ENGLISH 401A 1001: Advanced Composition
Fall 2015

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Description
We live in the midst of a digital revolution. Facebook, Twitter, and e-mail—these are just a few of the ways we communicate electronically. You are probably even reading this syllabus electronically. This course acknowledges the importance of digital communication by taking a non-traditional approach to the composition classroom. Instead of focusing on the essay as the primary writing exercise, you will practice on emerging platforms and genres, focusing specifically on blogs. You will learn that writing doesn’t exist “in a vacuum” by participating in the blogosphere, a community of more than 250 million public blogs. You will write, revise, edit, and post blog entries, write short reviews about other blogs, develop strategies for developing and maintaining an effective blog, and write a final reflection of your experience in this course. Learning to create and maintain a blog will provide the necessary tools for participating in an increasingly digital world, tools you can take with you into your profession and your future.

Objectives and Outcomes
English 401A has these primary objectives:

- write, develop, revise, and edit multiple drafts of a text
- distinguish, understand, and produce different genres for particular readers in specific rhetorical situations
- practice and refine rhetorical strategies for constructing texts
- give and receive thoughtful feedback (both higher-order and lower-order considerations) on drafts at various stages of textual production
- perform effective research and incorporate source materials seamlessly into a text
- recognize and employ emerging technologies for communication

In light of these objectives, students successfully completing the course will be able to

- Construct various texts based on audience, purpose, genre, and context
- Show a complex understanding of the composing process
- Articulate rhetorical choices
- Evaluate claims of various arguments and determine their relative merit
- Argue effectively by marshaling resources, analyzing and synthesizing information, and employing appropriate materials
Materials
- Flash drive or online storage space (like Dropbox or Google Drive) for storing drafts, comments, final revisions, and notes (please practice good file management)
- Good usage manual (two options are Diana Hacker, *A Writer’s Reference*, or Toby Fulwiler, *The College Writer’s Reference*)
- Account for a blogging platform (group or individual)

Assignments and Grading
Detailed descriptions and requirements for each assignment will be discussed during class and made available on WebCampus. Review each assignment carefully before beginning to work on the drafts.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Contribute to Course Resources (2)</td>
<td>5%</td>
</tr>
<tr>
<td>Blog Reviews (2)</td>
<td>5%</td>
</tr>
<tr>
<td>Blog Preparation Activities (10)</td>
<td>20%</td>
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<tr>
<td>Blog Posts (First Drafts) (8)</td>
<td>8%</td>
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<tr>
<td>Blog Posts (Peer Feedback) (8)</td>
<td>16%</td>
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<tr>
<td>Blog Posts (Final Version – Posted and Evaluated) (8)</td>
<td>40%</td>
</tr>
<tr>
<td>Final Reflection (1)</td>
<td>6%</td>
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Other important links and information
- Information for students with disabilities: [http://studentlife.unlv.edu/disability/](http://studentlife.unlv.edu/disability/)
- Link to UNLV’s Copyright Policy: [http://www.unlv.edu/committees/copyright](http://www.unlv.edu/committees/copyright)
- Link to Writing Center: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)
- Tutoring availability at the Academic Success Center: [http://academicsuccess.unlv.edu/tutoring](http://academicsuccess.unlv.edu/tutoring)

Plagiarism
Please see UNLV’s student code of conduct on plagiarism and academic dishonesty. Plagiarism involves passing another person’s writing off as your own. Please familiarize yourself with your rights and obligations: [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html)