

ENGL 2000 Section 01 (1.0 credit hour)
Advanced Composition Spring 2010
Group Sessions will meet as announced via
email and myTSU website for the course;
Individual sessions are by appointment or
during office hours as posted.

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321 Humanities Building; 963-5726
Office Hours: Office: MW: 9:55-11:25; 12:30-1:00
T: 10:00-12:00; R: 3:00-5:00; F: 10:25-11:25

Course Description. ENGL 2000 Advanced Composition (1-3) (Formerly ENG 200). A workshop approach to written composition through group and individual project production. The focus is to demonstrate well formed expository communications through critical analysis, writing skill, technical development, all brought to bear in a final paper. Collaborative learning and writing models in a seminar approach support the coursework.

Learning Competencies: A student completing English 2000 with a C or better must be able to:

1. Demonstrate understanding of and an ability to respond to the demands of the rhetorical situation;
2. Research, read critically and analyze various independent readings in order to produce original written work;
3. Produce a final paper that shows the principles of good writing such as organization and development as well as appropriate grammar and mechanics for academic writing; and,
4. Complete at least one writing assignment that demonstrates a limited use of MLA documentation form and research ability;

Methods of Instruction:

The student will work on assignments with the instructor via:

1. In-class lecture/discussion and workshop sessions;
2. Individual tutoring/workshop sessions;
3. Online submission and evaluation of assignments; and,
4. Independent research of primary and secondary sources for final project.

Each student is responsible for creating mechanically sound papers relatively free of errors in grammar and mechanics. Attention to style may occur through references to and/or assignments in the handbooks. Additionally, the Writing Center (963-5580, http://www.tnstate.edu/aeao/writing_center.htm) supports students with difficulties in presentation of Standard English. Students may attend the tutorial with or without an instructor's recommendation.

Each student must revise, edit, and rewrite work in order to show growth in his/her writing abilities through process and development to final product. Feedback from the course instructor, other students, and other university writers/instructors will help students to look critically at their own writing and the writing of others.

By the end of the semester, students will have written approximately 2000 words (including revisions). The individual assignments will sections of a final interview project researched and conducted by the student. Though ungraded, each section must be evaluated and approved by the instructor before the student may progress to the next assignment/section. The sections are as follows:

1. Student Bio and Possible Topics for Interview Project (300 words)
2. Annotated Bibliography of at least five secondary sources on topic (500 words)
3. Bio of Informant with proof of his/her credentials or appropriateness re. Topic (300 words)
4. Summary of selected Interview Topic with list of potential questions (both fact and issue questions labeled as such) (100 words)
5. Oral Interview transcribed with proper mechanics (use of bracketed and parenthetical information) (800-1000 words); and,
6. Final Interview Project with Introduction that addresses: 1) Interviewer bio; 2) informant bio and credentials; 3) Interview topic and circumstances of the interview; 4) Interview transcription; 5) Annotated Bibliography of sources. (1500-2000 words)

The Final Interview Project will be graded on an A-F scale.

Learning Resources:

- Callaghan, Patsy, and Ann Dobyns. *A Meeting of Minds: A Brief Rhetoric for Writers and Readers*. New York: Pearson Education, Inc., 2004.
- Hult, Christine A., and Thomas N. Huckin. *The New Century Handbook* 3rd ed., New York: Longman, Inc., 2004.
- Gubrium, Jaber and James Holstein. *Handbook of Interview Research: Context and Method*. Thousand Oaks, CA: Sage Publications, 2001.

GRADING CRITERIA

A (Superior): An “A” paper demonstrates probing critical reading, thinking, and/or analysis; it thoroughly evaluates various elements of its subject matter with specific, detailed reasoning and use of evidence; its organization shows a logical arrangement of parts; and all parts are relevant to the thesis. The thesis statement expresses a clear stance/ethos and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight, logical connections and effective transitions. Any source materials are clearly subordinate to the paper’s own purpose, which is elaborated with efficiency and style. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation; there are no misspellings.

B (Strong): A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the thesis. The thesis statement takes a clear stand and forecasts the topics to be developed. Paragraphs are unified, and supporting details are sufficient and relevant. Overall, source materials are subordinate to the student’s own stand, which is developed clearly and purposefully. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The final, revised paper contains very infrequent errors in grammar, punctuation, and spelling.

C (Competent): A “C” paper demonstrates an understanding of texts and/or issues, as well as audience and purpose; evaluates reasonably; and cites supporting evidence. The thesis statement does take a clear stand and does forecast the topics to be developed, but may not be as clear or precise as the thesis statement for a “strong” essay. Paragraphs and supporting details relate to the topic, but may do so only generally. Source materials are usually subordinate to the student’s own stand, but may at times dominate or overwhelm the student’s position. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy. Paper must answer all parts of the assignment (this is understood for A & B papers as well).

D (Below Average): A “D” paper fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. If source materials are used, they may be misread or adopted in a way that verges on plagiarism. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure): An “F” paper, like a D paper, shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus and contain little supporting detail; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”

CLASS POLICIES

Attendance: The student should attend all class meetings as schedule. Irregular attendance or any substantial

number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up examination. All excuses for absences must be secured through the Office of the Vice President for Student Affairs. In addition, the student should inform each teacher as to the cause for absence. Punctuality in attending classes is expected of all students. Registration and payment of fees are required before classes are attended. "Excessive" absence is defined as no less than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred. A student with excessive absences may only be readmitted to class by the instructor. (29)

Evaluation: Final evaluation will be determined by:

1. Completion of all assigned written work culminating in Final Interview Project;
2. Regular and timely class attendance and participation.

Plagiarism: See also TSU Undergraduate Catalogue: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero for the exercise or examination, or assign an 'F' in the course. (29)

ADA Awareness and Accommodation: The Department of Languages, Literature, and Philosophy, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. If you need accommodation, please contact Dan Steely of TSU's Disabled Student Services Office at 963-7400 (phone) or 963-5051 (fax), preferably before the 4th class day.

Academic and Classroom Conduct and Dress: As stated in the TSU Undergraduate Catalogue, "The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution" (29). Student clothing and use of electronics fall within the instructor's discretion: neither may be disruptive to the educational process.