

23020 ENGL 310 201 F 2:00-6:00PM MACQUARRIE CSU-AV 120

English 310, Advanced Writing
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Course Description

This course is designed to introduce students to the writing skills necessary to produce academic essays. The course will focus on the rhetorical strategies, structures, and forms used in effective expository writing. Students will develop reading and research skills and they will learn how to make logical and persuasive arguments in writing. They will develop the ability to read arguments, understand them, communicate them to others, and incorporate them into their own writing. The writing in this course will focus on thesis, structure, audience, authorial voice, and style. We will practice writing as process both in in-class papers, short take home papers, and longer papers that involve research.

Course Goals and Objectives

This course prepares students to accomplish a portion of Goals/Objectives II and V under the CSUB English department's "Goals and Objectives for the B.A. in English."

- II) Students should be able to analyze, interpret, and compare literary works in a written argument, demonstrating a high level of understanding of textual form and theme. Student writing should contain a cogent thesis as the core of a well-organized argument.

- V) Students' written work should demonstrate an understanding of the writing process as well as an awareness of audience. Students should also display a mastery of standard written American English.

Course Requirements

Eight in-class essays	50% each (you choose your best five)
Two take home essays based on in-class essays	20%
Annotated Bibliography	10%
Final Term Essay	20%

Writing Portfolio

The Writing Portfolio should include all work done in this class. One letter (course) grade penalty for incomplete portfolio. One letter (essay) grade penalty for missing draft and/or draft workshop. One letter (essay) grade penalty for late essay]

Writing Portfolios (continued)

Your writing portfolio will be due on the first day of finals week. It must include:

1. A table of contents that provides page numbers for all pages in the portfolio.
2. All of the written assignments IN ORDER. You must turn in the copy of your writing that has my comments or check on it. This includes in-class writing, take-home papers, midterms, and your final paper.
3. Your self-evaluative essay. Write 2-3 pages discussing what you have learned and how or why as the course has progressed. You can do this any way you want as long as you discuss particulars. You can describe any difficulties you had and what you have done to attempt to overcome them. You can discuss the value of certain assignments. You can discuss peer-group activities. In other words, you can discuss any aspect of the course as it relates to your development as a writer. (For examples of writing portfolios feel free to come by my office)

Required Texts

A good pocket dictionary -- I prefer those by Oxford or American Heritage. Make sure that your dictionary includes etymologies. Be aware that the online *OED*, *American Heritage*, and Webster's dictionaries are available to you on-line from the CSUB Walter Stiern Library research materials page:<http://www.lib.csub.edu/ref/refsources.html>

Corbett, Edward P.J. and Robert J. Connors. *Classical Rhetoric for the Modern Student*. Oxford UP, 1998.

Access to the websites:

<http://www.library.cornell.edu/okuref/research/skill28.htm#what>
<http://humanities.byu.edu/rhetoric/silva.htm>

In this course we will be following the classical *progymnasmata*, a graduated sequence of rhetorical assignments that has been used to train students in rhetoric and composition for thousands of years. We will be focusing on in class writing, and we will keep timed writing examinations, such as the CBEST test in mind as situations where you will apply the writing skills and techniques that you master in this class. We will also practice research techniques, out of class essays using parenthetical citation, construct an annotated bibliography, and write a final in-class paper based on your research and annotated bibliography.

The sequence of assignments can be found in our primary textbook (Corbett 484-88), and in the essay topic sheets I will distribute during the term.. We will write a narrative essay on the first night of class, and subsequently write papers on most or all of the following: a refutation or confirmation paper, a paper about a commonplace, a praise or blame paper, a comparison/contrast paper, a description paper, and argument paper, and a paper about a current issue in legislation or electoral politics. All of these papers will be written in class, and then you may choose which papers to revise and elaborate into take home

typed papers. Most in-class papers will be 400-500 words in length, and you should write only on **every other line** in these papers; the two take-home papers will be between 4 and 5 pages. Double spaced, 12 font, MLA style.

Every week you should read through the following book reviews as a part of your research, and background preparation. I subscribe to all these reviews, and after I read them I leave them in the CSUB-AV library. You are welcome to access them there and to make copies of articles. You may also bring your own copy of the L.A. Times book review to class each week. It is to be found in the Sunday edition of the L.A. Times.

The London Times Review of Books
The Times Literary Supplement
The New York Times Review of Books
The Los Angeles Times Book Review

Recommended Text: Hacker, Diana. *A Writers Reference*. Fourth Edition. Bedford Books of St. Martin's Press. Or any other standard grammatical reference work.

Schedule

Week One: 9/12

Course Introduction

In-Class Diagnostic Essay

Introduction and discussion of the academic essay

Relevance and importance of rhetoric and composition for our times: O'Toole vs. Kidman

Sample book reviews and explain annotated bibliographies

Students choose general research topics by next week

Week Two: 9/19

Have read Corbett 1-84

Library resources project:

Have decided on a general research project. Start your on-line research. Perhaps order a book from the main library or through inter-library loan.

Choose an interesting book review, preferably of a book that may be relevant to research that you are doing this term, and write a 500 word summary and analysis of the review.

