

# North Central Michigan College

NCMC MASTER COURSE SYLLABUS

Last Date Revised \_\_\_\_ 10/26/11 \_\_\_\_

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**INSTRUCTIONAL AREA:** Liberal Arts

**DEPARTMENT:** English

**ASSOCIATE DEAN:** Samantha McLin

**ORIGINATOR:** Suzanne R. Shumway

**DEAN OF INSTRUCTION:** Christine Hammond, Ph.D.

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**COURSE ALPHA/NUMBER:** English 217

**COURSE TITLE:** Advanced Writing

**HOURS OF INSTRUCTION:**

Credit hours: 3

Lecture: 3

Lab: 0

Clinical: 0

Variable Hours: 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

*(Total Contact Hours Formula: (lecture hours + lab hours + clinical hours) x 17.6*

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**CATALOG DESCRIPTION:**

Applies the rhetorical and critical methods of composition learned in English 112 to the study and production of the essay form. The course will focus on reading and writing traditional essays, contemporary popular essays, and academic essays.

**PREREQUISITE(S):** English 112

**COREQUISITE(S):**

**GENERAL EDUCATION DISTRIBUTION AREA:**

Communications, Writing

Natural Science Group A

Communications, Communications

Natural Science Group B

Humanities Group A

Social Science Group A

Humanities Group B

Social Science Group B

Mathematics

Non Applicable

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**GENERAL EDUCATION OUTCOMES:**

Write and Speak Effectively

Think Critically & Analytically

Write & Speak Effectively and Think Critically & Analytically

Non Applicable

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**COURSE OBJECTIVES AND OUTCOMES:** Upon successful completion of this course, students should be able to write, revise, and effectively analyze a variety of essay subgenres (four full essays), including informative, personal, analytical, and evaluative essays by:

- Using creative prewriting strategies to organize their writing (concept maps, flow charts, outlines).
- Creating strong thesis statements and determining how to use them effectively.
- Analyzing their audience in order to determine appropriate rhetorical strategies in writing.
- Perfecting their knowledge and application of grammatical conventions.
- Developing strong self-editing skills through peer response workshops and activities.
- Deploying appropriate research techniques.
- Understanding the concept of visual literacy and how design affects reader response.
- Applying close reading strategies to analyze and interpret a variety of essays.

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**METHODS OF INSTRUCTION:** Lecture, collaborative work, whole-class discussion, in-class and take-home writing assignments

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**METHODS OF EVALUATION:** Essays, attendance and participation, in-class quizzes, homework, final portfolio, and oral presentation.

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**REQUIRED TEXT AT TIME OF COURSE ADOPTION/REVISION:**

TEXTS: Essays from *Harper's*, *The New Yorker*, and a variety of other sources, including *The Chronicle of Higher Education* and other topical journals.

OPTIONAL SUPPLEMENTARY MATERIALS: *The DK Handbook*

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**Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services for assistance: (231)348-6817.**

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**SUGGESTED TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:**

*(List general content description of what is being covered each week)*

*(If you need more than one line for a week, hit enter at the end of row; second line will begin)*

WEEK 1	Introduction to course methods
WEEK 2	Reading skills: rhetorical analysis
WEEK 3	Reading skills: visual and rhetorical analysis
WEEK 4	Prewriting and Organizing
WEEK 5	Organization continued: Mind Maps vs. Outlines

WEEK 6	Organization within the Essay
WEEK 7	Addressing the Audience Appropriately
WEEK 8	Research techniques
WEEK 9	Research techniques
WEEK 10	Focus on Editing: Peer Response
WEEK 11	Focus on Editing: Peer Response
WEEK 12	Revising
WEEK 13	Revising
WEEK 14	Visual Literacy
WEEK 15	Prepare final portfolios and presentations
WEEK 16	Final portfolio presentations

APPROVED FOR ADOPTION/REVISION BY THE CRD/AP COMMITTEE ON \_\_\_01 25 12\_\_\_\_\_