Mayville State University

ENGL 408 Advanced Composition / 33140

Fall, 2024

Semester Hours: 3

Course and Instructor Information

Instructor Name: Erik Kornkven

Contact Information: office: Classroom Building 126

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Phone: 701-788-4669

Hours of Availability: MWF 11:00-1:00 T Th 10:00-12:00 and by arrangement

Instruction Mode: Online Asynchronous

Location/Time: Online

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Booth, W. C., Colomb, G. G., & Williams, J. M. Bizup, J., Fitzgerald, W., (2024). *The craft of research.* (5th ed.).
University of Chicago Press.

Microsoft Word---required

Working computer---required1

Course Description

Advanced composition focuses on scholarly writing and critical/theoretical readings in composition, as well as the "essay" as a form. Students will write substantive, researched essays that question and critique how academia controls, inhibits, and propagates various discourse communities via prose standards. Rhetorical analysis, argumentation, and academic style are central concerns of the course.

Prerequisite: Successful completion of ENGL 120 with a "C" or higher, or instructor consent. Fall, even year

Online Modality

Taking a college course online requires a high level of personal motivation and organization. Without the regular in-class interaction with your instructor and classmates, it falls on you to do the reading and assignments in a timely manner. This is not to say there will be no interaction. I will provide you with many opportunities to interact with both me and your classmates through discussion threads and other class activities. I'm also available by phone or video call to talk with you about the course. Take advantage of these opportunities to interact and get to know me and your classmates. It will make for a richer and more interesting learning experience.

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1 Phones, tablets, and Chromebooks will cause submission problems. Use an approved laptop or desktop.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- Plan, develop, and revise an academic research project with an emphasis on scholarly research, source evaluation and integration, and effective argumentation.
- Respond to a real-life writing task provided by a third party. The student will design, plan, storyboard, write, and deliver a finished project.

Standards Alignment (English Education Program Approval Standards-ND ESPB):

- 05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.
- 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Communication within the course Blackboard Shell will also be considered official communication for the purposes of this course. I will primarily communicate with you through Blackboard while you will get official information from the larger campus community through your email. Get used to checking BOTH!

Assignments and Assessments

Major Units:

This course will be split into two distinct halves. In the first eight weeks of the course, you will work on a research project. You will be able to choose your own topic. You will be graded on all aspects of the writing process including the planning, drafting, and finalizing of your text.

The second eight weeks you will be given a writing task from a third party. An office, business, or other outside entity will provide you with a writing need they have. You will be responsible for crafting a response to that need. This unit will emphasize the project management aspect of writing in the workplace and writing for a specific audience.

Available Points

point totals may change depending on needs of the course and schedule

Intro/Prep Assignments: (200 pts)

$$10 \times 25 = 250 \text{ pts}$$

Unit 1 Grades: (350 pts)			Unit 2 Grades: (350 pts)	
Research Question/Proposal:	1 x 100 = 100 pts		Proposal	1 x 100 = 100 pts
Literature Review:	1 x 100 = 100 pts		Draft	1 x 100 = 100 pts
Paper Draft:	1 x 100 = 100 pts		Delivery	1 x 100 = 100 pts
Revised Paper:	1 x 50 = 50 pts		Presentation	1 x 50 = 50 pts

Participation (50 pts)

Total Points: 1000

General Schedule: Schedule subject to change

Specific due dates and instructions are found in the Blackboard course

Week	Unit	Assignment	Points
Week 1 Aug. 26 – Sept. 1	Research Paper	Intro Assignments	25
Week 2: Sept. 2-8 Sept. 2 (M) Labor Day	Research Paper	**Research Question Due**	**100**
Week 3: Sept. 9-15	Research Paper	Prep Assignment #1	25
Week 4: Sept. 16-22	Research Paper	Prep Assignment #2	25
Week 5: Sept. 23-29	Research Paper	**Lit Review Due**	**100**
Week 6: Sept. 30 – Oct. 6	Research Paper	Prep Assignment #3	25
Week 7: Oct. 7-13	Research Paper	**Draft Due (Grading Conference)**	**100**
Week 8: Oct. 14-20 Oct. 17 (Th) Asses. Day	Research Paper	**Revised Paper Due**	**100**
Week 9: Oct. 21-27	Service Project	Intro Assignments	25
Week 10: Oct. 28 – Nov. 3	Service Project	Prep Assignment #4	25
Week 11: Nov. 4-10	Service Project	**Proposal Due**	**100**
Week 12: Nov. 11-17 Nov. 11 (M) Veterans Day	Service Project	Prep Assignment #5	25
Week 13: Nov. 18-24	Service Project	Prep Assignment #6	25
Week 14: Nov. 25 – Dec. 1 Nov. 27-29 Thanksgiving	Service Project	**Draft Due**	**100**
Week 15: Dec. 2-8	Service Project	Prep Assignment #7	25
Week 16: Dec. 9-15	Service Project	**Project Delivered**	**100**
Finals Week: Dec. 16-20		**Presentations**	**25**

