and will help facilitate your writing effectiveness.

Reading: Not reading assignments means you can just not bother to come to class. I will mark you absent if you have not read unless you discuss it with me beforehand as to why. We cannot move forward if students hold us back.

You are required to constructively create twenty-five pages (25) pages of well thought out writing, some of which will be lower, middle, and high stakes writing projects. Your first essay is a personal truth essay of 1000 purposeful words, the second is a critique of 1,000 purposeful words, and the third is a four-staged research essay of 2,000 purposeful words which is inclusive of an interview. The last two essays are researched with a works cited and parenthetical references (internal and external citations) using MLA citation style.

## Essays

- must be completed using the following format: Word-processed, double-spaced, using dark ink, ten or twelve-point characters, preferably Arial, Garamond, Times, (easily readable fonts), printed on white or light paper, stapled, proofread and edited with one-inch margins, your name typed on the top right or left margin followed by word count (quoted material does not count as your word count because they are not your words), student name, instructor's name, class name/time, date submitted, essay number and title and/or if it is a revision, what revision it is
- Use a running header with page numbers—there is no need to number your first page or to use a cover page and printed on one side only.
- are required to display the following attributes: Clear, logical organization, concise sentence structure, consistent point of view, variety in sentence structure, recognition of any other authors' works or ideas, and appropriate diction.
- must not have the following major errors: Sentence fragments, comma splices, fused sentences, disagreement of subject and verb, pronoun error (case, agreement, and reference), verb error (principal part, tense, shift) or misspelled words.
- must have the outline, rough draft, peer reviews, peer review sheets, finished draft, and cover rubric attached or essay will not be accepted for the first submission. Upon completion of the first submission, and when you turn in your revision, you only need your new copy with your last revision. You may use the same rubric to save paper. You must turn these in using the two pocket folder with the papers neatly arranged.
- are required to reflect the following structure: An introductory paragraph that begins effectively, contains a thesis statement that is restricted enough to sufficiently allow for detailed development, expressing clearly your purpose in writing the paper; body paragraphs, each of which contain a topic sentence that expresses clearly one aspect of the thesis statement and indicates logical development of the thesis statement; and an effective concluding paragraph. If this is a foreign concept to you—seek help now!

## Class Discussions

In order for you to more fully integrate readings into your lives, I require active participation in class as well as outside of class. For discussion, you will start the conversation and keep it going, acting as a team, cooperatively, to make it work—much as members share in any team sport. Although the goals of a discussion will change depending upon what's under discussion, some goals will always be the same: to illuminate the subject, to unravel its mysteries, to interpret, to share, and learn from other points of view, and to piece together the puzzle using everyone's contribution. Your dialogue becomes part of the larger academic community. As students, your contribution to this community is imperative to your academic career and it enables others to learn from each other.

Discussions skills are important. Everyone must be aware of how to get the conversation started and keep it interesting. Just as in any sport, a number of skills are necessary to work on and use at appropriate times. Everyone is expected to contribute by using these skills. Here are a few of the categories of contributions any one person can make. A comment in a discussion could be any of these (although there are more).

- summarizing, restating or clarifying the text
- citing specific quotations, passages or pages from the text
- asking a question about the text
- commenting on the text, giving an opinion or reaction
- making a suggestion about text or discussion
- summarizing discussion up to that point
- analyzing text or comment or whole discussion
- reacting to comments
- answering comments
- restarting discussions
- filling in a gap
- arguing a point
- asking for new information
- asking for other comments, reactions
- comparing to other works

Don't forget: this is a team effort. Not only does everyone have to do his/her part, but everyone has to look out for each other by encouraging those members who are holding back and direct questions to them. Keep the conversation alive. Preparation is key! Make sure you come to class ready to discuss a work—use the discussion questions handed out in the previous class to prepare your notes for this. Don't forget the focus of your discussion: the text! Cite quotations and examples generously, analyze it in detail and consider different interpretations. Those are the keys to great discussion. Keep these in your portfolio for future reference.

Missing a discussion earns you a zero for that day's discussion grade. These cannot be made up as they are dependent upon the class and what topics are explored that day. No two classes are ever alike.

## Make up Work and Late Work

Make up work is given only when a student has a University excused absence. Make up work needs to be turned in the next class period after the class period that was missed. I deduct ten points for each work that is late. If it is later than one week, I will not accept it unless you have a university excused absence.

