ENG 3313-001 (Fall 2010)  Advanced Composition  
Prof. Sue Hum  
MW 4:00-5:15 p.m.  

Office: MB 2.462  
Office Hours: Mon & Wed 2:30-3:45 p.m. and by appointment.  
Phone: (210) 458 7883  
E-mail: sue.hum@utsa.edu  

Course Description:  
ENG 3313 examines the principles and procedures of informational, expository, and persuasive prose in academic settings. As Aristotle explains, rhetoric is the "power of discovering the possible means of persuasion in reference to any subject matter" (Rhetoric I ii 1355a). Drawing on readings about popular culture in the United States, we explore contemporary persuasive writing conventions and experiment with new literacy habits that both adopt and may challenge academic writing conventions. This course examines the art of writing, and through that examination, offers ways of expanding our writing repertoire and our literacy horizons.  
ENG 3313 three goals: first, the study of ways with words in schools; second, the influence of our beliefs and cultural habits on our practices of writing; and third, the collaboration with peers and through revision strategies to improve our writing skills.  
Not only do we work towards coherence, liveliness, persuasiveness, and originality, we also engage in extensive writing practice, including the writing of arguments. Writing, like athletic ability, can only be improved through extended daily practice. As Erasmus reminds us, "The desire to write grows with writing." So, we'll write frequently and a great deal. We'll write-to-learn and learn-to-write simultaneously. We'll work with each other closely to improve and stretch our writing skills. Using the writer's workshop, we'll share our writing ideas and get regular constructive criticism from each other. We'll also try new strategies, because it is through risk-taking (and failure) that our writing skill improves.

Course Objectives:  
1. Gaining factual knowledge (terminology, classifications, methods, trends)—distinguishing among the different theories and approaches of composition;  
2. Developing skill in expressing oneself orally or in writing—compiling a writing portfolio of work that study and experiment with the different heuristics provided by rhetoric; and  
3. Learning to analyze and critically evaluate ideas, arguments, and points of view—revising, evaluating, and reflecting on your own writing portfolio and your classmates' writing.  

Course Requirements:  
4 Essays & Portfolio.........................................................................................60%  
8 WebCT E-Chats...............................................................................................20%  
Quizzes, In-Class Group Work, & Workshop Participation..............................20%  

Grades:  
Your grade will be determined by a percentage of the total number of possible points: A=90-100%, B=80-89, C=70-79%, and so on.
Required Texts:


3. Own e-mail account & Internet access (includes daily, regular access from home or computer lab).

PEANUTS on the ART of PERSUASION

Class Responsibilities:

*Essays:* All writing assignments must be word-processed and double-spaced. Aside from in-class essays and quizzes, I will only accept word-processed papers. Do observe the deadlines for submitting essays. If you do not turn in your paper in class when essays are collected, it is considered late. Late essays are accepted with a penalty of one letter grade per day. If your essay is not submitted in class, do make sure a department staff member stamps your assignment and records it in the log book. Students may take a **one week extension** at no penalty (on any essays, 1, 2, 3, and 4, but their essays will not receive any comments from the teacher and will be returned with a grade only).

You are responsible for any unforeseen circumstances—for example, if your dog ate your paper, if your friend's printer ran out of ink or the computer disk decided today (the due date) was a good day to die, etc. Please save all drafts, pre-writing, brainstorming, and drafts that demonstrate your work-in-progress. Work submitted for this course may not be submitted for credit in any other courses.

Essays will be graded in the following manner: √+, √, or √-. If you turn in 4 essays that earn √+, you earn an A for your essay grade; 3 √+ (or 2 √+ and 2 √) essays equals a B; 2 √+ (or 1 √+ and 2 √) essays equals a C; 1 √+ (or 2 √) essays equals a D. Essays turned in late without a medical excuse cannot earn a √+.

*Portfolio:* The portfolio (20%) is grounded in the belief that *all* writers revise. For example, Hemingway rewrote the conclusion to *The Sun Also Rises* almost 40 (!) times. Part of improving your skills as a writer involves taking an essay and seeing it again in a new light—“RE-VISION”—in order to make it a much better piece. You may choose any two essays to submit as part of your portfolio. You may use my comments as a guide for revising your essays. You may even meet with me to discuss your revision strategy. You may even use your peers as a resource. “Re-visions” may involve new introductions and conclusions, altered organization, added content, and even a different rhetorical approach. Sometimes, revisions shift a piece so drastically that it is completely different from the original; at other times, revisions alter only portions of a piece. Thus, any “revisions” turned in that involve minor corrections or editing or simply answering my questions in the most superficial manner will not see an improvement in their evaluation.

*E-Chats.* Small group discussions on the assigned readings sometimes take place through the WebCT chat rooms. There will be questions and directions; use them as prompts for your ideas. You need not address every issue as they are intended to get you started writing and responding. Realize that you have an audience for these writings beside yourself and that you can always write more than required to finish the thought you are exploring. You may use the e-chats to engage in different kinds of writing:
exploratory, personal essay, cultural analysis, rhetorical analysis, public writing, creative non-fiction, and experimental. These e-chats can be the beginning drafts of essays that you submit in class.

