Syllabus

Instructor Information

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Hello, all! I figure that, since we'll be working together, I ought to introduce myself. My name is Geoffrey B. Elliott; my picture is attached so that you can know me when you see me, and you can find out a fair bit more at www.elliottrwi.com. I hold a doctorate in English from the University of Louisiana at Lafayette ("Dr. Elliott" or "Prof. Elliott," thanks), and I've taught at the collegiate level since 2006--although July 2016 will mark the start of my teaching at DeVry. I grew up in the Texas Hill Country, and I've lived and taught in southwestern Louisiana; New York City; and Stillwater, Oklahoma, in the past decade. During that time, I've had students from many walks of life, ranging from traditional eighteen-year-olds straight out of high school to ex-cons, from immigrants fleeing destruction to working folks who are trying to make lives better for their families to experienced, mature citizens trying on something new at the vital age of 65 years. I've been able to help them, and I look forward to helping you, too.

Helping, though, requires that you be doing your fair share. I can't tell you what I like about what you write or find where you need some additional support unless I see what you write--which means you need to write, and write a lot. I'll be doing the same thing, writing alongside you so that you can see what I want from you, in addition to writing in response to what you write. And coming to class--Thursdays from 6 to 10 in the evening--will help, too, since I can answer questions face-to-face a lot more quickly than I can online. (Indeed, discussions are going to ask

explicitly for in-class participation, some of which will be in-class workshopping of your papers.) I look forward to seeing you online and in class!

[What's this?](#)

Course Information

Course Title:	Advanced Composition
Course Number:	ENGL135
Course Description:	This course builds on the conventions and techniques of composition though critical reading requirements and longer, more sophisticated reports, including a documented library research paper. Assignments require revising and editing for an intended audience. Students are also taught search strategies for accessing a variety of print and electronic resources.
Course Prerequisites:	ENGL112 / 4-4

Course Specific Requirements

General Education Competencies
This course is part of the general education program. General education coursework is oriented toward challenges and issues of the contemporary world. Student achievement of general education competencies includes demonstrating ability in the following eight areas.
- Communicate clearly with particular audiences for particular purposes.
- Work collaboratively to help achieve individual and group goals.
- Apply critical thinking skills in learning, conducting applied research, and defining and solving problems.
- Develop tolerance for ambiguity and mature judgment in exploring intellectual issues.
- Build on intellectual curiosity with fundamental concepts and methods of inquiry from the sciences, social sciences, and humanities to support lifelong learning.
- Apply mathematical principles and concepts to problem solving and logical reasoning.
- Use study and direct experience of the humanities and social sciences to develop a clear perspective on the breadth and diversity, as well as the commonality, of human experience.
- Connect general education to the ethical dimensions of issues as well as to responsible, thoughtful citizenship in a democratic society.

General education competencies 1–4 are emphasized in this course.

Quality Guidelines for Writing
- **The A Paper** never strays from its purpose (thesis) or mistakes its audience. Its subject is focused, significant, interesting, and manageable. It is correctly organized but not mechanical. Each topic paragraph has a controlled idea, solid detail, and smooth transitions. Its sentences are varied in length and structured according to the writer's purpose and emphasis. The word choice is almost uniformly good. Words are chosen for

precise denotation, connotation, and tone. Mechanically the paper is correct except for excusable errors of inadvertence and violations of highly technical rules.

- **The B Paper** has a firm purpose and thesis but may not always affect the audience as the writer expects it to. It is focused and interesting. Its organization is correct, but transitions are sometimes strained. Each topical paragraph has a controlling idea and good supporting detail. The sentences are usually varied to suit the writer's purpose and indicate the writer's emphasis.
- **The C Paper** has some interesting parts, but the interest is not uniformly maintained. The purpose or thesis is not always clear. The organization is acceptable, though some parts may be awry. The essay has a clear thesis or principle of organization. Each topical paragraph has a controlling idea and some support, though the support is sometimes vague or weak. There are few errors in sentence structure, but the sentences are not varied in length and structure. The word choice is generally correct, but the range of words is limited, so that the diction is sometimes imprecise and monotonous. Although the paper contains few major errors, there are mistakes in spelling, grammar, and punctuation.
- **The D/F Paper** often lacks purpose, direction, and a sense of its audience. Too often it seems an unfocused, mechanical exercise rather than interesting writing. Some principle of organization is apparent, but the principle isn't successfully followed or lacks consistency and coherence. The paragraphing is rational, but the topic paragraphs are undeveloped, often just a series of generalizations. Errors in sentence structure are frequent and of the gravest sort. Words that should be within the range of college students are occasionally misused or confused. Errors indicate overall failure to understand the basic grammar of the sentence. Many words are misspelled.

Grading Criteria

Course assignments will be assessed based on the criteria for success in each assignment and will include the areas described below.

