



James Baldwin by his typewriter, Istanbul 1966. (Sedat Pakay—Collection of the Smithsonian National Museum of African American History and Culture, © Sedat Pakay)

**Saint Xavier University
Spring 2023**

ENGL 220-01

Advanced Writing

Hybrid *T, Th 11:00-12:20 WAC L321

Instructor information

Dr. K. Kaiser Lee

she/her/hers

Campus office hours, Spring 2023:

Thursday 11:00 – noon

Office location: WAC N-429

(Take the elevator near the campus post office to the 4th floor; take a right out of the elevator and turn right at the hallway next to the kitchen; my office is at the end of that hall.)

Email: kaiserlee@sxu.edu (best way to reach me).

Office phone: 773-298-3230

Text me or leave voice mail: 224-764-0319

**This is a hybrid course. Most weeks we will meet face-to-face on Tuesdays and do online work instead of meeting on Thursdays. See the course calendar in this document for details.*

ENGL 220 course catalog description

“This course is an intensive writing course focused on advanced argumentation in the academic context. Students will study the power of language to influence thought and behavior, advanced sentence grammar and effective style by writing and reading non-fiction texts. Required of all English and English Secondary Education majors.” Prerequisite: ENGL 120.

This course meets the General Education Writing Intensive course requirement.

Goals for the semester

- Practice writing as an extended process that involves brainstorming, researching, writing multiple drafts, workshopping our writing with other people, and revising.
- Analyze our individual writing processes, and consider if those processes serve us well.
- Learn about the elements of storytelling and how they function in a variety of written genres.
- Become practiced researchers, learning best practices of primary and secondary research.
- Practice quoting, paraphrasing, and summarizing sources; synthesizing information from multiple sources to create new ideas and meanings; and integrating sources with our own ideas and writing.

This syllabus is our blueprint for this semester. As the semester progresses, changes may become necessary. These changes will be announced in class, on Canvas, and via email.

Required texts & materials

Booth, Wayne C., and Colomb, Gregory G. *Craft of Research*, any edition. U. Chicago Press.

Hart, Jack. *Storycraft*, 2nd edition. U. Chicago Press.

King, Stephen. *On Writing: A Memoir of the Craft*. Scribner Books (any edition) 2000.

Zinsser, William. *On Writing Well*. 30th anniversary edition. Harper Perennial, 2016.

There are pdf versions of *On Writing*, *Craft of Research*, and *On Writing Well* available on our Canvas site.

Other assigned readings will be linked to or otherwise made available on the course's Canvas site.

We will be writing in class so bring your laptop; if you want to go low-tech, buy a notebook for class and bring it and a pen or pencil to every class session.



"Girl With a Book" by
Pietro Antonio Rotari
(1707-1762)

Assignments, Projects, Course Work (evaluation methods & weighting)

Canvas discussion boards	20 points
Peer review work (on the three drafts of the essays below)	10 points
Essay 1: "How I Write" essay (personal narrative / descriptive essay)	10 points
Essay 2: The relationship between technology and writing (exploratory essay)	10 points
Essay 3, Topic and Genre Proposal	10 points
Annotated bibliography	15 points
Academic or Non-Fiction Essay, Polished Draft	25 points
In-Class Writing Exercises	05 points
Total available points for the semester:	105 points

Grading scale

There are 100 points available points from the semester's work, as shown above. At the end of the semester the total number of points earned will translate into the following grades:

90–105 points:	A
80–89 points:	B
70–79 points:	C
60–69 points:	D
59 points or fewer:	F

Any final grade decimal numbers from .5 to .9 will be rounded up to the next whole number. Decimal numbers from .1 to .4 will remain at that whole number. For example, 89.2 would be a B; a grade of 89.6 would be an A.

Grades for projects are calculated on the same scale. For example, on a project worth 20 points, a solid B project (*good* – see description below) would earn 17 points (85% of 20), while a very good project (not quite excellent) would earn 17.8 points (89% of 20).

To be eligible to pass the course, you must (1) complete and submit all major projects, including drafts of each project as assigned (2) engage in class activities on a regular basis, and (3) meet the minimum attendance requirements as described below.

Evaluation criteria

The following general evaluation criteria will be used to evaluate the assigned writing in this class; assignment descriptions may include additional expectations. These criteria should give you an indication of expectations for undergraduate writing:

A: An excellent essay has a clear aim, strong introduction, and thoughtful conclusion; there are strong supporting details; it is logically developed and very well organized; uses a tone appropriate to the aim of the essay; shows stylistic maturity and confident facility with language as demonstrated by sentence variety and appropriate word choice; and is virtually free of surface and usage errors.

