

## ENG301W: Advanced Academic Writing and Research

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TTh 11:00-12:15  
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Office hours: Mondays 10-12, Wednesdays 1-3, and Thursdays 2:45-3:45

### **Course Description:**

This course is meant to help you understand the demands, conventions, and values of writing in your particular field. To that end, we will be talking about scholarly writing in both a general sense and by examining writing directly from your field. The focus of the course is the production of a substantial research paper that accords with the standards of your major discipline and that explores a topic of interest to you. Ideally, this project will help you to better meet the demands of your major and to produce high-quality work in your upper-level courses.

### **Course Objectives:**

By the end of this course, students should be able to

1. select and evaluate both substantial and scholarly sources;
2. actively read and respond to substantial and scholarly articles;
3. write in a voice appropriate for and specific to their discipline;
4. understand and use the discourse conventions of their discipline;
5. articulate and effectively support a thesis that can sustain a substantial research project in their discipline; and
6. situate their own discourse within the larger body of scholarship in their discipline.

### **Course Books:**

Cullick, Jonathan S. and Terry Myers Zawacki. *Writing in the Disciplines: Advice and Models*. Boston: Bedford/St. Martin's, 2011.

Levine, Judith. *Not Buying It: My Year without Shopping*. New York: Free Press, 2007.

I also expect that you will acquire and bring to class a style guide for your discipline's citation style.

### **Assignments and Grading:**

**Grades** will be determined according to the following rubric:

Review Assignment	25 points (2.5%)
Summarizing Assignments (2)	100 points (50 points/5% each)
Position Paper	100 points (10%)
Close Readings (2)	200 points (100 points/10% each)
Disciplinary Standards Analysis	100 points (10%)
Bibliography for final paper	50 points (5%)
Final paper	300 points (30%)
Participation	100 points (10%)
Other in-class work and homework	25 points (2.5%)

A = 900-1000, B = 800-899, C = 700-799, D = 600-699, F = 0-599.

**Assignments:** The particulars of these assignments will be provided as the course proceeds. While the course text will serve as a starting point for your examinations, you might find that your assignments and final projects quickly leave off of the text itself and focus more on the issues confronted by the text. This is fine; part of the purpose of this course is to help you find and explore topics which are both connected to a course and an area of interest for you. All assignments should be turned in on the day of the class indicated on the syllabus, and, if you're absent, you should e-mail me a copy in order to receive full credit.

**Final Paper:** A significant, sustained research and writing project, the final paper will be the culmination of your work in this course; it should demonstrate your facility with writing in your field. The project will help to prepare you for posing and exploring questions in a way that's relevant to scholars in your major.

**Participation:** While much of this is involving yourself in class discussion, a significant part of this grade will rest on your participation in workshops. This means that you are getting graded on both the quantity and quality of the feedback you're giving your classmates. In other words, be thoughtful and specific in your feedback. We will do a sample workshop, so be mindful of what my expectations are. Of course, being late to class, missing a significant amount of class and not paying attention in class can also bring down your participation grade. Basically, if you work hard, pay attention, and contribute productively to class discussion, you will do well in this category.

### Expectations

I expect you to come to class on time. Frequent tardiness will affect your attendance record.

**Absences:** If you must miss class for any reason, let me know as far in advance as possible. If you miss more than two classes—for any reason—your grade may begin to go down and may drop farther for each subsequent absence. **Six absences will lead to an automatic F for the course.**

**Late Work:** All work is due at the beginning of class on the date indicated on the syllabus. Work turned in late will be returned late and with fewer (if any) comments. Late assignments will lower paper grade, with a 10% penalty for every day that your paper is late. If you are absent, you should e-mail me a copy and get me a hard copy the following class session. While it's better to turn in something late than it is to not turn it in at all, the best policy is to plan ahead and get me everything on time.

**Texting** or other cell phone use during class will not be tolerated and is grounds for dismissal from the classroom.

**Email:** If you have a question or concern about the course or an assignment, I strongly prefer that you come to my office hours or see me in class rather than email me. In my experience, questions can usually be addressed in a much more efficient and satisfactory manner in a face to face conversation. If you do email me with a question, be aware that I may simply ask you to come see me, or that—due to the volume of messages that I receive—I may not be able to respond immediately. Obviously, if you need to miss class or have an emergency, emailing me (and/or calling my office) is usually the best way to let me know.

I do not respond to Instant Messaging; please do not attempt to contact me that way.