Type the entry up as a bibliographical entry and annotation and e-mail it, along with your proposed research topic, to me by Tuesday 9/23 at 9:00 p.m.

In-class essay 1

Week Three: 9/26

Have read over Corbett 84-173

The writing process

Discovery of Arguments and Formulating a Thesis Analysis of three modes of writing

Conferences from 5-6 p.m.

In-class essay 2

Week Four: 10/3

Have read over Corbett 173-255

First book review analysis due

Introduce research paper and review research strategies in the textbook

In-class essay 3

Conferences from 5-6 p.m.

Week Five: 10/10

Have read over Corbett 256-336

Arrangement of material

Book Reviews due

Presentation of book reviews

Conferences from 5-6 o'clock

Week Six: 10/17

Read Corbett 337-410

Style

First draft of annotated bibliography due (5 copies)

In-class essays 4 and 5

Presentation of book reviews

Week Seven: 10/24

Read Corbett 411-483 More on style

Film and film review: *Bowling for Columbine*

In-class essay 6

Thesis paragraph for Research Paper due (5 copies)

Research paper and portfolio workshop

Week Eight: 10/31

Read Corbett 484-583

Presentations 7

Research paper and portfolio workshop

In-class essay

Week Nine (11/7)

Final Annotated bibliography due

Final in-class written essay

Presentations

Week Nine (11/14)

Final version of research paper and final versions of all papers due in portfolio

Self-evaluation

Week Eleven 10/21

Final examination

Waiting List Policy:

On a waiting list, you are eligible for a place in the class

- 1. if you come to every class and**
- 2. if you turn in the work while you are there**

Being on a waiting list does not mean you are guaranteed a place in the class. It simply means you are welcome to wait for an opening in the class if you desire. If no one drops out of the section you're attending, no students can add.

As a result, you should be aware of the last day to add and have a back-up class chosen if you need another class. This plan is especially important for financial aid recipients, who must carry a full load to receive their financial aid. **Being on a waiting list does not count as a class toward your full load.**

Instructor-Initiated Drop Policy:

This course is subject to the policy on instructor initiated drops. If the class is full and has a waiting list, I have the right to have you administratively dropped from the class by the end of the second week of the term if you have missed **three** consecutive class session **during the first week of the term** and have not contacted me with alternate plans. However, you should not assume that you will be automatically dropped from the course due to non-attendance.

Grading Criteria as Defined by the English Department, CSUB

An "A" paper—unusually competent

1. Avoids the obvious and thus gains insights on an analytical level that are illuminating and stimulating to an educated reader.
2. Develops ideas effectively and purposefully with appropriate evidence, examples, and illustrations.
3. Progresses by clearly ordered and necessary stages with paragraphs that are coherent and unified.
4. Uses a variety of punctuation conventionally and purposefully.
5. Has sentences which are skillfully constructed, concise, forceful, effective, and varied.
6. Demonstrates a concern with the right words and a willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or fall short of the writer's intentions.

A "B" paper—demonstrably competent

1. Usually avoids the obvious and offers interesting interpretations, but lacks the imaginative insights of the A paper.
2. Develops an idea with a clear and effective sense of order.
3. Progresses by ordered stages with paragraphs that are coherent and unified.

4. Uses mechanics and punctuation to help communicate the meaning and effect of the prose.
5. Has sentences which are correctly constructed with efficient use of coordination and subordination; demonstrates an understanding of variety.
6. Draws upon words adequate to express the writer's own thoughts and feelings and demonstrates an understanding of alternate ways of expression as a means of making stylistic choices possible.

A "C" paper—competent

1. Functions on the literal level, often depending on the self-evident.
2. Develops ideas minimally, often leaving the reader with unanswered questions.
3. Has a discernible, if mechanical organization.
4. Conforms to conventional grammar, mechanics, and punctuation.
5. Has sentences which are correctly constructed, though perhaps tending toward repetitious patterns with minimal or mechanical use of coordination and subordination.
6. Works with a limited range of words and thus becomes dependent on the clichés and colloquialisms most available; is also generally unaware of choices that affect style and thus is unable to control the effects a writer may seek.

A "D" paper—lacking competence

1. Exploits the obvious either because of a lack of understanding, an inability to read, a failure to grapple with a topic, or, in many cases, a lack of interest.
2. Wanders aimlessly because of a lack of overall conception or, in some instances, has a semblance of form without the development that makes the parts a whole.
3. Has a plan or method that is characterized by irrelevancy, redundancy, or inconsistency.
4. Frequently lacks careful mechanical and grammatical distinctions although some papers contain correct (if simple) sentences.
5. Has sentences which are not correctly constructed or which are monotonous or repetitious.
6. Is characterized by convoluted sentences that are close to the rapid associations of thought or by "safe" words (ones the writer ordinarily speaks or can spell) and by excessively simple sentence structures.

An "F" paper—incompetent

1. Doesn't fulfill the assignment; is unclear overall.
2. Lacks specific development; tends to wander aimlessly
3. Lacks logical and coherent progression.
4. Consistently lacks conventional grammar and mechanics so that communication is unclear.