ENGLISH 3330.010: Advanced Composition
MEETING DAYS/TIME: T/R 8-9:15AM ● ROOM: ACADEMIC BUILDING 101

Instructor: Dr. Mellisa Huffman
Email: mhuffman@angelo.edu

Office Location: Academic Building 001B
Office Hours: MW: 1-3PM; T/R: 11-1; or by appointment

Catalogue Course Description: Advanced technique and practice in writing processes as well as in rhetorical, literary, and stylistic analysis.

Specific Course Description: This course takes a “writing about writing” approach, meaning the topics of discussion, analysis, and inquiry are derived from the field of writing studies. You will explore where your ideas about reading and writing come from as well as your writing processes and those of others; you will learn various theoretical frameworks to analyze how meaning is mediated and texts are constructed in context; and you will learn how to conduct primary research about writing studies-related topics.

Learning Goals:
- To gain a deeper understanding of what’s going on with your own writing and how writing works in various contexts
- To gain knowledge about writing that you can take with you to help you navigate other writing situations
- To gain experience engaging with scholarly research in writing studies and conducting ethnographic research

Required Text:

We will read and discuss several selections from this text (not all of them), but I will also supplement the textbook with other relevant readings and concrete examples to illustrate textbook material and to help you complete the research project. I will post PDFs of these readings in Blackboard.

Required Materials:
- A zip drive or storage device for course materials
- (2) two-pocket folders
- A notebook for notes/group work/in-class writing
- A writing implement
Computer Requirements

Access to Blackboard
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you'll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, homework assignments, writing assignments, grading standards, and additional readings. Moreover, you will submit some writing assignments through Blackboard.

Microsoft Word
For all electronic submissions, you must save drafts in MS Word or an MS Word-compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft.

Adobe Acrobat Reader
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

Technical Support
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

Phone: 325-942-2911
Web: http://www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

Attendance Policy
Students who miss class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. If you miss more than six classes, you will not pass the course. In addition, if you come to class unprepared (e.g., failure to bring a draft on a peer-review day, failure to bring reading materials to class when expressly told to do so, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent. I will stipulate in the Blackboard “Homework” tab what constitutes “preparedness” for each class period.

Tardiness Policy
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence.

Observances of Religious Holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Conferences
I may require you to conference with me about some of the major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the
conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because **missing your conference counts as a class absence.** If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

**Classroom Decorum**

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the *Student Handbook* at [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/).

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect. Showing respect also means students will avoid engaging in disruptive chatter or sleeping during class. If a student is acting disrespectfully in these ways, the first time it happens, I will call him/her out in class about it; if the behavior persists, I will ask the student to leave and count him/her “absent” for the class period.

- **Food and Drink:** I do not allow full meals in the classroom (leave your combo meal at home, please), but I don’t mind if you bring something to drink or a non-disruptive snack (not smelly or messy/doesn’t require utensils).

**Electronic Device Policy:**

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

<table>
<thead>
<tr>
<th>Ipods/MP3s</th>
<th>Cell Phones</th>
<th>Laptops/Tablets</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="noicon" alt="Ipods/MP3s" /></td>
<td><img src="noicon" alt="Cell Phones" /></td>
<td><img src="noicon" alt="Laptops/Tablets" /></td>
</tr>
<tr>
<td><strong>Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.</strong></td>
<td><strong>During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.</strong></td>
<td><strong>You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, to take class notes, and, in some cases, bring drafts for peer review.</strong></td>
</tr>
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</table>

**Penalties for Violating the Electronic Device Policy:** If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your
device away. Believe me, you don’t want this—it’s very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.

Writing Assignment Submission

- I will distribute individual prompts and rubrics for major writing assignments; you will need to submit multiple items along with the final draft in a two-pocket folder. If any required materials are missing, you will receive a 10 point deduction for each missing item.

- Additionally, within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). **Please staple together multiple-paged documents.**

- Students must submit all major writing assignments (literacy history, discourse community ethnography, and rhetorical analysis) to pass the course.

Late Work
I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please do not e-mail me assignments after the due date unless you have my approval. However...

The "Late Pass"
I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one “late pass” per semester. This means, once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Tuesday, I'll give you until Thursday (the next class period) to submit it. Upon applying your “late pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Participation
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded in-class group work, and graded homework responses. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for in-class graded activities.

Peer Review
Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of the major writing assignments. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

Using Student Writing in the Classroom
I often bring student writing into the classroom for discussion or workshops. I do this because you can learn things from your colleagues’ writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.
Final Grade Determination:
Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Personal Literacy History</td>
<td>15%</td>
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<tr>
<td>Discourse Community Ethnography</td>
<td>30%</td>
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<tr>
<td>Rhetorical Analysis</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Final Presentation</td>
<td>5%</td>
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<tr>
<td>Final Reflection</td>
<td>5%</td>
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<tr>
<td>Reflections 1 &amp; 2</td>
<td>5%</td>
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<tr>
<td>Peer Review Sessions</td>
<td>5%</td>
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Letter Grade Determination

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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* Grading standards for individual writing assignments will be distributed as separate handouts.

