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Office hours:  
2<sup>nd</sup> & 3<sup>rd</sup> Mondays 3-4  
Wednesdays 11-12

### ENG 319: Advanced Critical Writing

~~*Wonderboys* is a movie about writers—and about writing. At one point in the movie the main character, a once-famous writer who has been working on the same novel for seven years, has to go hear a now-famous writer give a talk.~~

In the movie *Wonderboys* there is a great scene where this famous writer comes to visit the college where the protagonist, a creative writing professor, has been working on the same novel for seven years. Famous Writer, who goes by “Q,” gets up on stage before a crowd of admirers, and says: “I (dramatic pause) am a WRITER.” Everyone goes nuts: clapping, cheering, screaming.

In the movie *Wonderboys* there is a great scene where ~~this~~ a famous writer ~~comes to~~ visits the college where the protagonist, a creative writing professor, has been working on the same novel for seven years. Famous Writer, who goes by “Q,” gets up on stage before a crowd of admirers, and says: “I (dramatic pause) am a WRITER.” Everyone goes nuts: clapping, cheering, screaming.

In the movie, Q makes it look easy. And fun. But even if you don’t have a seven-year long writer’s block, writing can be hard work (as the above edits show). Critical writing can be even harder because seldom do critical writers face auditoriums packed with adoring admirers. Seldom do people talk about critical writing as easy, fun, or –gasp—creative. But critical writing is just one more genre of writing and as such it can be exasperating, rewarding, fun, hard work, but most of all, creative. To help you become a more comfortable, more adept writer, I have adopted the following goals—and designed the course that follows.

#### Format:

We will meet together as a class most days in the afternoons. Often, we will discuss assigned readings, try out different writing and revising strategies, and go over homework from *Rhetorical Grammar*. In addition to in class time, we will also meet in smaller workshop groups (usually in the mornings) and in individual appointments.

This course fulfills the following Educational Priorities:

Knowledge: The paper you produce in ENG 319 asks you to apply your knowledge from a particular discipline a substantial paper topic.

Inquiry: The paper in ENG 319 invites you to identify an interesting problem or question and investigate it using research, creative thinking, and analysis

Communication: All of the projects and papers in ENG 319 call for you to demonstrate and further cultivate effective reading, writing, and speaking skills.

Ethical behavior: The paper and projects in this course also ask you to demonstrate and further cultivate academic honesty, especially in treating sources fully and fairly.

### Goals:

My goals for the course include:

- developing writerly habits
- experimenting with different genres
- acquiring advanced information literacy skills
- approaching writing with a sense of fun and play
- gaining tools for writing with style
- taking pleasure in writing and discussing writing

Your goals for the course should include:

- writing every day
- coming to class prepared
- bringing an open mind to assignments, texts, and discussion
- responding to others' writing thoughtfully and respectfully
- developing an appreciation for apt expression
- taking pleasure in writing and discussing writing

### Required Texts:

*Rhetorical Grammar*, Martha Kolln

Other Readings as assigned. So that we can all refer to the readings, bring the assigned text to class on the day we are scheduled to discuss it.

### Class Policies:

Come to class. Participate fully. More than 4 absences from class, appointments, or workshop may result in failure in the course.

Submit assignments on time. Because we rely on each other for workshop, late assignments may not get credit.

Check your Cornell email at least once daily.

Be honest: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Compass*, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

([http://www.cornellcollege.edu/student\\_affairs/compass/academicpolicies.shtml](http://www.cornellcollege.edu/student_affairs/compass/academicpolicies.shtml)).

Please see me if you have any questions about academic honesty or documentation.

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At the College, penalties for academic misconduct range from a reprimand to indefinite suspension from the college. At the very least, academic misconduct in this course will result in a grade of F for the assignment in question and possibly for the course.

The MLA Handbook explains how to use and document sources. The Writing Studio website links to a summary of MLA documentation:

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch08\\_o.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html) Please see me if you have any questions about academic honesty or documentation.

Accommodations: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

Contact me: Email is the best way to contact me outside of class and office hours. My home phone number is 895-8962—use this judiciously. Please come see me early and often.

## Grading:

Participation (15%): In this class, participation includes coming to class, prepared and on time, every day. It means sharing your ideas and listening to others. It also includes all assigned homework not covered by the following:

Portfolio (70%): Due the last Monday of class. This portfolio will include the writing you have done for the course, all thoughtfully revised, carefully edited, and painstakingly proofread.

