

**RAPPAHANNOCK COMMUNITY COLLEGE
WARSAW CAMPUS**

**COURSE SYLLABUS
ENGLISH 210 – ADVANCED COMPOSITION
HAYNESVILLE CORRECTIONAL CENTER**

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Associate Professor**

Spring Semester 2012

TEXTS: No text required.

SUPPLEMENTAL MATERIALS: Materials from data bases and web sites will be provided to students as needed.

CREDITS: 3 semester credits, 3 lecture hours

COURSE DESCRIPTION: Helps the student refine skills in writing non-fiction prose. Guides development of individual voice and style. Introduces procedures for publication. The purpose of this course is to develop advanced academic and professional writing skills and assist students in researching and writing articles for publication.

COURSE RATIONALE: This course uses a real-world writing approach to intrigue and inspire students, showing them how to produce good writing in a range of genres, such as application essay, news article, editorial, proposal, public service message, magazine article, and film review. Assignments are designed to engage students and motivate them via the obvious relevance and connection to the world beyond the university.

Students are treated as serious writers, capable of writing for an actual audience beyond that of a composition instructor. In fact, students will write for actual publication. This real-world writing approach raises the stakes for students. They will take the tasks more seriously when the assignments are not contrived and artificial and when the possibility of publication is in play. In fulfilling the real-world task, they will learn genre conventions, audience, purpose, research, critical thinking, and personal style—skills directly transferable to the students' college writing and to the writing they will do for work and community.

COURSE GOALS AND OBJECTIVES:

GOAL ONE: Advanced Composition

Students will be able to:

- Identify topics suitable for advanced research and writing.
- Demonstrate effective outline and structure technique.
- Develop a critical topic in length and complexity.
- Demonstrate a critical awareness of audience and purpose.
- Appropriately control paragraphs.
- Appropriately apply basic rules of grammar and mechanics in writing.
- Demonstrate increased control of language and individual style and voice.

GOAL TWO: Research Writing

Students will be able to:

- Demonstrate effective research strategies and techniques.
- Evaluate sources for authority and credibility.
- Select appropriate evidence in support of writing.
- Integrate source material effectively and ethically into writing.

GOAL THREE: Documentation

Students will be able to:

- Demonstrate mastery of the appropriate style of documentation.

GOAL FOUR: Writing for Disciplines

Students will be able to:

- Comprehend the role and function of discourse communities in modern society.
- Identify the particular discourse communities they seek to join.
- Identify rhetorical conventions in particular discourse communities.
- Write prose that conforms to the conventions of particular discourse communities.

REQUIRED MATERIALS: Students need a notebook in which to keep class notes and handouts.

METHODS OF INSTRUCTION: The course consists of two units. For each unit, students will identify a particular discourse community, usually an organization, web site, or publication, whose purpose is of interest to them. Students will research the discourse community to identify rhetorical conventions and requirements for publication.

After selecting a topic that is appropriate for publication, students will conduct research, using printed and electronic resources and/or questionnaires and surveys.

After previewing their sources, students will submit a topic proposal that includes a concise discussion of the subject, a clearly stated focus, a logical rationale, and a brief description of source application.

After taking notes, students will submit a prewriting worksheet to let the instructor know what their topic is and how they plan to organize and support their ideas. Then students will produce a first draft, submit it to the instructor, and attend an individual writing conference.

The instructor will return the paper to students with suggestions for corrections and improvements. After making the corrections/improvements, students will submit the second and final draft of the paper to the instructor.

Students will then follow the prescribed procedures of the discourse community and submit the article for publication.

