

Murray State University

Revised 7/28/15

DEPARTMENT: ENGLISH AND PHILOSOPHY

COURSE PREFIX: ENG      COURSE NUMBER: 404      CREDIT HOURS: 3

I.    **TITLE:** Advanced Composition

II.    **COURSE DESCRIPTION AND PREREQUISITES:** Intensive workshop in writing for the English major. Topics include expository writing, rhetorical and literary analysis, and research writing. Required of all English majors.  
**Prerequisite(s):** ENG 105 or 150 or the equivalent.

III.    **COURSE OBJECTIVES:**

The course is designed to help English majors acquire and master critical writing skills for conveying their ideas effectively, both in future coursework and professionally.

At the end of this course, students should be able to demonstrate competency in academic writing within the discipline of English studies. We will work to achieve this goal through rigorous writing, reading, discussion, and workshops. ENG 404 helps students understand that writing is an ongoing process of thinking, of discovery, of learning, and of communication that will be beneficial in graduate school or professional positions. This course also presumes that students learn to read and write better by reading and writing and discussing regularly, not by listening to lectures. Accordingly, this course will be a workshop course in which we will read, discuss, and write informally regularly – you will be required to participate in a variety of ways.

IV.    **CONTENT OUTLINE:**

Students will write a variety of academic essays and weekly reading responses. Students will engage in rigorous workshops, peer review, and revision processes. Students will revise three of the essays with the help of workshops and formal peer review. Students will complete the fourth writing project independently to demonstrate the skills acquired over the semester.

*Reading Responses:* Each week, you will turn in a one-page, double-spaced response to any one or more of the week's readings.

*Essays and revisions:* You will write specific types of essays during the semester. Each will be judged on the basis of how well it fulfills the assignment, including issues of purpose, clarity, structure, tone, audience, persuasiveness, style, format, and grammar. You will submit drafts of the essays to a group of your peers for their feedback. This version of the essay should not be a first draft: the essays you submit for peer review should represent the best work you can do, and will be judged accordingly.

You will revise each essay using the feedback from your peers and your own judgment. You will then submit the revised version to me, and I will evaluate each essay. You will have the opportunity to apply the insights acquired from the peer review process to your fourth writing project, which will not be submitted for peer review.

*Peer responses:* For the first three essays, you will review the work of your peers in class. Using provided guidelines, you will offer your considered responses and advice on each essay, submitting your responses to your peers. You will revise your draft accordingly.

**V. INSTRUCTIONAL ACTIVITIES:**

Class activities include writing, collaborative discussion of readings, and workshops and conferences to develop critical reading and thinking skills, to explore the content and significance of course material, to increase facility with literary terminology and conventions, and to develop and refine writing, argument, and analytical skills. Some background lectures will be provided, but the majority of the course will be devoted to discussion and workshop activities. Class activities will include written essays. Specific classroom instruction will be tailored to the particular needs of this discourse community.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None.

**VII. TEXT(S) AND RESOURCES:**

Required:

- A. *What Are People For?* by Wendell Berry
- B. *An Open Language*, by Mike Rose – free
- C. *Writing on the Margins*, by David Bartholomae – free
- D. *Coursepack* – Available at Copy Express in the Library (less than \$10)
- E. *The New Yorker*

You will be required to subscribe immediately through the department with cash, check, or money order (made out to Murray State University) for \$9.60. Money is non-refundable. This amount pays for a 14-week subscription (January through April) to the *New Yorker* magazine. (This is a great deal).

- F. A writer's notebook
- G. A good dictionary (you have access to the *Oxford English Dictionary* online)

Students are required to bring the appropriate texts to class.

In addition to class discussion and workshop activities, we will use books, Blackboard, and web-based resources, including the Waterfield Library databases.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Written work will be evaluated for the extent to which it achieves assigned objectives and exhibits logical and coherent organization, effective development, engaging language, and appropriate English grammar, usage, punctuation, and mechanics. Details of each assignment will be discussed in class. Scores for each graded essay will be posted on

Blackboard about one week after the essays are turned in. If you have questions about your essay scores, do not wait to contact me until the end of the semester.

Final drafts of essays will be evaluated for the extent to which they meet my expectations for your work. These expectations will be shared and discussed so that all of us understand and feel comfortable meeting those expectations. While these expectations are generally similar to other professors, I have some specific things that I emphasize that may be different, but in an exciting and interesting way. Lack of revision or participation in workshops and peer reviews will result in a reduction in the essay grade of which the workshops and peer reviews were a part. **You must have a passing average on the four essays in order to pass the class, regardless of your grades on the other course components. Students who fail to turn in one of the four essays will not pass the class.**

Peer reviews will be evaluated primarily on the reviewers' apparent effort and attention given to the paper, and secondarily on the quality of advice. If you miss the day on which the peer response takes place in the classroom, or, if you bring an incomplete draft to class, you will lose one full letter grade on the final version of your paper.

Assignments will be weighted as follows:

**Final drafts of essays (65%)**

Essay 1: Exploratory/Close reading essay (15%)

Essay 2: Expository Essay (15%)

Essay 3: Literary/Rhetorical analysis (15%)

Essay 4: Final Project/Presentation (20%)

**Reading Responses (20%)**

**Participation (15%)**

Your active participation in class is essential, both in class discussions and peer revision workshops. Frequent absences will result in a low participation grade.

Course grades will be determined with the following traditional percentage scale:

**A** 90-100%    **B** 80-89%    **C** 70-79%    **D** 60-69%    **E** 59% or below

**Late assignments:** Assignments are due as indicated on the course schedule. Late assignments that have not been arranged beforehand will always be graded lower than on-time assignments. **I do not accept assignments submitted by e-mail.**

Please note that course grades may also be affected by factors explained in the attendance policy (section X) and the academic honesty policy (section XI) below.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

## **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed

to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).