Contents must include:

1. Letter of Introduction: This letter will introduce your portfolio and reflect on the writing you have done this block. Details posted to Moodle.

2. Personal Statement: For many of the things you might undertake after graduation from college (graduate school, employment, self-entertainment) you will need to write a personal statement. We will discuss possible scenarios in class. The statement can be no more than 500 words.

3. The essay: In the first week of class, we will read and discuss some essays--both formal and informal. The essay is a genre notable for its flexibility and thus it provides an excellent starting point for developing style. For this first formal writing assignment, you will write an essay (somewhere more than 3 pages and fewer than 7) on a topic of your choosing. Keep in mind that the best essays are produced when the writer has an active interest in the topic.

4. Grant Proposal: Grant proposals are important pieces of writing for any research. Grant proposals are composed of many different parts (including budgets, institutional data, etc.).

In the humanities, a grant proposal funds research, but usually funds time in a research library or archive, necessary travel, or time to write (for creative writing projects). You will want to discuss what you want to do, why you want to do it (i.e. explain the significance of this project for your discipline) and how you intend to go about it, and why your proposal is unique.

Propose a project that prefigures or extends the topic for your Major Revision assignment.

This document must be persuasive: you are trying to convince someone to fund your research so you need to convince them your research is worth funding. More details will be posted to Moodle.

5. Major Revision: Over the course of this block you will revise a paper that you have written for another class. You will have the opportunity to workshop this paper at least a few times this block. You should also expand the research for your paper, and make choices about structure, development, and style based on what you learn in this class. The final product should be a substantial revision of the original paper. The revision should include an annotated bibliography of at least 20 secondary sources. More details about the annotated bibliography will follow.

Final Exam (15%): Details to follow.

Publishing: To earn a final grade in this class, provide evidence that you have submitted your final paper to an undergraduate journal.

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Tentative Schedule—subject to change as the needs of the class materialize  
Class meets at 12:30 pm except as otherwise noted

Week 1

Monday 1 pm      Overview of course: why write?

Oct 3      Before midnight: post the paper or prospectus you intend to revise in this class. Include a brief statement of what you want to revise and what you want the final piece to be.

Tuesday      "The Hanging," George Orwell; "The Death of a Moth," Virginia Woolf;

Oct 4      "How Scholars Work"; *Rhetorical Grammar (RG)* Chapter 1

write for one hour

Wednesday  
Oct 5                      *RG* Chapter 2; "The Writing Life" (Moodle); preliminary draft of essay  
due: bring a copy to class  
write for one hour

Thursday  
Oct 6  
**5 pm**                      *RG* Chapter 3; Joseph Bizup, "BEAM: A Rhetorical Vocabulary for  
Teaching Research-Based Writing"  
post your essay draft to Moodle: Workshop Forum  
write for one hour

Friday  
Oct 7                      Read and implement workshop guidelines (Moodle)  
workshop  
Revising the first writing assignment

Saturday sundown    essay due: post to Moodle Assignment: Essay

Week 2

Monday  
10/10                      *RG* Ch. 4  
10 annotations (for major revision) due: post to Moodle Forum:  
Annotations;  
revision plan for Major Revision due: post to Moodle Forum: Revision  
plan  
write for one-and-a-half hours

Tuesday  
10/11                      *RG* Ch. 5  
write for one-and-a-half hours

Wednesday  
10/12                      *RG* Ch. 8  
write for one-and-a-half hours

Thursday  
10/13  
5 pm                      *RG* Ch. 9  
write for one-and-a-half hours  
draft of grant proposal due: post to Moodle Forum: Workshop

Friday 1 pm              workshop

Saturday sundown    grant proposal due: post to Moodle Assignment: Grant

Week 3

Monday                    *RG Ch. 10*  
10/17                    10 annotations due  
                              write for two hours  
                              5 pm    post 5 pages of the major revision to Moodle: Workshop Forum

Tuesday                    *RG Ch. 11*  
10/18                    write for two hours

Wednesday                *RG Ch. 6*  
10/19                    write for two hours  
                              post 5 pages of the major revision to Moodle: Workshop Forum

Thursday    1 PM    *RG Ch. 7*  
10/20                    write for two hours

Friday                      Final Workshop; Finishing the portfolio  
10/21

Week 4

Monday                    Portfolios due: post to Moodle Forum: Portfolio.  
10/24

Tuesday  
10/25

Wednesday                Final exam  
10/26                    write forever.