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ENG 1001G-047: Composition and Language

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CONFERENCES: Please set up an appointment to discuss your work or any aspect of the course. E-mail is another place where questions and concerns can be addressed. My office hours are MWF 10-12 and other times by appointment. There will be mandatory conferences later in the term.

WRITTEN WORK: You will have three types of writing assignments:

(a) Informal reading and writing exercises assigned in class or as homework. These are designed to help you begin to develop your responses, a thesis, evidence, and ideas for the longer essays as well as to evaluate your writing. For these assignments, you will need a reading journal. A regular size spiral notebook is good for this purpose. It is absolutely imperative that you bring your journals to every class meeting since they will be used often as the basis of discussion or as the site of in-class work.

(b) Three Microthemes that will consist of short writing exercises, turned in to me and graded, for which there will be no revision.

(c) Five Longer Essays

FINAL GRADES: Your final grade in English 1001 will be determined by your performance on the following assignments:

Microtheme #1: Response	(2 pages)	5%
Microtheme #2: Annotation / Summary	(1 page)	5%
Microtheme #3: Annotated Bibliography		5%
Essay #1: Recalling an Experience	(3 pages)	10%
Essay #2: Evaluation	(3 pages)	10%
Essay #3: Causal Analysis	(4 pages)	15%
Essay #4: Proposal	(4 pages)	15%
Essay #5: Position Paper	(5 pages)	20%
Short Writing Assignments / Active Participation:		15%

Schedule of Assignments

THIS SCHEDULE MAY CHANGE AT ANY TIME ACCORDING TO THE NEEDS AND DEMANDS OF THE CLASS. MAKE SURE YOU ALWAYS BRING IT WITH YOU FOR MODIFICATION.

*BG= The Bedford Guide for College Writers

**Always* bring BG textbook to class when noted and *Always* save your work!

August	23	Introductory Comments / Email BG page 12 Activity and page 16 Activity
	25	Langston Hughes' "Theme for English B" (handout) Microtheme #1 Due (Response) / What is Good Writing?
	27	Writing and Reading Strategies / BG pp. 7-12; 15-21 / E1 Introduction
	30	<i>Recalling an Experiences</i> BG pp. 43-50 (Beginnings and Outlining)
September	1	BG 397-401; 507-9

- 3 **First Draft of E1 Due (2 Hard Copies)** – Peer Review
- 6 NO CLASS – HAPPY LABOR DAY!
- 8 Revision Workshop
- 10 **Final Draft of Essay #1 Due** / Self-Evaluation
- 13 *Evaluation* BG pp. 165-72
- 15 BG 420-2; 428-30 Opening and Conclusion paragraphs
- 17 **Microtheme #2 Due on BG 443-5** (Summary and Response)
- 20 CONFERENCES
- 22 **First Draft of E2 (1 Hard Copy)** – Peer Review
- 24 Revision Workshop
- 27 **Final Draft of E2 Due – Self-evaluation**
- 29 *Causal Analysis* BG 108-16; 476-8; 400-9
- October 1 Outlining and Constructing Opening Paragraphs
- 4 Body Paragraph Workshop
- 6 **First Draft of E3 (2 Hard Copies)** –Peer Review
- 8 NO CLASS – HAPPY FALL BREAK!!
- 11 Revision Workshop
- 13 **Final Draft of E3 Due** / E4 Brainstorm and Outline
- 15 *Proposal* BG pp. 139-42; 145-55 / Body Paragraphs
- 18 General Outlines / Intro and Conclusion Paragraphs
- 20 Body Paragraph Workshop
- 22 Integrating Evidence and Support
- 25 **First Draft of E4 (2 Hard Copies)** / Peer Critique
- 27 CONFERENCES
- 29 CONFERENCES
- November 1 CONFERENCES
- 3 CONFERENCES
- 5 TBA
- 8 **Final Draft of E4 Due – Self-Evaluation** / E5 brainstorming
- 10 *Research Essays* BG 121-33
- 12 Library and Internet Resources
- 15 Citing Sources / Works Cited Pages
- 17 Research Workshop
- 19 CONFERENCES

THANKSGIVING BREAK

	29	CONFERENCES
December	1	CONFERENCES
	3	First Draft of E5 Due (2 Hard Copies)– Peer Review
	6	Draft Returned / Revision Workshop
	8	Revision Workshop
	10	Microtheme #3 Annotated Bibliography Due

****Final portfolio due during exam week. Date TBA.**

THEME FOR ENGLISH B (1951)

By Langston Hughes

The instructor said,

Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
I guess you learn from me---
although you're older---and white---
and somewhat more free.

This is my page for English B.