B: A good essay has a clear aim and a strong introduction, has good supporting details, is logically developed and well organized, uses a tone appropriate to the aim of the essay, lacks the stylistic maturity and facility with language of an A essay, and is largely free of surface and usage errors.

C: An average essay has a clear aim, an introduction, and a conclusion; uses adequate supporting details; shows competence in logical development and organization, although it may exhibit occasional organizational and developmental weakness; uses a tone appropriate to the aim of the essay; shows basic competence in sentence variety and word choice; has a pattern of some surface errors.

D: A poor essay lacks a clear aim, focus, or conclusion; lacks sufficient support; includes supporting details that may be trivial, inappropriate, or logically flawed; shows flaws in organization/development; uses an inappropriate tone; has stylistic flaws characterized by lack of sentence variety and by evidence of limited vocabulary; and demonstrates frequent usage or surface errors.

F: A very poor essay lacks focus to the point that it is off-topic; may be too general or too specific; has no support for claims made; lacks organization; uses an inappropriate tone, has serious stylistic flaws, and includes serious usage or surface errors.

No evaluation: Essays receiving no grade (zero) will fail to address the topic or assignment, fail to fulfill other requirements of the assignment, show evidence of plagiarism, or fail to be accompanied by previous drafts when requested.

To be eligible to pass the course, you must (1) complete and submit all major projects, including drafts of each project, when assigned (2) engage in class activities on a regular basis, and (3) meet the minimum attendance requirements as described in this syllabus.

Teaching & Learning Methods

- You will participate in peer review workshops to provide each other with another source of feedback and to help you understand the collaborative nature of workplace writing.
- You will be assigned relevant readings that we will discuss and write about.
- You will have at least one individual meeting with your instructor to review drafts on projects to receive individualized feedback.
- You will be assigned drafts of essays that you will get feedback on, then you will revise and submit a more final draft. **This is why you need to keep up with the work as it is assigned!**

Instructional Uses of Technology

The content, delivery and assessment of this course is supported by the use of the following academic technologies:

- We will use Canvas Learning Management System for assignments, tests, grades, discussion boards, and similar class activities, as well as assigned readings.
- Your instructor will create any presentations for the class in Keynote or Libre Office and they will be accessible on Canvas.
- You will use productivity tools such as Microsoft Word, Google Docs, or Libre Office, whatever word processing software you like to use, to complete your assignments.

Learning during stressful times

We're all coping with the stressful environment we find ourselves in as best as we can. If you need extra help, or if you need more time with something, or if you feel like you're behind or not understanding everything, please do not suffer in silence – talk to me! I will work with you. If you tell me you're having trouble, I will not judge you or think less of you. You never owe me personal information about your health (mental or physical) or your personal circumstances. All the ways to contact me are listed at the top of this syllabus. Please don't wait until the last weeks of the semester to come to me for help!

Late work policy

Please do your best to meet the posted due dates. This course is designed so that the work builds upon what we do each week; we work toward our final major project (a portfolio of all our essays) by doing drafts of the essays throughout the semester.

Late work is subject to a penalty that will increase depending upon how often your work is late, and how late the work is. Please don't wait for me to tell you whether or not I will accept the work late; just turn it in and take the penalty.

Technology and our class

- **Lost files or computer problems will not excuse late work.** There are computer labs and other resources on campus if you have problems with your Internet connection, computer hardware, and the like. For technological assistance, visit <http://sxu.edu/information-technology/>.

- Major assignments will be submitted via Canvas, SXU's course management system. **If a submitted file will not open, or is otherwise corrupted, the work will be counted as not turned in.**
- You will want to bring a laptop or tablet to class sessions when we collaborate on projects.
- I am not outlawing the presence of smart phones because I want you to develop positive work habits with these devices present. Think of our classroom as a professional environment. In the workplace, you would set your phone to vibrate or silent; you might use your device to look up something related to a discussion you're having with coworkers about a project, but you would not start texting during an important meeting or while your supervisor is making a presentation. Do the same here.
- **Please read the file "Technology Tips" in Canvas > Files > Week 1 Readings for more information.**

Attendance and punctuality

This hybrid class only meets in person once a week, so you should plan on attending every class session. You may miss up to three class sessions with no penalty. There are no excused vs. unexcused absences. **You don't have to tell me why you were absent.** Having said that, we are still in the midst of a pandemic. Don't come to school sick. Follow campus guidelines if you have any COVID symptoms.

