

**Course Description Spring 2015 ENGLISH 3340 Tuesday/Thursday 1:00p.m.
Professor James T. Zebroski , instructor**

Undergraduate Research on Writing: Making Writing Visible

English 3340 provides students with advanced writing practice. The course pre-requisite is the UH required freshman composition courses (1303, 1304). You should have an interest in improving your writing and moving it toward professional and disciplinary norms (careers and majors). Usually about half the students in class are majoring in areas not English. Usually a fair number of pre-law students, and a few pre-med students as well, take this course. Often social science and education majors take the course.

This course will be an inquiry-driven course, that is, the course will be structured according to an empirical investigation of a question.

The primary questions we will ask is-- How is writing constituted for the UH student in the spring of 2015? Why?

That is, if we make visible writing in its myriad forms in the student's everyday life, on and off campus, what are the situations in which writing occurs? What are the expectations for writing? What are the different types or genres of writing done? How do their contexts shape those various kinds of writing? Who are the audiences for writing? How do the writing processes and discourse communities of various majors or professions or other communities shape texts? And finally, what style characterizes the writing done in your major? Why?

In the first section of the course, students will practice writing by reviewing writing experiences students have had so far, at and outside of the university. Students will reflect on their literacy (reading and writing) experiences.

This first section of the course will give students some time to get their writing skills back into practice and to improve those skills. There will be a portfolio on writing on campus which will include a reflective essay on reading and writing experiences as well as documents that survey the writing you do. Then there will be a series of short, in class essays on the readings. The emphasis is on form and style analysis.

The second part of the course will be research-driven. Students will do a research project on the style of writing in their disciplines (majors). Using three different journals from the major, students will analyze the language and the rhetoric of three articles to discover the distinctive traits of writing and the writing process in their major. The end project is a research essay on writing, about ten pages in length not counting Works Cited page.

Course Goals:

The student will extensively practice various kinds of writing including reflective discourse, exploratory discourse, and referential or expository discourse.

The student will experience writing as a process (invention, drafting, revisions).

The student will broaden their concept and practice of revision to include all texts and global revision.

The student will broaden their concept of writing.

The student will understand and practice academic discourse apart from other forms of writing.

Student will use written reflection to improve their writing.

The student will construct a research project which studies the style of writing in a discipline or profession.