**Rubric for in-class Discussion:**

A	B	C	D	F
Student cites text and includes full analyses and elaboration of textual support for topic/topics being discussed.	Student does not cite the text but can tell where in the text support can be located.	Comment is made on what someone else has stated and the moves the discussion in a positive direction.	One quality question is asked or comment is made within the discussion time.	Non-participatory—which means you can sit and say nothing and get a 50 but if you disrupt the class by talking to a friend or classmate while our discussion takes place, you will get a zero. No-shows get 0.

**Collaboration**

Peer review demonstrates how writing is dependent on outside forces (how our audience shapes what we write) and that writing is changeable and malleable (a dynamic entity). Writing cannot be accomplished in a vacuum. In the work world, authorship takes many forms, but certainly many eyes approve documents before they become accepted. Various perspectives help you to look critically at a piece of writing. In addition, diversity of opinion is necessary and helps facilitate learning. You must also keep in mind that your peer groups are supposed to be diverse for this reason.

After the review session in class or at home (we sometimes peer review in class and sometimes as homework), you will then incorporate notes from your peers and integrate the suggestions you feel are mandated into your essays and return them to me the following class period. You turn in with your essay everything you used to create it: outline, draft, articles if used, peer reviews notes, etc. and your revision along with your cover rubric, which is in this packet. Please secure everything in a two-pocket folder. All pieces of the essay must be turned in or the paper will not be graded and will be counted as late, which automatically deducts ten points from the overall grade. I won't accept essay packets not in a folder. Please be sure all materials are neat.

You must participate in peer review collaborations for each essay you write—otherwise, it is not collaboration. I do not accept non-peer-reviewed essays. If you miss a peer review, you must seek a consultation at the Writing Center in order to replace it – no exceptions! This gives you only 70% of the grade because you will not be reviewing other students papers and therefore cannot recuperate the entire 100% on the peer review. The only item that needs to be turned in for revision is your revised copy and your old copy. I use the same rubric. Give back the peer reviews to the classmate who reviewed your essay. The only items needed for your portfolio is your original essay without any changes and your final revision (clean copy) for your portfolio.

Work groups are another form of collaboration. I will often assign a question or an assignment for which groups will attempt to solve the problem or come up with an answer. You are graded on these exercises and if you come to class not having read the material, you will be given a zero and asked to sit out of the group session. There is no time in class in which to read the material. Only students who have read the material can participate in the group work or in class discussions. If you are not here that day, you receive a zero.

## Revisions

Writers need to revise their essays. Keep in mind that each and every essay must be revised, sometimes numerous times, in order for it to improve. The revision needs to be graded first, but then subsequent reviews are turned in for revisions until you at least pass the essay. Your last revision will go into your portfolio with your original copy. Your first essay grade is recorded as your essay grade if you do not choose to revise it. A revision should be significant in that all attempts to revise have been made, meaning all serious errors have been fixed and all reviewers' comments have been addressed—otherwise, your revision will not be graded. **Late papers can be turned in as late by one week but are deducted ten points.**

## Grading Policy

### Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

### Assignment Weights

Class Participation	10
Collaboration/Discussion	10
Peer Reviews/Revisions	10
Essays	20
Presentation/Interview	10
Research Essay	20
Portfolio	20

**Peer Review Evaluation Sheet (Fill out this information)**

Peer doing the evaluation: \_\_\_\_\_ Essay Assignment \_\_\_\_\_

Paper is by: \_\_\_\_\_ Date of Review \_\_\_\_\_

**Title of paper (must have one!):** \_\_\_\_\_

<p>Instructions: Read through your partner(s)'s essay twice. The first time familiarize yourself with the subject of the essay, second, read for the qualities of good writing. Mark the essay as you read and add questions or comments on the writing. Then, please answer the following questions as completely as possible. Do not just give the paper the stamp of approval ("yes" or "no")--you will be doing your partner(s) a disservice. When you are done, make a copy to place in your work portfolio; you will be graded on thoroughness of your responses. Then give the original to your partner(s) to use in the revision of his/her paper, and to place in his/her essay portfolio. Your partner(s) should turn in the review sheet with his/her paper.</p>
<p><b>UNITY/CENTRAL IDEA:</b> Is the thesis statement clearly stated? Is it narrowed and focused? Is there an attitude with reasons given for that stance? Suggestions for improvement?</p>
<p><b>INTRO/CONCLUSION:</b> Is the introduction effective and interesting? Suggestions for improvement? Does the conclusion add a note of finality? Is there a thesis? Topic Sentences? Conclusion?</p>
<p><b>DEVELOPMENT:</b> Does the body of the paper support the thesis? Is the paper developed enough? Does the author use specific examples, facts, and details to prove his/her point? Suggestions for improvement?</p>
<p><b>ORGANIZATION/COHERENCE:</b> Does the paper "flow"? Are the ideas stated in logical order? Are the transitions between sentences and ideas effective and clear? Is the paper itself clear and understandable or confusing? Suggestions for improvement?</p>
<p><b>STYLE:</b> What do you think of the style and tone of the paper? Is the sentence structure too simple or too convoluted? Is it difficult to follow? Is the word choice specific and interesting or dull and general?</p>
<p>Mechanical problems? Grammar, punctuation, spelling?</p>
<p>What is your overall impression of the essay? What did the author do especially well? What do you like about it? Suggestions for improvement? <b>Please write this on the reverse.</b></p>