**Papers** will be accepted on Moodle or in hard copy as indicated for each assignment. If you have to miss class on a day that a paper is due and there is no Moodle drop-box for the assignment, you may email me a copy (by 11:00 am on the due date) and drop off a hard copy at my office as soon as possible

**Academic Dishonesty**

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another’s ideas as one’s own, any attempt to gain information about a test or exam prior to the test or exam date without the instructor’s consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. Copying text directly off of the Internet obviously constitutes cheating, but so does rewriting materials found on-line in one’s “own words” without proper attribution. Any time that a person uses—in any way—another person’s words or ideas without appropriately crediting them is an instance of plagiarism. Cheating on any assignment—no matter how seemingly trivial—will result in a failing grade for this course. Students who fail for academic dishonesty will not have the option of withdrawing. If you have ANY doubt about what plagiarism means, or about how to appropriately document sources in your work, please contact me; I will be happy to help.

**ADA Statement**

Any Eureka College student with a disability or other special circumstances requiring accommodations or other considerations in order to successfully complete the requirements of this course is requested to identify him/herself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course.

**Learning Center**

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling and course specific tutoring sessions are also available by contacting Jason Zimmerman, Director of the Learning Center, by e-mail or by calling 6520. The Learning Center’s hours will be posted around campus within the first two weeks of classes.

I strongly encourage you to take your papers to the Learning Center’s Writing Tutors; this is an excellent—and free—service that can greatly improve the effectiveness of your written work.

**Course Synopsis (subject to change):**

<b>Date</b>	<b>Due</b>	<b>Activity</b>
T 1/17		Introduction to course and review of ENG103W; fill out Student Information Sheet
Th 1/19	Review Assignment due <i>Not Buying It</i> pp. 1-10 Have confirmed citation style (on Moodle)	Summarizing Assignment guidelines; audience and rhetorical choices

T 1/24	<i>Not Buying It</i> pp. 11-48 Secondary readings (TBA)	Address areas of concern in Review Assignment; disciplinary approaches; substantial and scholarly sources
Th 1/26	Summarizing Assignment 1 due	Workshops and revision; continue discussion from Tuesday
T 1/31	<i>Not Buying It</i> pp. 49-91; submit discussion question (due on Moodle by 9 pm 1/30) Revised Summarizing Assignment 1 due	Asking questions and pursuing answers; disciplinary interests
Th 2/2	<i>Not Buying It</i> pp. 92-152	Deep reading
T 2/7	Summarizing Assignment 2 due <i>Not Buying It</i> pp. 153-191	Begin discussion of disciplinary approaches & questions
Th 2/9	Deep reading activity due Bring C&Z to class	Disciplinary standards and possible research topics; discuss DSA
T 2/14	Start working on DSA	Group work on DSA and brainstorm research topics
Th 2/16	<i>Not Buying It</i> pp. 192-231; preliminary topic idea and research question due; submit discussion question on pp. 192-205 (due on Moodle by 9 pm 2/15)	Articulating a response: position papers
T 2/21	Position Paper due	Workshops; library research
Th 2/23	Revised Position Paper due	Work on DSA presentations; library research
T 2/28	Submit DSAs (on Moodle and in hard copy)	DSA presentations
Th 3/1	<i>Not Buying It</i> pp. 232-end; submit discussion question (due on Moodle by 9 pm 2/29)	Topic proposals; research questions, take 2; adding depth to understanding
T 3/6	Topic proposal due at your conference	Conferences
Th 3/8	Topic proposal due at your conference	Conferences
M 3/12 - F 3/16 <b>Spring Break – No classes</b>		
T 3/20	Bibliography due; have read closely at least one of your sources	Discuss Close Reading assignments
Th 3/22	Close Reading 1 due	Workshops
T 3/27	Revised Close Reading 1 due Bring in old paper	Create checklists for final paper; revision strategies
Th 3/29	Research for your paper	Audience and rhetorical situations revisited
T 4/3	Close Reading 2 due	Check-in and self-evaluation

Th 4/5	Moodle forum: What would you like to work on this week?	Studio day
T 4/10		Studio day
Th 4/12	Draft of final paper due	Workshops
T 4/17	Revised draft and revision plan	Conferences
Th 4/19	Revised draft and revision plan	Conferences
T 4/24	Workshop exercise 1	Workshops
Th 4/26	Workshop exercise 2	Workshops
T 5/1	Revise!	Revisit challenges and disciplinary standards; write out academic goals; wrap-up

**Final papers are due in my office or my mailbox (#118) by 3:30 pm on Friday, May 4.**