Writing Trait	Description
Central Idea or Focus	Includes the main idea or thesis statement of the document and whether the paper consistently addresses this main idea. If there is a vague thesis or inconsistencies or irrelevant information, the paper goes off topic instead of focusing on proving the main idea at all times.
Support and Development of Ideas	Describes the heart of the message, the expanded content of the piece; these are all the details that enrich and develop the theme or main idea. The ideas are strong when the message is clear, concise, and precise, not garbled. Ideas are not simply listed; they are explained and analyzed. The writer chooses details that are interesting, important, and informative. These details must be carefully chosen with audience and purpose in mind. Ideas are what captivate and maintain the reader's interest.
Organization and Structure	Offers the internal structure of a piece of writing, the thread of central meaning. It doesn't matter what the pattern is, so long as it fits the central idea well. Organizational structures can be based on

	comparison–contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. Transitions guide the reader along with the message. When the organization is strong, the piece begins meaningfully, proceeds logically, and closes with a sense of resolution.
Grammar, Mechanics, and Style	*Grammar* refers to correctness of language usage, including avoidance of major errors such as fragments and commonly confused words (*there/their/they're*). *Mechanics* refers to conventional correctness in capitalization, punctuation, and spelling. Writing that is strong in mechanics has been proofread and edited with care. Mechanics often trip up good writers, but they are simply the nuts and bolts that allow us to clearly communicate our ideas. *Style* is an umbrella term that includes word choice, sentence variety, clarity, and conciseness. Precise language clarifies and expands ideas, and it carries the reader toward understanding. Vocabulary is appropriate for a particular audience and purpose. Also, sentences vary in length and structure; ideas are clear, logical, and concise.
Documentation and Citation	**Includes APA conventions for documentation and format.** For documents that don't include documented research, format includes the placement of ideas on the page according to accepted standards from the 6th edition of the *Publication Manual of the American Psychological Association* (APA). For papers that include documented research, format includes in-text and end-of-paper references, as well as acceptable use of quotations, summaries, and paraphrasing.

Textbooks and Resources

Required Textbooks
The following books are required for this course:
[Writing Today](#)
2nd Edition
by Richard Johnson-Sheehan and Charles Paine
2013 Pearson

E-book Details
First Time Using VitalSource?
Step 1: View the [VitalSource Video](#)
Step 2: Register with VitalSource Bookshelf Online
1. Click the cover or title of your eBook. A new window will open.
2. Enter email address and password. Bookshelf Online will open.

Step 3: Access the Desktop and Mobile Versions

You must complete Step 2 prior to using the desktop or mobile versions.
Already Registered?   3 Ways to Access Your eBooks

Online
Access your eBook by clicking on the book cover or title in the syllabus page. Bookshelf Online will open.

Desktop
Download your eBooks and use them whether you're connected to the Internet or not.

Mobile
Download the app and get your eBooks on your iPhone, iPad, or Android device.

Terminal Course Objectives

DeVry University course content is constructed from curriculum guides developed for each course that are in alignment with specific Terminal Course Objectives. The **Terminal Course Objectives (TCOs)** define the learning objectives that the student will be required to

comprehend and demonstrate by course completion. The TCOs that will be covered in detail each week can be found in the Objectives section for that particular week. Whenever possible, a reference will be made from a particular assignment or discussion back to the TCO that it emphasizes.

1

Given an essay or scholarly article in any media, develop an informed opinion which includes external evidence and personal experience.

2

Given persuasive rhetorical strategies, such as appeals to reasoning, credibility and emotion, demonstrate the strategies to advance an argument.

3

Given a student-selected topic, organize ideas through prewriting tasks and prepare a persuasive draft.

4

Given strategies for determining the quality of source material, evaluate scholarly articles and other types of source material to assess their appropriateness for a research project.

5

Given various strategies for presenting research, compare and contrast the ways to communicate research findings to an audience.

6

Given the conventions for attributing source material, create appropriate citations, such as through summary, paraphrase, in-text, and reference citations.

7

Given a sample of writing requiring revision, refine and develop ideas in order to convey new knowledge that reflects original thought.

Course Schedule

Week, TCOs, and Topics	Readings and Class Preparation	Activities and Assignments
Week 1 **TCOs 1 and 3** **Writing to Develop an Opinion**	*Writing Today 2nd edition:* Ch. 2: Topic, Angle, Purpose Ch. 3: Readers, Contexts, and Rhetorical Situations Ch. 14: Inventing Ideas and Prewriting Ch. 24: Starting Research Begin previewing articles on Course Theme Reading list	Topic Selection Review the Course Project assignment Graded Discussions