## Portfolio

Portfolios chart your progress over the semester in numerous ways. First, it is your record of responses to class readings, records your class work, serves as a discovery journal, houses your discussion questions, answers, and responses, acts as your writing journal, and becomes anything else you want to do to help yourself become a better writer. Second, it houses each of your essays in their finished form.

I will assign work for your portfolio that is mandatory, for which you will receive a passing grade of 70% if you have done a quality job of that material. The rest is up to you. To receive a better grade on your portfolio, you must do the following:

- Date and title all entries.
- Reading responses/journals: You can make comparisons with other readings, write a critical analysis, or write a response to the readings. You should make note of how you interpret what you read, how it can be applied to your life, or how relevant you feel the work is in today's world. They can be one paragraph to one page.
- Class notes: When we discuss readings in class, you should take notes about what we discuss and also pose thoughtful questions in the portfolio.
- Class work: If I ask you to do class work or group work, the results of your group discussion should also appear in your portfolio.
- Writing/discovery journal: Keep your ideas, brainstorming notes, research notes, and articles that you use in your essays or in class in your portfolio as well.
- A wholehearted effort needs to be placed on your portfolio—its outcome is up to you. You can make it as detailed as you want, but it will be graded on its completeness and creativity, meaning what did you do to make your learning process efficient or mnemonic.
- Keeping your group work in your portfolio will assist you with your quizzes, should there be any and with your overall retention.
- Look at your portfolio as where you keep your research notes as you should have the research from wherever you retrieved your research, its abstract, and write on it how you might like to use it. Each piece of research should be evaluated this way. You may or may not use this in your research but discovering why it does or does not work is valuable information to you and to your peers when asked to share your findings.
- The portfolio can be handwritten (except for your essays); however, if I cannot read your handwriting, typing it would be best. I cannot grade what I cannot read.

## Portfolio Rubric

<b>A</b>	The superior portfolio is neatly organized and demonstrates originality and initiative. The writer responds fully to each assignment by completing all bottom-line requirements and includes at minimum, first and final drafts of each project. A portfolio at this level is composed of well-edited projects that show a clear sense of audience, purpose, and development. All projects are focused, and use writing and research to explore questions and ideas and make insightful arguments. The writer thoughtfully reflects on his/her own writing, and has substantially revised in a way that illustrates s/he has made excellent use of class activities and homework assignments. The portfolio at the A level demonstrates excellent effort overall.
<b>B</b>	The strong portfolio is neatly organized and demonstrates initiative. The writer succeeds in meeting his/her goals in terms of audience and purpose, and his/her projects do not exhibit a need for further major revisions. The writer attempts to respond fully to each assignment, and projects explore questions and ideas and use research and writing to make insightful arguments. One project may lack a clear focus, or may have several distracting mechanical or grammatical errors. The writer is able to reflect on his/her own writing, though s/he might not always go into substantial detail, and s/he has revised in a way that shows s/he has made good use of class activities and homework assignments. Projects demonstrate noticeable progress from earlier drafts. The portfolio at the B level demonstrates a good effort overall.
<b>C</b>	An uneven portfolio meets most basic requirements, yet the writing would benefit from further revisions based on purpose, development, audience, proofreading, or some combination of the above. The writer may not fully respond to one or more assignments, and reflective writing is completed carelessly without thought. The projects gesture at using writing to explore ideas and questions and make arguments, but the writer really just seems to be going through the motions. One writing project may be unfocused, may contain some logical fallacies, and/or exhibits superficial revision that doesn't show substantial progress through the drafts and/or sufficient use of class writing and revision activities. The portfolio at the C level demonstrates some effort.
<b>D</b>	A weak portfolio only meets a few basic evaluative standards. Most projects are brief and underdeveloped, and only minimally show the writer using class activities and assignments to further his/her research and writing. Projects within the weak portfolio still require extensive revisions in terms of purpose, development, audience, and proofreading. The writer does not use writing to explore questions and ideas, does not demonstrate an overall ability to conduct credible research, is unable to compose a sustained logical argument, and does not reflect on his/her work adequately. The writer may have made some superficial changes to his/her work, but has done no serious revision. The portfolio at the D level shows the writer has put little time and effort into his/her work.
<b>F</b>	An unacceptable portfolio is disorganized, is not edited, and contains writing projects that do not meet the bottom-line assignment requirements. First and final drafts are identical, reflection is non-existent, and research, if existent, is not properly cited or documented. Projects are unfocused with no sense of audience or purpose. The portfolio at the F level shows no investment on the writer's part.