If you have an illness or family emergency that keeps you from attending classes for an extended period, email me and contact the Dean of Students office right away.

Please be in our classroom at the start of each class session. Yes, parking is often hard to come by and yes, public transportation seems to run on its own schedule. Acknowledge that now and do what you have to in order to be in class when we begin.

Missing more than four sessions (over a month of in-person class meetings!) means you are at risk for failing the course.

When you have to miss a class session

You don't have to tell me that you missed class, or why you were absent. If you miss a class – after reading through the course Canvas site, if you have specific questions related to what we did in class, please email me those questions. I will likely not answer emails that only tell me you missed (or are going to miss) a class, or ask the too-general and poorly worded question, "Did you do anything important while I was absent?"

Course Schedule Please see Canvas Announcements for the up-to-date version

Week 1

Tuesday, Jan 10 – review syllabus; what do you enjoy reading? what’s your writing process? The connection between reading and writing. What writing do you want to do in class this semester? Essay 1: “How I Write.” Introduction to freewriting.

This week’s work – participate in class introductions discussion board; begin work on “how I write” essay; read “Shitty First Drafts” by Lamont; “Responding – Really Responding – to Other Students’ Writing by Straub; and Tech Tips (Files > Week 1 Readings).

Week 2

Tuesday, Jan 17 – What is narrative? What is storytelling, and how does it function in non-fiction genres? How to peer review.

This week’s work – upload draft of “how I write” essay and complete assigned peer review. Complete assigned essay and reading from *Storycraft* (tba) and post to discussion board.

Week 3

Tuesday, Jan 24 – Responding to feedback and revising; proofreading.

This week’s work – begin revising essay 1; complete assigned essay reading and reading from *Storycraft* (tba) and post to discussion board.

Week 4

Tuesday, Jan 31 – review non-fiction essays and *Storycraft* that we have read over the past two weeks; begin essay 2, exploratory essay – the relationship between technology and writing; freewrite on new topic.

This week’s work – Submit essay 1. Read essay (tba) and post to discussion board.

Week 5

Tuesday, Feb 7 – what’s the main idea, anyway? Writing essay introductions and conclusions and thesis statements; in-class work on essay 2.

This week’s work – finish draft of essay 2; complete assigned peer review work on essay 2; complete assigned readings and discussion board.

Week 6

Tuesday, Feb 14 – finding a topic; brainstorming exercises; topic and genre proposal.

This week’s work –revising essay 2; complete assigned readings in *The Craft of Research* and post to discussion board; complete assigned readings and discussion board.

Week 7

Tuesday, Feb. 21 – discussion of *The Craft of Research*; small group work on topic and genre proposals. How to use Canvas Calendar to sign up for conferences.

This week’s work – submit essay 2; finish reading from King’s *On Writing* and post to discussion board. Complete assigned readings in *The Craft of Research* and post to discussion board. Sign up for

instructor conferences next week. Submit draft of topic and genre proposal.

Week 8

Tuesday, Feb 28 – class won't meet so we have time for individual conferences to discuss your progress in class and topic and genre proposal.

This week's work – Conferences.

Week 9

Spring Break.

Week 10

Tuesday, March 14 – Academic research; SXU library website and Google Scholar; advanced Google techniques; evaluating sources. Annotated bibliography project and examples.

This week's work – Respond to instructor feedback on proposal. Begin annotated bibliography project; complete assigned readings and discussion board.

Week 11

Tuesday, March 21– Writing Exercise: Quoting, paraphrasing, summarizing. (using sources).

This week's work – Finish writing exercise if needed; Complete annotated bibliography.

Week 12

Tuesday, March 28 – final essay plans; begin work on essay in class.

This week's work – continue essay draft.

Week 13

Tuesday, April 4 – **in-class writing lab**; Revising and editing.

This week's work – continue work on essay. Make conference appointment with instructor.

Week 14

Tuesday, April 11 class won't meet – conference week.

This week's work – conference; Revise your essay draft.

Week 15

Tuesday, April 18: Finding places to publish your third essay; formatting your essay for submission to publications/publishers.

This week's work – Complete course evaluation (SEI) online; check your campus email with directions and links. Finish final draft of paper.

Week 16

Class will not meet – write!!

This week's work – Complete course evaluation (SEI) online; check your campus email with directions and links. Finish final draft of paper.