Week, TCOs, and Topics	Readings and Class Preparation	Activities and Assignments
Week 2 **TCOs 2 and 6** **Writing to Summarize a Source**	*Writing Today 2nd edition:* Ch. 22: Using Argumentative Strategies Ch. 25: Finding Sources and Collecting Information Ch. 26: Quoting, Paraphrasing, and Citing Sources (See esp. pp. 496–501) Continue previewing articles on Course Theme Reading list	Information Literacy Module and Certificate Source Summary Graded Discussions
Week 3 **TCOs 2, 3 and 5** **Planning a Research Project**	*Writing Today 2nd edition:* Review Ch. 24, pp. 468–70 Ch. 10: Arguments Ch. 13: Research Papers Ch. 15: Organizing and Drafting (pp. 359–360)	Research Proposal APA Format Presentation Module and Certificate Graded Discussions
Week 4 **TCOs 4 and 6** **Compiling and Annotating References**	*Writing Today 2nd edition:* Ch. 13 (Review pp. 324–325) Ch. 25: Finding Sources and Collecting Information Ch. 21: Using Basic Rhetorical Patterns Ch. 22: Using Argumentative Strategies	Annotated Bibliography Graded Discussions
Week 5 **TCOs 2, 3 and 6** **Writing the First Draft**	*Writing Today 2nd edition:* Ch. 19: Drafting Introductions and Conclusions Ch. 20: Developing Paragraphs and Sections Ch. 28: Using APA Style Ch. 10: Arguments (review)	First Draft Graded Discussions
Week 6 **TCOs 5, 6 and 7** **Writing the Second Draft**	*Writing Today 2nd edition:* Ch. 10: Arguments (review) Ch. 20: Developing Paragraphs and Sections (review) Ch. 42: Research Papers Ch. 17: Designing	Second Draft Graded Discussions
Week 7 **TCOs 3 and 7** **Writing to Revise**	*Writing Today 2nd edition:* Ch. 18: Revising and Editing (review) Ch. 28: Using APA Style (review)	Course Project Final Draft Peer Review (in Discussion) Graded Discussions
Week 8 **All TCOs**	Course Project Reflective Postscript	

Blended E-Learning

This course is an 8-week, intensive course that includes both classroom-based and e-learning activities. Your participation in both areas is essential to your success in this course. You should

expect to spend time each week participating in the prescribed activities both before and after our class meeting.

Participation before, during, and after class meetings is critical to your success in this intensive environment.

To get the most out of our weekly class meetings, it is essential that you come to class prepared. The weekly readings listed in the Course Schedule will prepare you for class. Our class meetings, in turn, will prepare you for upcoming exams and assignments.

Through the DeVry e-learning platform, you will be able to

- review the Syllabus and weekly assignment information;
- submit completed work for grading;
- take quizzes and exams;
- obtain copies of class handouts and notes;
- e-mail the instructor and other students; and
- participate in online discussion of class material.

Due Dates for Assignments & Exams

All assignments, quizzes, and exams are to be completed per the schedule indicated by your instructor.

Assignment Values and Letter Grades

The maximum score in this class is **1,000** points. The categories, which contribute to your final grade, are weighted as follows.

Assignment	Points	Weighting
Discussions **(40 points, Weeks 1–6; 60 points, Week 7)**	300	**30%**
Topic Selection **(Week 1) (250 words)**	50	**5%**
Source Summary **(Week 2) (250 words)**	100	**10%**
Information Literacy Module **(Week 2) (125 words)**	35	**3.5%**
Research Proposal **(Week 3) (125 words)**	50	**5%**
APA Assessment Activity Module **(Week 3) (125 words)**	35	**3.5%**
Annotated Bibliography **(Week 4) (325 words)**	100	**10%**
Course Project First Draft **(Week 5) (1000-1250 words)**	75	**7.5%**
Course Project Second Draft **(Week 6) (1750-2000 words)**	80	**8%**
Course Project Final Draft	125	**12.5%**

Assignment	Points	Weighting
(Week 7) (2500 words)		
Course Project Reflective Postscript (Week 8) 250 words	50	**5%**
Total Points	1,000	**100%**

All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale in the table below.

Final grades are based on the percentage equivalent in the chart below and are not rounded to the next higher letter grade.

Letter Grade	Points	Percentage
A	900–1,000	**90% to 100%**
B	800–899	**80% to 89.9%**
C	700–799	**70% to 79.9%**
D	600–699	**60% to 69.9%**
F	599 and below	**Below 60%**

DeVry Undergraduate Academic Policy and Relevant Resources

Academic Integrity
Attendance Policy
Disability Accommodations in Academic Programs
Plagiarism
Discussions: Policies, Standards, and Guidelines
Late Assignment Policy
Minimum System Requirements
Computer Virus Disclaimer
Netiquette Guidelines
Communication Competency
Communication Tools
Getting Help
Final Exams
Examples of Plagiarism

Questions and Concerns

Please feel free to contact me for help with coursework or other areas that may impact your progress. Here are some examples.

- **Do you have general questions about attendance, deadlines regarding your courses, student financial aid, or other areas?**
- **Are you a member of the military service?** Do you need to adjust your schedule due to active duty, or do you have questions about your GI Bill® benefits or have other unforeseen military and veteran-related issues that have developed?

- **Do you need supplementary student assistance?** Please let me know if you are having academic difficulty and would like an ADA accommodation. Although I can talk with you about getting assistance, an excellent point of contact is the Office of Student Disability Services. You can reach the Office by calling 877-496-9050, option 3, or by e-mailing adaofficer@devry.edu or adaofficer@keller.edu.

Regardless of your situation, please feel free to contact me for assistance in whatever area of concern you might have. I will do everything I can to assist you or put you in contact with University colleagues who are trained to assist you in whatever area of concern you might have. *"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website: www.benefits.va.gov/gibill."*