## Attendance Policy

Class attendance is mandatory. Once two unexcused absences are accrued three points will be deducted from your overall grade for each class missed (this means 3% out of your 100% grade and it means 4.5 for a twice a week class). This is non-negotiable. Save your absences for serious matters like illness or emergencies. Telling the instructor that you are not going to be in class does not excuse you. Telling the instructor that you have to be late does not excuse the tardiness/lateness. The choices you make are reflected in your grade. Don't ask me if it is "okay" for you to leave early. Once again, that is your choice and your time missed will be noted. You must be in class to receive classroom assignments, homework, and to participate in class activities.

Marshall University has five categories of excused absences, including University-sponsored activities; student illness or critical illness/death in the immediate family; short-term military obligations; jury duty or subpoena for court appearances; or religious holidays. The form to fill out and have approved is here: <http://www.marshall.edu/wpmu/student-affairs/files/2011/08/UPDATED-Marshall-University-Excused-Absence-Form-2-Sided.pdf>

Also keep in mind that being late disrupts class flow and therefore each three tardies will be equivalent to a class absence and subject to the above point reduction. Missed Class work from absences cannot be made up as they are often spontaneous and specific to what was happening that day (which is why missing class is not a good thing). Homework assignments must be made up by the following class period after the absence(s) or they will be forfeited by the student. If you are absent, it is your responsibility to find out from me about what you missed in class that day. You will need to obtain class notes and handouts from another student and make copies on your own. Feel free to discuss assignments--either written or reading--with me. I am available during office hours or you can get in touch with me through e-mail or voice mail.

## Class Behavior

Classroom behavior should be professional in that you do not talk in class unless what you say is DIRECTED TOWARD the class, to me (with permission), or to your group if so assigned. Talking while I talk, while your classmates address the class, or when in-class assignments are being conducted will earn you a grade of zero for class participation discussion, which is 10% of your grade, meaning you can reduce your grade by one entire letter if you cannot be courteous. Students need to understand that talking about other students or making fun of other students can also result in your being asked to leave the class and subsequently marked absent. This kind of behavior will not be tolerated. Students should realize this is a college classroom and should behave accordingly. I want to hear what each of you has to say; however, I cannot hear anyone if we do not have some method of orderly response.

## Electronic Usage

This idea (of courtesy) conveys to the use of cell phones (or other disruptive devices). Being courteous to your classmates and to me, means that your cell phone will be turned off during class. If you have extenuating circumstances (such as a sick family member), you may indicate that to me prior to class and you may have your phone on and in plain sight for emergency situations. If you leave the class to take a call without following these procedures, you will be marked absent and the above point censures will apply. I reserve the right to either mark you absent if you are caught texting on your phone or talking via chat on your computer and/or excusing you from that class.

Laptop/computer use is similar to the cell phone policy. Computer use in the classroom is by permission only. If allowed to use computers, I must be able to see what you are typing. If we are in the library or if we are using computers, misusing technology will cause you to be marked as absent for that class period,

this means Facebook, chat windows, texting, or email use.

\*\*A student shall not, without the faculty member's express authorization, make or receive any recording, including but not limited to audio and video recordings of any class, co-curricular meeting, organizational meeting or meeting with a faculty member. Further, the student does not have permission to post class lectures or course lectures on the web. This is a form of plagiarism and is taken very seriously – your class information is proprietary and misuse of it is very serious.

## Important Dates

- Classes run from January 14, 2013 to May 3, 2013.
- Last day to drop class is March 29, 2013.
- Holidays are January 21 (MLK, Jr. Day) and March 17-24 (spring break)
- April 3 (assessment day for University).
- Final exam schedule: 8-9:15 class is Thursday, May 9<sup>th</sup>, 8-10 am and 9:30-10:45 is Tuesday, May 7<sup>th</sup>, 8-10 am.

List of final exams can be found here: <http://www.marshall.edu/wpmu/registrar/files/2012/11/201302-Spring-Exam-Schedule.pdf>

## Campus Resources

- University College, located in Laidley Hall rooms 101-123, provides tutoring and academic advising services in various settings, see <http://www.marshall.edu/wpmu/uc/tutoring-services/>
- The Office of Disability Services in Prichard Hall, offers assistance, including tutoring, to students with documented learning disabilities or physical challenges. Please call 696-2271 for additional information or visit <http://www.marshall.edu/wpmu/disabled/>. Please also discuss your needs with me so I can better help you in doing your best in this class.
- The English Department operates a Writing Center on the second floor of Drinko Library. Besides peer guidance in writing, they offer many resources and online help as well. Always take them or have on hand a copy of the assignment; your notes, your outline, or rough draft; any secondary sources or articles that you are using, working thesis statement, and your rubric. Please call 696-6254 or email [writing@marshall.edu](mailto:writing@marshall.edu) for operating hours and you can also visit their web site for more information at <http://www.marshall.edu/wpmu/writingcenter/> and to make your appointments online. You will need to take your assignments guidelines and rough draft with you when you go. If you are going to the writing center in place of a peer review, you will need to get a statement from your peer tutor and provide your draft.
- Go Mobile with MU libraries and download apps: <http://www.marshall.edu/library/> Not only can you find all research materials and information but Drinko has IT services for studenets who are having email or Blackboard issues. Email [itservicedesk@marshall.edu](mailto:itservicedesk@marshall.edu) or <http://www.marshall.edu/wpmu/muonline/>
- Operated by Follett College Stores, the MU Bookstore sells textbooks and supplies. Regular operating hours are 8:00-5:00 M-F. For information, please call 696-3622.

## Research

This class incorporates the use of research in the form of movies, essays, articles, class discussion, outside materials, interviews, speeches, plays, readings, and also library research. The opportunity to incorporate into your writing the outside world exists in each of your papers, but you must incorporate research into the last two. We will be visiting the library to familiarize you with what is offered. **Your materials MUST come from the library research databases—we do not Google or use Wikipedia or encyclopedias in this class.** You must become accustomed to critical and scholarly research. You must also CITE YOUR SOURCES USING PROPER MLA STYLE GUIDELINES (or other style with permission of instructor).

## Module 1: Finding Your Personal Truth as an Exploration into Self-Reflection (Weeks Two to Week Six)

In this module, we will be exploring the idea of personal truth, what it is, and how it manifests itself in your world. We will concentrate on that varied genre known as the personal essay in order to evoke your own experiences. We will read and analyze a good number of these by some excellent writers, and we'll do exercises and portfolio entries to get a feel for this important genre.

We start with a personal essay because the persistent, disciplined pursuit of personal honesty and self-reflection are key concepts in any process. Understanding your own motivation is essential to understanding the world around you. As a student, you are automatically learning to function within a predefined world with a set of rules you chose to follow (or not). You will examine what your goals are and how you will achieve them your college career through investigation of ideas, themes, and issues through conversations in the class, in small groups, and through writing.

Part of investigation is learning how to express ideas in written form; to be able to convey complex ideas to others. What are they, where did you get them from, how will you achieve them, why are they important? What are some of the key moments in your life when you realized you wanted to pursue your chosen path? Who inspired you? Why? When? Was there a defining moment? Or was it a process? These are all the questions that should be churning in your head as you read and analyze the works presented to you by our readings. The writers we read all struggle with similar dilemmas in some manner or other—their personal truths.

Your work must be something you can share as you will then turn this piece in to your group for a peer review. No one person will have the same set of goals/issues/ideas or process by which he or she achieves the expression of the goals/issues/ideas.

In addition to giving you insight into selected writers with their own world view, the various essays and your texts will help you determine the best rhetorical style to approach your subject matter. In the process, you will write several reflective pieces that follow a process of self-investigation, the culmination of which will be an essay that indicates your personal goals, or personal truth as I like to call it. Don't get hung up on the terms, instead, focus on the ideas behind them.