Accommodation Statement
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Plagiarism Policy
Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism
Plagiarism can include any of the following:
- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services;

Possible Consequences
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
Adequately redo or revise the assignment in question,
Fail the assignment in question,
Fail the class, or
Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

Writing Center Information
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring**: Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

- **E-submission of papers**: Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

**Location**: Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.
**Course Calendar**

*Note:* This schedule provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to change homework assignments, class activities, and due dates based on class needs. Such changes will be announced in advance in class and in Blackboard.

* Blackboard is abbreviated “Bb” throughout the calendar.

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### Unit 1
**Literacies: How Individuals' Literate Pasts Influence Their Current Literacy Practices and Attitudes**

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Topic</th>
<th>Homework Before Following Class</th>
<th>Assignments Due</th>
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</table>
| **Week 1** | **Tuesday 8/29**  
Course focus and syllabus; ice breaker activity | **Read**  
- “Introduction to the Conversation” (pp 1-29)  
**Write**  
Begin drafting your “My Ideas About Writing” response. It is due on 9/7. |                          |
| **Thursday 8/31**  
Nature of course; your reading strategies and reading assigned texts; preview of Brandt’s “Sponsors of Literacy.” | **Read**  
- “Literacies: How is Writing Impacted By Our Prior Experiences?” (pp. 64-67)  
- “Sponsors of Literacy” (pp. 68-96).  
- “Learning to Read” (pp. 107-114)  
- *Bootstraps: From an Academic of Color* (pp. 116-127).  
**Write**  
Continue drafting your “My Ideas About Writing” response. It is due on 9/7.  
**Respond**  
Respond to assigned questions in Bb, print, and bring to class. |                          |
| Week 2 | Tuesday 9/5 | Brandt’s, Villanueva’s and Malcolm X’s texts; “literacy,” “literacy sponsorship” | Read at least 3 of the following narratives:  
- “Mother Goose in Monterrey” (PDF in Bb)  
- “Rebel Music” (PDF in Bb)  
- “Se Habla Espanol” (PDF in Bb)  
- “Mother Tongue” (PDF in Bb)  
- “From Inside, Out” (pp. 172-182)  
- “Don’t Panic: A Hitchhiker’s Guide to My Literacy” (pp. 236-242)  
Respond  
Respond to assigned questions in Bb, print, and bring to class. |
|---|---|---|---|
| Thursday 9/7 | “literacy,” “literacy sponsorship,” Personal Literacy History Assignment | Read  
“Notes Toward a Theory of Prior Knowledge” (pp. 184-207)  
Respond  
Respond to assigned questions in Bb, print, and bring to class. | “My Ideas About Writing” response due |
| Week 3 | Tuesday 9/12 | Learning transfer and the Personal Literacy History Assignment | Read  
PDFs in Bb on narrative strategies.  
“Shitty First Drafts” (pp. 852-856)  
Respond  
Respond to assigned questions in Bb, print, and bring to class. |
| Thursday 9/14 | Selecting your topic and angle for the Personal Literacy History assignment; narrative strategies | Write: Begin or continue drafting your Personal Literacy History—draft for peer review due on Thursday, 9/21 |
| Week 4 | Tuesday 9/19 | Narrative strategies /shaping the Personal Literacy History; engaging in peer review | Write: Continue drafting your Personal Literacy History.  
Bring draft for peer review on Thursday, 9/21  
*If you come to class without a draft for the peer review session, you will not be able to participate and therefore counted “absent.”* |
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<th>Date</th>
<th>In-class Topic</th>
<th>Homework Before Following Class</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>Peer review session</td>
<td>Write: Revise/Edit your Personal Literacy History Read</td>
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<td>9/21</td>
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<td>Read “Individual in Community: How Does Writing Help People Get Things Done?” (pp. 270-273)</td>
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<td>Read “Literacy, Discourse, and Linguistics” (pp. 274-294)</td>
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<td>Read “Learning to Serve” (pp. 298-315)</td>
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<td>Week 2</td>
<td>Individual in Community: How Texts Are Constructed as a Result of the Needs and Activities of Various Groups</td>
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<td>Week 5</td>
<td>Tuesday 9/26</td>
<td>Literacy, discourses Read “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (pp. 320-338)</td>
<td>Personal Literacy History Due</td>
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<td>“Learning the Language” (pp. 343-346)</td>
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<td>Thursday 9/28</td>