COURSE REQUIREMENTS:

1. Time: The estimated time required to complete the course assignments is 8-10 hours a week in addition to class attendance.
2. Discourse Communities: Students will identify and research one or two organizations, publications, or web sites where their work will be submitted for publication (15 points each).
3. Research: Students will gather print and electronic resources and/or conduct field research on two relevant topics.
4. Documentation: Students will cite paraphrased and quoted material and set up a Works Cited Page according to the required style of documentation (20 points each).
5. Topic Proposals: Student will submit a topic proposal for each anticipated publication (25 points each).
6. Prewriting Worksheets: Students must complete and submit a prewriting worksheet for the two writing assignments. (15 points each).
7. Writing Assignments: Students will complete two writing assignments for possible publication (100 points each).

GRADING: The final course grade will be determined by the total of the points earned.

Two Writing Assignments	--200 points
Two Discourse Community Reports	-- 30 points
Two Works Cited Pages	--40 points
Two Topic Proposals	--50 points
Two Prewriting Worksheets	-- 30 points
TOTAL	--350 points

Grading Scale:

92-100 = A	322-350 points
84-91.9 = B	294-321 points
72-83.9 = C	252-293 points
60-71.9 = D	210-251 points

NOTE:

- Students who do not complete the course until after the final deadline will have their grade lowered one letter grade.
- Papers submitted more than two weeks after the due date will not be accepted.
- Students who turn in one or more late papers will have their grade lowered one letter grade.
- Students have to complete one of the units in order to request an Incomplete. Incompletes are not given automatically.

REWRITE POLICY/LATE POLICY: First drafts submitted on time may be revised once for a higher grade. Students must adhere to deadlines. Late papers CANNOT be revised. If final drafts are a week or more late, the first draft will be graded as is.

ATTENDANCE POLICY: Students missing more than two (2) of the required class sessions will have two points deducted from the total points for every class missed (over 2).

WITHDRAWAL POLICY: A student who does not attend class, does not contact the instructor, and/or does not turn in the specified assignments by January 23 will be dropped from the course without the student's permission.

Students who stop participating in class activities during the withdrawal period, should complete a withdrawal form to receive a grade of "W." Students will be withdrawn by the instructor without the student's permission for missing 20 percent or more (3 classes or one unit) of the assigned coursework by the last date to withdraw (March 23).

INSTRUCTOR ABSENCES: If the instructor is absent, she will notify the principal with directions for the students to follow.

SNOW DAYS/INCLEMENT WEATHER: If the college is closed, there will be no class.

OFFICE HOURS: Students should feel free to confer with the instructor any time they need to talk about the course work, problems concerning the course or the need for additional help.

STUDENT OPINION SURVEY: A student evaluation form will be distributed for students to complete. Results of the evaluation will be used by the instructor to revise the course.

THE HONOR SYSTEM: RCC has an honor system whose purpose is to strengthen the student's foundations for academic achievement by establishing guidelines for personal conduct. It is the responsibility of students to be aware of the rules in the College Catalog and to monitor the activities of their peers with respect to the Honor Code and report any violations thereof.

SPECIAL REQUESTS: It is important to RCC that all students have a learning environment that is conducive to their needs. Therefore, any students who feel that they may need some type of accommodation in order to make this class a successful setting, should go to the Counseling Office on either campus for information about applying for services and accommodations. Students need to provide current documentation of a disability and recommended accommodation for that disability. For additional information refer to "Student Services" on the RCC website and look for "Students with Disabilities."

COLLEGE CLOSING INFORMATION: The College will be open unless an official closing is announced. If it is necessary to cancel or delay the opening of the college, the decision will be announced over radio and television stations serving the college region.

COURSE SCHEDULE: (See unit handouts for more details.)

Unit One: January 9, 16, 23, 30, February 6, 13, 20, 27	Unit Two: March 5, 19, 26, April 2, 9, 16, 23 Final Due Date: May 4
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ENG 210 - Grade Sheet

Student Name _____ Student ID # _____

Writing Assignments

	Discourse Community Report	Works Cited Page	Topic Proposal	Prewriting Worksheet	Grade
Unit One Topic:					
Unit Two Topic:					

TOTAL POINTS _____

FINAL GRADE _____

Absences: