

# ADVANCED WRITING & RESEARCH

ENG 301 - WINTER 2022

## What are we learning?

Like many English classes, this course is designed to teach you how to read, write, think, and argue. In this class, we will read, write, think, and argue about reading and writing. Together we will consider questions such as: are there universal rules for good writing? How do people use reading and writing to get things done? How are writing and arguments influenced by communities such as the workers at a company or the professors and students in an academic major? What role do genres play in reading and writing arguments? What does it mean that all writing is "situated"?

It is worth noting that you control whether this class will teach you anything at all. Learning is primarily controlled by the student, not the teacher. My job is to provide you with learning opportunities; your job is to take those opportunities.

By the end of this course you should be able to:

- Write a cogent, extended argument supported by reliable research
- Write substantive critiques of complex arguments
- Synthesize evidence in a clearly written document
- Produce writing that adapts to distinct rhetorical situations
- Accurately document sources using a specific style guide
- Produce at least thirty pages of polished writing, including at least twenty pages of instructor-assessed writing.

## How will it work?

As you might expect, we will primarily be reading and writing. We will discuss what we have read and written in class discussions.

The readings in this class will challenge you. We will not be reading literary texts, but rather textbook chapters and arguments written by scholars and thinkers who study writing, rhetoric, and linguistics. We will use these readings to understand our own writing and to understand how argument works in academic settings and other contexts. These readings are found in the book and posted on the course I-learn site.

The writing in this course asks you to reflect, analyze, and synthesize. I want you to reflect on your own writing and reading processes and on the written texts you encounter in this class and in your life. I want you to analyze your own writing

and the writing you encounter in your life. I want you to synthesize multiple sources and concepts as a way of illuminating the complexity of writing and thinking and demonstrating an understanding of key concepts we have covered throughout the semester.

There are three major writing assignments: (1) an analysis of your own writing, (2) an analysis of writing in a community, and (3) a final research project in which you will analyze a genre and explain why it is the way it is.

In addition to these major assignments, you will keep a reading journal and participate in scaffolding assignments and discussions that require reflection and analysis. More information on all of these assignments is available on the course I-learn site.

## How will I be graded?

Grades will be calculated based on the distribution below.

- Discussions and participation - 10%
- Reading Journals - 15%
- Rhetorical Self Analysis - 22.5%
- Community Analysis - 22.5%
- Genre Analysis Project - 30%

## What else should I know?

This course has two primary rules:

- Treat me, the TA, the course itself, your classmates, and (perhaps most importantly) *yourself* with respect and kindness.
- Do not plagiarize. Plagiarism is theft. Quoted, paraphrased, or summarized sources must be documented. Intentional plagiarism is a violation of the honor code and will likely cause you to fail the course.

*A word about late work:* I don't want to penalize you for late work, but I want you to turn your assignments in on time so that you stay on schedule and don't get overwhelmed at the end of the semester. If you are going to miss a deadline (or if you already have) or if you have problems or concerns about *anything* please get in touch with me and we will try to solve your problems and ease your concerns together. Everybody is going through stuff right now, so let's try to help each other survive.

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## Required Book



Elizabeth Wardle and  
Doug Downs, *Writing  
about Writing*, 4th edition

*A page of good prose  
seems to me the most  
serious dialogue that  
well-informed and  
intelligent men and  
women carry on today  
in their endeavor to  
make sure that the  
fires of this planet  
burn peaceably.*

-John Cheever

## Any tips or advice?

Well, since you asked, yes. In my past courses, the students who were the most successful—and by that I mean they learned the most and made the most progress as writers—have shared some common behaviors:

- *Visit me in my office.* This is useful if you want to talk about an assignment you are working on or a concept you don't understand or if you just want an explanation for why I have assigned a certain reading.
- *Write multiple drafts.* You can email me drafts in progress or bring them to my office as early and often as you would like. You can also send drafts to the course TA.
- *Stop focusing on grades and focus on learning.* In many ways, grades are a distraction from the real purpose of your education: to become a better thinker. So think about your writing and your thinking instead of obsessing over grades.

## Disabilities policy

BYU-Idaho does not discriminate against persons with disabilities in providing its educational and administrative services and programs, and follows applicable federal and state law. This policy extends to the University's electronic and information technologies (EIT).

Students with qualifying disabilities should contact the Disability Services Office at [disabilityservices@byui.edu](mailto:disabilityservices@byui.edu) or 208-496-9210. Additional information about Disability Services resources can be found at <http://www.byui.edu/disabilities>.

## Sexual misconduct policy

BYU-Idaho prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively "sexual misconduct").

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at [titleix@byui.edu](mailto:titleix@byui.edu) or 208-496-9200. Additional information about sexual misconduct and available resources can be found at [www.byui.edu/titleix](http://www.byui.edu/titleix).

## Course reading and assignment schedule

Please note that this class schedule is subject to change. Changes will be announced and a new schedule will be distributed. Complete readings and journals *prior* to the class period in which the reading is listed. Bring your books to class everyday.

Wk	Tuesday	Thursday
1		1/6: First Day of Class
2	1/11: Writing About Writing (WAW) Ch. 1 (begins on p. 3)	1/13: WAW Ch. 2 (p. 30)
3	1/18: Introduction to Ch. 6 in WAW (p. 366-68) and Grant-Davie, "Rhetorical Situations and Their Constituents" (WAW p. 396)	1/20: Vieregge, "Exigency: What Makes My Message Indispensable to My Reader" (I-learn)
4	1/25: Read the Rhetorical Self Analysis Sample Papers (I-learn) <b>Pre-writing Due</b>	1/27: Writing & Revision day (No class) <b>Rhetorical Self Analysis due Friday (1/28)</b>
5	2/1: Swales, "Reflections on the Concept of Discourse Community" (WAW p. 544)	2/3: Melzer, "Understanding Discourse Communities" (I-learn)
6	2/8: McCarthy, "A Stranger in Strange Lands" (WAW p. 589)	2/10: Klass, "Learning the Language" (WAW p. 584) <del>and Branick, "Coaches Can Read, Too" (WAW p. 624)</del> Bring in a primary source that you can use for your community analysis
7	2/15: Read the Sample Community Analysis Papers (I-learn) <b>Pre-writing Due</b>	2/17: Writing & Revision day (No class) <b>Community Analysis due Friday (2/18)</b>
8	2/22: No class (Monday Schedule)	2/24: Dirk, "Navigating Genres" (I-learn)
9	3/1: Jacobson, Pawloski, and Tardy, "Make Your Move: Writing in Genres" (I-learn)	3/3: Downs, "Rhetoric" (WAW p. 369)
10	3/8: No class, Research Day	3/10: No assigned reading. Bring in a primary and a secondary source for your final project.
11	3/15: Proposal Conferences (no class)	3/17: Proposal Conferences (no class)
12	3/22: Reading TBD	3/24: Feldman, "Galaxy-Wide Writing Strategies" (WAW p. 655)
13	3/29: No class, reading writing and revision day <b>Pre-writing Due</b>	3/31: Read the Sample papers (I-learn)
14	<b>Monday 4/4: Final Paper Due</b>	

All readings are from Wardle & Downs, *Writing about Writing* (WAW), Fourth Edition, unless otherwise noted.