The essay will contain a thesis, supporting paragraphs led by a topic sentence and supported by your own ideas and observations. Please feel free to use any of the material we are discussing in class or bring in outside materials, but you will need to document the material internally using parenthetical references and in a works cited at the end, following MLA guidelines. The essay should be at least 1,000 words, which will be peer reviewed by your classmates. Failure to adhere to these guidelines will cause your paper to be late and in turn this will cause an automatic ten point deduction from your overall grade for the essay.

While your essay is being peer reviewed by classmates, you will then evaluate their essays (each class

member reviews three essays). All essays must be peer reviewed and you must be in class to do it. If you are not in class during the peer review, you will need to go to the writing center for a passing grade of 70% on the peer review. I will need a statement from the writing center and the essay you took with you for documentation of your visit.

At the end of this module, you will be able to:

- Annotate texts to summarize relevant points. Identify concepts relevant to the personal truth of various writers using their essays and other materials.
- Analyze texts, seeking answers to specific questions guided by close reading for in class discussion and then paraphrase sections of texts for your portfolio.
- Write reflection exercises on discussions, summarizing one element of discussion that relates the author's personal truth to your personal truth.
- Apply writing styles you read in articles, essays, and text to your own writing, attempting to expand your writing techniques.
- Translate into text visual rhetoric or other multi-media products for use as material for portfolio and/or essays.
- Critique three peers' personal truth essays (peer review) while also applying peer critiques to your own personal truth essay and then revise your essay: once after peer review and once after I read it—possibly more.

## Module 2

### Examining the World around You (Weeks five to eight)

#### Critique

Next, we will be looking at how your world intersects with the world around you. What is your impact in/on your world? You begin college with an idea or concept about what you will encounter. Then, you are exposed to different people, cultures, ideas, which cause you to perhaps question your prior knowledge.

Part of learning is evaluating experience. In this essay, you are going to interact with the world in some way that you normally do not. Put yourself out into the world and critique something about it: an event, a play, a documentary, a conference, a panel discussion, or something else that requires you to assess its impact on you and your world.

In the process, we will be reading two graphic novels and some shorter essays to help you contextualize the meaning of engaging with conflict, new experiences, traumatic events, or problematic events that are not easily tackled.

A critique is an evaluation of an event. And the questions you normally answer are the five Ws—who, what, where, when, and why. Who attended the event, what was its title, who were the participants or speaker and who sponsored it and why? What was the theme? Why did you chose it? Where was the event? What is your interest in this event? Next explore your relationship to the event. Was it interesting? Why? Did you like it? Did it work well?

All of the Ws should be described using descriptive language. Be sure to bring to life the people and place using details.. There is nothing better than capturing your surroundings to keep your reader interested in what you have to say.

Did you go alone? If not, who did you go with? Why? What about the audience? Who were they and were they interested in the event?

You also place a value judgment on the event. Was it worth your time? Would you recommend it to someone else? Did you agree with the topic? Disagree? What did you learn? Be constructive. Indicate good points along with those you felt needed improvement or that were not necessarily interesting.

Interestingly, this critique can be a cultural critique and can be used to watch and learn from a documentary on a topic that is controversial and of interest to you or in your area of expertise relating to your program of study.

This essay will be 1,000 purposeful words with a thesis, topic sentences, correct grammar and style, and conclusion.

At the end of this module, you will be able to:

- Annotate texts to summarize relevant points. Relate the idea of visual rhetoric to verbal rhetoric in your readings.
- Analyze texts, seeking answers to specific questions guided by close reading for in class discussion and then paraphrase sections of texts for your portfolio.
- Write reflection exercises on discussions, summarizing one element of discussion that relates to the author's experiences with his or her world.
- Apply writing styles you read in articles, essays, and text to your own writing, attempting to expand your writing techniques.
- Translate into text visual rhetoric or other multi-media products for use as material for portfolio and/or essays.
- Critique three peers' critiques (peer review) while also applying peer critiques to your own personal truth essay and then revise your essay: once after peer review and once after I read it—possibly more.

## Module 3

### Exploring People (weeks nine-fourteen)

#### Interview and Presentation

##### Phase 1:

The purpose of this essay is to interview a subject whom you admire and who inspires you. If your field is art, you can choose an artist who has inspired your work. If you are a writer, you can interview a writer—the same for musician. This is a perfect opportunity to talk to a professor you admire or someone working in your field to find out if it is what you would like to do in your future. The person you interview should be local and you should have access to him/her. Under no circumstances can you interview a family member, a friend, an acquaintance, or anyone you know. You must interview someone you do not know. In addition to professors on campus, there are many professors/researchers who come to lecture, who would be happy to share their stories with you.