<td>Literacy, discourses, discourse community; Reflection 1 Read “A Stranger in Strange Lands: A College Student Writing Across the Curriculum” (pp. 348-379)</td>
<td>Reflection 1 Due by midnight in Bb</td>
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<td>“Coaches Can Read, Too” (pp. 383-393)</td>
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<td>Respond</td>
<td>Respond to assigned questions in Bb, print, and bring to class</td>
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<td>Week 6</td>
<td>Tuesday 10/3</td>
<td>Literacy, discourses, discourse community; Discourse Community Ethnography Report assignment Read</td>
<td>Reflection 1 Due by midnight in Bb</td>
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<td>“Activity Theory: An Introduction for the Writing Classroom” (pp. 395-406)</td>
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<td>“The Genres of Chi Omega: An Activity Analysis” (pp. 426-437)</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Activity Theory</td>
<td>Read</td>
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| Thursday   | 10/5    | Activity theory | • “Identity, Authority, and Learning to Write in New Workplaces” (pp. 407-421)  
• “Putting Ethnographic Research in Context” (PDF in Bb) | Respond: Respond to assigned questions in Bb, print, and bring to class |
| Week 7     | Tuesday | Activity theory | Read Excerpts from *Qualitative Research: A Guide to Design and Implementation* (PDF in Bb) | Respond: Respond to assigned questions in Bb, print, and bring to class |
|            | 10/10   | Discourse Community Ethnography Report assignment | Read Excerpts from *Qualitative Research: A Guide to Design and Implementation* (PDF in Bb) | Respond: Respond to assigned questions in Bb, print, and bring to class |
| Thursday   | 10/12   | Selecting your topic for ethnography, observing, taking notes | Read Excerpts from *Qualitative Research: A Guide to Design and Implementation* (PDF in Bb) | Respond: Respond to assigned questions in Bb, print, and bring to class |
| Week 8     | Tuesday | Interviewing, collecting and mining data from documents | Read Excerpts from *Qualitative Research: A Guide to Design and Implementation* (PDF in Bb) | |
|            | 10/17   | Interviewing, collecting and analyzing texts | Write: Continue working on your discourse community ethnography. | Attend: Attend your one-on-one conference with Dr. Huffman. See Bb for conference schedule. |
| Week 9 | Tuesday 10/24 | Class cancelled for individual conferences—See Bb for conference schedule. | Read  
• “Rhetoric: How Is Meaning Constructed in Context?” (pp. 447-456)  
• “Rhetoric: Making Sense of Human Interaction and Meaning-Making” (pp. 457-480)  
Write: Continue working on your discourse community ethnography. |
|---|---|---|---|
| Thursday 10/26 | Rhetoric | Read  
• Portions of “Composing for Recomposition”: Rhetorical Velocity and Delivery” p. 512  
• Excerpts from Picturing Texts (PDF in Bb)  
Respond  
Respond to assigned questions in Bb, print, and bring to class.  
Write: Continue working on your discourse community ethnography. |
| Week 10 | Tuesday 10/31 | Rhetoric, rhetorical velocity; updates on discourse community ethnography | Read  
“Style” Chapter (PDF in Bb) |
| Thursday 11/2 | Visual rhetoric, style | Write: Bring draft of discourse community ethnography to class for peer review on Tuesday, 11/7  
*If you come to class without a draft for the peer review session, you will not be able to participate and therefore counted “absent.”* |
<p>| Week 11 | Tuesday 11/7 | Peer review session | Write: Revise/edit the discourse community ethnography |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 12</td>
<td>Thursday 11/9</td>
<td>Reflection 2; Continued discussion of rhetorical paradigms and rhetorical analysis</td>
<td>Discourse Community Ethnography Due</td>
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<td>Read: Sample rhetorical analyses (PDFs in Bb)</td>
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<td>Tuesday 11/14</td>
<td>Writing the rhetorical analysis</td>
<td>Reflection 2 Due by midnight in Bb</td>
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<td>Thursday 11/16</td>
<td>Writing the rhetorical analysis</td>
<td>Write: Bring draft of the rhetorical analysis to class on 11/21</td>
</tr>
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<td>Week 13</td>
<td>Tuesday 11/21</td>
<td>Peer review session</td>
<td>Write: Revise/Edit the rhetorical analysis; it is due 11/28.</td>
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<td>Thursday 11/23</td>
<td>Thanksgiving Holiday  -no class-</td>
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<td>Week 14</td>
<td>Tuesday 11/28</td>
<td>Discuss Final Presentations/Final Reflection</td>
<td>Rhetorical Analysis</td>
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<td>Thursday 11/30</td>
<td>Final Presentations</td>
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<td>Week 15</td>
<td>Tuesday 12/6</td>
<td>Final Presentations</td>
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<td></td>
<td>Thursday 12/7</td>
<td>Final Presentations</td>
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<tr>
<td>Finals Week</td>
<td>Tuesday 12/12</td>
<td>Final exam period: 8-10AM.</td>
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