Method of Evaluation/Grading

Grading Policies

Grading Scale.

Course total= 1000 points.

A = 900 — 1000 (A-: 90-93%, A: 94-97%, A+ 98-100%)

B = 800 — 899   (B-: 80-83%, B: 84-87 %, B+: 88-89%)

C = 700— 799   (C-: 70-73%, C: 74-77 %, C+: 78-79%)

D = 600— 699   (D-: 60-63%, D: 64-67 %, D+: 68-69%)

F = below 600

Individual assignments will be based on the same scale 225/250 = A; 180/200 = A; 90/100 = A; 45/50 = A; 22.5/25 = A; 9/10 = A, etc.

Definitions of Grades

All major assignments for this course will include detailed grading rubrics. Each rubric will outline specific features of the assignment I will be looking at in your work. Your grade will be determined based on how well you meet the requirements of the *entire* rubric. You may do an excellent job on one aspect, but still need work in another.

*In certain cases, a grade of a D or F may result in you being required to resubmit the assignment. This is because the assignment represents key skills you may need to successfully complete future assignments. This will be handled on a case-by-case basis and will be up to the instructor's discretion.

A = excellent documents in all aspects—some slight room for improvement.

B = good; some aspects of the document or project might be excellent; others will be good.

C = acceptable completion of the assignment. No major problems, but room for improvement in most areas of the assignment.

D = a major aspect of the assignment has not been completed. Elements of the assignment might be quite good, but with unsatisfactory completion of certain elements, the assignment will remain a D.

F = incomplete assignment because page length was not met, proper research was not completed, proper documentation conventions not followed, genre conventions not adhered to, etc.

Attendance/Participation Policies

Attendance/Participation

I will be taking attendance in this course. Your attendance will be taken once per week and recorded on Monday for the previous week. Your attendance will be based on your submission of the major weekly assignment. If you submitted your weekly assignment by the time I record attendance on Monday morning, then you will be marked present for the previous week. If you did not submit your assignment on time you will be marked absent.

There are a total of 50 participation points available in this class. These points are earned through timely submission of assignments as well as participation in class discussions and activities. Each absence over two will result in 5 points being taken away from your participation score.

Participation: In addition to attendance, participation during group and class activities is vital to retaining the information shared in class. Not participating in class discussions or activities may result in a loss of points that would otherwise be gained according to that day's activities.

Deadlines: All assignments should be submitted on time in order to earn full credit for the assignment. A large part of the instruction of this course is learning the ability to create documents using a writing process and within

a specific time period. **All work must be turned in by the last day of Finals Week. No exceptions will be made.**

Supplemental assignments (daily work, quizzes ect) will not be accepted late. Major assignments will be accepted up to a week past the due date with a 10% deduction. Any assignments submitted past one week late will be accepted at my discretion. If accepted they will be scored up to 50% of the original point value.

Late Assignment Extension Contract

You will be provided with a Late Assignment Extension Contract. This is a **one-use** item that will allow you to ask for an extension on one of your assignments*. I will not ask why you need the extension but you must give a clear plan for finishing the assignment in a reasonable time. To have your extension request accepted you must:

1. Submit your request **prior** to the due date of the assignment
2. Complete the worksheet associated with the assignment.
3. Ask for a reasonable amount of time (one week maximum) to finish the assignment.

Enrollment Verification

Enrollment Verification The U.S. Department of Education requires instructors of online courses to provide an activity that will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered attendance.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

<div align="center">The following SLOs/Professional Standards will be mastered in this course:</div>

SLOs/Professional Standards	Mastery Assignment
SLO #1: Students will explain and demonstrate content knowledge in various formats.	Research and Service projects/rubric measurements