Develop a list of questions that you would like to find out about your subject. Some ideas are what medium does s/he work in and what made her/him choose that medium if s/he is an artist. The field of study may be more relevant for a psychologist or a lawyer. Let the subject guide the conversation. You may defer your questions in favor of the subject's topic—in other words, let the subject guide the discussion. The interview then becomes a conversation. Use your questions to fill in the gaps but allow the subject guide the conversation where s/he does in order to accommodate the process.

Find out if the subject will allow a recording, but don't count on it. Be sure to take thorough notes. Notes are essential but note taking is difficult in that you must also pay attention and use eye contact on a consistent basis to show interest or your subject will become less interested or even offended. Be sure when you leave the interview, you revisit the notes and fill in all the information you remember while it is fresh in your mind.

If allowed, take a picture or several of the subject and his/her surroundings or work. This will aid you later in putting the material together. While you are there, notice the space, record it in your notes, think of your senses and your senses exercise you wrote for your portfolio. This process places the subject in his or her environment.

Once you have spent time interviewing your subject, your job is not done: First, go home and re-write the notes while they are fresh in your mind. This is essential because if you have written anything in abbreviated form, you may forget what it means later on. Go ahead and word process your notes so they are ready to incorporate into your paper. You will post this online in your portfolio for a grade and it becomes part of your presentation for the class along with your abstracts of articles you researched about the artist or the topic or both.

As with any information taken from a source, and an interview is a source, you must document the interview. It is important to paraphrase most information but there are times when a quote works wonders, but use them sparingly. For quotes: Get them right! There is nothing worse than misquoting someone. When in doubt, refer to your recording if you were allowed to use one, if not, confer with your subject for confirmation.

### **Phase 2:**

An interview is a starting point. It is the subject's personal truth. The subject's personal truth may or may not be the truth as you know it or as the world knows it. Therefore, you must research your subject to validate his or her background and fill in any missing information that is key or vital to your interview. This means your subject should be researchable and/or his area of expertise should be researchable. You should also be able to research his or her job or products and the field he is in, taking the information from specific to general or from general to specific. As the trip to the library taught you, research must come from approved sources. Not all sources are credible. Not all sources can be trusted. Be sure to vet your sources. Your information is only as good as your sources. The research becomes the glue that binds the material together. Use the research to clarify information that was not clear, to fill in gaps in time that builds and creates the public persona of the subject.

For this assignment, you need to have three sources besides your interview. Your interview becomes the fourth source for your final essay.

I suggest you start thinking about this right away and seek out opportunities as they present themselves over the course of the semester. Waiting until the last minute will not be beneficial to you and if you miss your scheduled time, unless there is a university mandated excuse, you will not be allowed to present and will receive a zero for the assignment.

### **Phase 3:**

For your presentation, you will compare the two aspects of your subject/topic for the class to review—the public and the private. These may well be two contradictory truths—or they may organically merge into a comprehensive truth. The process of presenting this information is two-fold in that it allows you to

articulate the truths you have uncovered through your verbal interview and also through your private research. Your classmates will then respond to this information in order to give you their feedback of what they have noticed regarding your subject.

This outside verification allows you to put into context the unbiased views of your classmates. You can then focus your approach, if you have not done so already, on how you will write about your interview/profile. Use the example interviews we read in class as models.

As part of this presentation, show your photos, images of the artwork, or any other materials that you can share. Abstract your research findings for the class for each article you plan on using. Think about how the model interview(s) you read applies to your interview.

#### **Phase 4:**

Write your final paper! Taking all of the above pieces into consideration, you need to sit down and write about your subject. Keep in mind all the aspects: the personal, the public, the mysterious, the concrete, the ephemeral, etc.

You use the interview as research material and incorporate it into the essay. It is similar to a profile that we will read in class and you can find samples on in the *New Yorker*.

This is a sustained writing project that incorporates various aspects of the subject into your work. Once the essay is drafted, you will peer review it.

The interview has no set length, but you should have at least five well thought out questions to ask. The last essay is 1,500 purposeful words. Remember that quotations do not count as your own words and you must deduct them. This requires careful MLA citation internally and in a works cited.

Once again, you need to adhere to all the guidelines of what any essay is and has, such as thesis, topic sentences, proper grammar, and conclusion.