Your e-chats should be around 250 words and respond to the prompts. And, you need to write short interactive responses to at least 3 other postings (at least 80 words per posting) and 1 rejoinder. Your 80-word responses should contribute “something new” to the discussion, whether you ask a good question, articulate an interesting critique, or tell a story, etc. to cast the conversation in some new light. Do respond to three other students. Your rejoinder is the “last word” on the thread you started.

If you post after 11:59 p.m. on the due date, your entry will be marked "late," and this will affect your grade. Note that all postings have a mid-semester and end-semester cut off. You are responsible for any unforeseen circumstances and no exceptions will be made for missed deadlines. Please work ahead of the deadline to be safe.

The grade for your WebCT chats assumes that your total number of entries occurs within the time limit and all responses to postings are completed. If some of your chats are late or you miss replies, this will pull your score down by 50%. Moreover, the lengths stated above do matter, so if you are short of words on some, be long on others.

50% of the scoring of your WebCT chats is based on quantity: A = 8 entries; B = 7 entries; C = 6 entries; D = 5 entries; F = 4 or fewer entries. 50% is based on quality, reliant on your end of the semester self-evaluation which describes whether you (a) connected to earlier posts (b) synthesized various perspectives (c) responded specifically to issues raised (d) extended or complicated issues raised (e) raised new questions (f) reflected on and critiqued the issues.

These chats, like your essays, are considered public speech, i.e. the statements you make are not considered private. So, it’s advisable to not only be on your best and most polite linguistic behavior, but also think twice before you hit the send button. Please ensure that your chats are PG-13. Please adhere to netiquette. Failure to do so may result in your removal from the chat room. If you want to read more, see www.albion.com/netiquette. If you are unfamiliar with Blackboard, please call 210-458-5538, email: bb@utsa.edu. Any student computing lab can also help you.

Quizzes, In-Class Group Work, & Workshop Participation. This in-class work cannot be made up without a doctor’s note. Quizzes—we will have regular quizzes (sometimes unannounced) on the assigned reading and class lecture. In-Class Group Work—we will work in groups to discuss the assigned readings and present the main ideas to the class. Thus you will be responsible for coming to class prepared as you will not be able to participate in group discussion if you have not done the assigned reading. Use of PowerPoint and other media may be involved and prior knowledge of these programs is not required.

Workshop Participation—writing workshops involve regular collaborative work in small groups, where you will provide and receive constructive criticism to and from classmates. If you do not bring a draft on workshop days, you cannot participate in peer review and thus will be unable to earn points for Workshop Participation. Please be courteous and respectful of your classmates writing even as you share ideas and suggestions for improvement. Remember that classmates simply offer suggestions and the author remains the final decision-maker on what to do with those suggestions. If you must miss a workshop day and would like an excuse, you’ll need to provide medical verification, to be turned in with your paper.

In Class Assignments, Attendance, and Participation. Because this is a participation-centered course and we will be discussing the reading in class, your presence in this class is critical. Do read the assigned essays and come prepared to participate in class discussion. Student questions and debates all contribute to the
overall growth of knowledge for the class. Learning studies show that in general, if a person has a question, then at least 1/3 of the other people in the class also have that question—SO ASK!

You will encounter a number of interesting and perhaps controversial topics in this course, and you will not always agree with me or with each other. At some point, strong disagreements may occur. Learning to listen respectfully and being open to different points of view are critical to ongoing class discussion and intellectual growth. Attentive listening also helps avoid needless repetition—a factor that your classmates will appreciate!

Note on civility and professionalism: Students are expected to assist in maintaining a classroom environment that is conducive to learning. To ensure all students have the opportunity to gain from the time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Cell phones should be turned off or set to “vibrate/buzz only” before you come to class. If you must take a call, please step into the hallway to talk.

In addition to daily in-class small and large group discussion, we will have in-class projects, including some collaborative work in small groups, which will contribute to your participation grade. Should your participation be minimal, the instructor may deduct up to one letter grade from your final grade. You may have two unexcused absences for the semester. Any absences beyond that will affect your final grade (every two absences will cost you a letter grade off your final grade). Excessive absences (above eight absences) will result in failure from this course. All major writing assignments must be submitted to pass this course.

Academic Honesty. All work submitted must be your own, with outside sources properly acknowledged with MLA citation formats. Academic dishonesty includes using the work of another writer as your own, copying, allowing a tutor to write part or all of your paper, or allowing someone else to use your work in the same manner. The penalty for academic dishonesty is your failure of this course. Therefore, if you are unsure about your work in this matter, please talk to me before (and not after) you submit your work. Work submitted for this course may not be submitted for credit in any other courses. Additionally, any work submitted for credit in any other courses may not be submitted for this course. Please refer to the UTSA Student Code of Conduct: http://www.utsa.edu/InfoGuide/appendices/b.cfm. See Sec. 203 on Scholastic Dishonesty.