At the end of this module, you will be able to:

- Formulate questions that are narrow enough on which to focus a research paper.
- Apply the appropriate structure of materials to craft a well-constructed and researched essay.
- Articulate research findings to peers in a manner that is interesting and well thought out.
- Generate ideas and assist classmates in redefining their purpose and research to conform to assignment.
- Prepare written and visual display to accompany research and interview.
- Locate appropriate sources within the library to support and document your essay and presentation.
- Reflect and relate previous writings, readings, and experiences to last writing project.

	<b>Presentation Rubric</b>				
<b>ENG 201</b>	<b>Advanced Composition</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

**Schedule of Assignments**

Consult Blackboard to check whether or not assignments have been changed should you miss class. Therefore, you should consult the syllabus (on Blackboard) often to remain aware of what is due in the future. It is not my responsibility to keep you informed of assignments—it is your responsibility. Also remember that quality matters—just because you do an assignment does not mean you will get full credit if it is not of quality.

*\*Syllabus subject to change at instructor’s discretion and the student should ask if she/he misses classes to determine if assignments have been changed. Not reading assignments means you can just not bother to come to class. I will mark you absent if you have not read unless you discuss it with me beforehand as to why. We cannot move forward if students hold us back.*

Week	Readings	Assignments	Journal/Portfolio	Class
1/15	Syllabus, expectations. Introductions. Personal Truth Essay	Write down any syllabus questions. Access full copy of syllabus online and print out to bring to class and be prepared to discuss.	Journal 1	Small Stakes Writing assignments for Journal/Portfolio. Discuss syllabus (D). Idea of discussions/peer review.
1/17	Discussion. Read entries 1-10 in King.		Journal 2	
1/22	Entries 11- 20 in King. Pages 1-16 in QA. Watch Matt Videos.	Finish up syllabus questions. Be sure to ask any questions. Watch videos posted online on Blackboard—Matt.	Journal 3	Discuss King, QA, Matt. Share portfolio entries. Discuss.
1/24	Read “Figurative Language,” “Notes for Young Writers,” and “Language at Play” posted online. King 21-30	Personal Truth Essay. Figurative language, story line, idea line.	Journal 4	Group work, Class Discussion
1/29	Read “Inheritance of Tools,” QA 17-45. “Language and Idea,” “Superman and Me,” and King 31-38	Ideas for Personal Truth	Journal 5	Group work, Class Discussion
1/31	Read “Essayists on “Essays, “To Fashion a Text,” “Collage, Montage,” and “Boys,”		Journal 6	Discussion
2/5	Read King “What Writing is,” Toolbox,” and QA 46-67.	Outline for Personal Truth	Journal 7	Group Work,
2/7	Read “42 Tatoos” “Drama Bug” (in with 42 Tatoos), mirrorings (in with 42 Tatoos).		Journal 8	Discussion

2/12	Read "9," "Portrait of My Body," "Uncle Moise," and King "On Writing" up to chapter 8 or page 189	Rough Draft for personal Truth	Journal 9	Exercises
2/14	Read "Nine Beginnings," "The Fourth State of Matter," And King to chapter 13 page 227		Journal 10	Group Work, Discussion
2/19	Read "Persepolis" and King up to 16 page 249.	Essay 1 peer review		Groups
2/21		Prepare questions posted online for <i>Persepolis</i> for discussion.	Essay 1 due	Discussion
2/26	Read "Entrance to the Woods," "Seeing" "Writing the Arts" and "Writing the World" and King "On Living, a Postscript."	Revision Essay Two	Journal 11	Movie
2/28	"Fun Home"		Journal 12	Group Work
3/5	"Fun Home"	Prepare questions posted online for <i>Fun Home</i> for discussion.	Journal 13	
3/7		Peer Review Essay 2	Journal 14	
3/12 and 3/14		Decide on Interviewee	Essay 2 due	<b>MTM</b>
Spring Break				
3/26	"Art of the Interview" and Psychological Interview."	TBD	Journal 15	Lecture
3/28	"Delta Nights" "41 False Starts" and "Marvin Gardens"		Journal 16	Review
4/2	Integrating Research Discussion.		Journal 17	Discussion
4/4		Library visit.	Journal 18	Workshop
4/9	Research Symposium		Interview Due. Post online.	
4/11				
4/16	Abstracts/Synopsis		Abstracts/Synopsis Due post online	
4/18				
4/25	Presentations		Post presentation online	Notes on Presentations post online
4/27	Peer Review			
4/30				<b>FM</b>
5/2				