

Spring 1-15-2008

ENG 1001G-012: Composition and language

Carolina Pelaez Morales
Eastern Illinois University

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English 1001 G: Language and Composition

Spring 2008
 1001G-058
 CH 3140- 3210
 TR 17:00-18:15

Carolina Pelaez-Morales
 Coleman 2110
 Office hours: T 15:00-17:00
 R 15:00-17:00
cpelaezmorales@eiu.edu

Course Description

As part of the series of EIU's writing courses, English 1001G: Composition and Language is the first one that introduces students to freshmen composition. This course is offered to help students become more critical readers, thinkers, speakers, and writers by the use of descriptive, analytical, and argumentative strategies. In this class, students will be writing narrative, descriptive, analytical, and persuasive essays that will enable them to approach writing as a strategy in order to communicate. Along with these abilities, students are expected to familiarize themselves with new writing technologies and media while learning to identify and evaluate electronic sources.

Course Objectives

1. To write expository and persuasive papers in which paragraphs, sentences and words develop a central idea.
2. To develop a better understanding and command of the different steps in the writing process such as: pre-writing, drafting, outlining, revision and editing.
3. To differentiate between a claim, a factual statement, and a topic in order to develop a clear notion of what a thesis should look like.
4. To write well-developed paragraphs and sentences in standard written English.
5. To develop the ability to evaluate and criticize their own and their peers' writing.
6. To get acquainted with methods of library and on-line research.
7. To learn how to use documentation properly.

Texts

- Silverman and Rader. *The World is a Text: Writing, Reading, and Thinking about Culture and its Contexts*, 2nd ed. (Reader)
- Ruskiewicz John, Daniel Anderson and Christy Friend. *Beyond Words: Reading and Writing in a visual age*. Pearson: New York, 2006.
- MLA Handbook for Writers of Research Papers

Electronic Writing Portfolio

As part of Eastern graduation requirements, all students need to submit a document from either 1001G OR 1002G to their Electronic Writing Portfolio. If you plan to submit a paper written in this class, you must schedule an appointment with me before April 1st in order to meet the submission procedures and revise your paper.

If you plan to submit a paper from this class to the Electronic Writing Portfolio refer to the following link to find the submission forms and other relevant information:
<http://www.eiu.edu/~assess>

Course Requirements

Participation (readings and discussions) -----	10%
Final Paper's Presentation -----	10%
In-Class Writing Exercises and Unannounced reading quizzes -----	20%
Essay #1 -----	10%
Essay #2 -----	10%
Essay #3 -----	20%
Essay # 4 and documentation -----	20%

Course Policies

Academic Honesty: All work for this class (papers, presentations) must be prepared independently; all sources must be clearly documented. Any attempt to use another writer's production without proper acknowledgement could result in plagiarism (that is intentional or unintentionally). Take into account the English Department's plagiarism policy:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Attendance and Absence policy: Attendance and Absence policy: Students in this class should attend class regularly. It is important to note that there are two types of absences—excused absences, those with **written** proof of medical or legal emergency; and unexcused absences. In order to pass this class, students should not have more than 5 unexcused or more than 8 excused absences. If you do not meet these standards, you will unable to receive credit for the course. Keep in mind that although I highly appreciate an email notification, this will not count as an excused absence. Remember that every time you miss class you are also affecting other parts of your final grade. That is to say that if you miss class, your participation, in-class writing exercises and reading quizzes will be affected as well, which will result in a lower final grade for the class. Neither in-class writing exercises nor reading quizzes will be accepted at any

other time unless you bring a written notification of medical or legal emergency (refer to paper policies); if you are absent, so is your assignment. Being 15 minutes late for class will be counted as an absence.

Participation

As a student in this class, you are not only expected to engage with the readings, homework assignments, and writing projects, but you are also expected to come to class prepared to participate. Therefore, your participation grade will be based on the quality of your contributions. Remember to participate does not mean merely “to talk a lot,” but you should be able to demonstrate why you are making a specific observation and why that observation is relevant to the class as a whole.

Paper policies

Papers are due at the beginning of the class. Late papers will be marked a letter grade lower for EVERY class period late. Formal essays (1-4) turned a week past the deadline will be given **no credit**, but **MUST** nevertheless **BE SUBMITTED TO PASS THE CLASS.**

Emailing Policy

If you need to talk about your progress in the class, I would encourage you to make an appointment to meet at my office during office hours.

Office Hours

If you need to meet with me during office hours please email me at least a day in advance so that I can arrange an appointment with you beforehand. In case none of the office hours fit your schedule, let me know in advance, we can always work something out.

Course Schedule

(Changes may occur as the semester continues)

ALL THE READINGS FOR THIS CLASS ARE TAKEN FROM *THE WORLD IS A TEXT* UNLESS OTHERWISE ANNOUNCED

Week 1

KEEPING IT PERSONAL!

January 8th Introductions; course overview

January 10th READINGS:
➤ The Blair Handbook: “*Outlining*” and “*Clustering*” pgs. 54-56
➤ *Understanding the assignment, Freewriting and Brainstorming, Outlining, and Construction a good thesis* pp. 22-26
➤ *Mother Tongue* pp. 261-264

Week 2

January 15th READINGS:
➤
➤ *Happy Endings* pp. 596-599
➤ *Narrating strategies* handout

January 17th READINGS:
➤ *Narrating a process* handout (4)
➤ *To Make a Friend, be a Friend* pp. 601- 605

Week 3

January 22nd Bring to class a rough draft of your narrative essay (at least 2 page double-spaced) for peer review
Written and oral feedback required to turn in at the of the class
➤ Revision and edition handout

January 24th READINGS:
➤ Describing techniques handout (naming, detailing, and comparing)

Week 4

BATTLE OF THE SEXES!

January 29th Conferences

January 31st READINGS
➤ *My mother's Hands* pp.606-610

Week 5

February 5th **Essay #1** (narrative essay) due at the beginning of class. Include a 200-word cover letter where you explain the changes you made (did not make) to your draft based on both your peers' suggestions and your teacher's comments. Avoid vague observations such as: *I thought my peer's comments were really important 😊* but give instead substantial reasons.

READINGS:

- *Being a Man* pp. 411- 413
- *Using Sensory Description* handout

Homework:

Next class bring one object that you think best stresses gender differences

February 7th READINGS:
➤ *Construction of the Female self: Feminist Readings of the Disney Heroine* pp. 432-440
➤ *Constructing a good thesis*, pp.24-26

Week 6

February 12th READINGS:
➤ *A Shiner like a Diamond* David Sedaris
➤ *Why I Want a Wife* by Judy Syfers

February 14th

READINGS:

- *No Name Woman* pp. 448-455
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Week 7

BRAIN WASH!

February 19th

READINGS:

- *Weasel Words* pp. 569- 580
- *Knowing your arguments, Knowing Your audience* and *How to make arguments: some helpful Tips* pp. 33-40.

February 21st

Essay #2 (descriptive essay) due at the beginning of the Class

READINGS:

- *Comparison and contrast* handout

Group work: compare reality TV shows and your real experiences. Are situations portrayed accurately? How are different? Why are they call “reality TV shows”

HOMEWORK

Choose two TV shows for your comparison and contrast essay and be ready to work on it.

Week 8

February 26th

READINGS:

- *Voting Democracy off the Island: Reality TV and the Republican Ethos*, pp. 173-184

Today we will work on your comparison and contrast essays, helping you clearly establish a difference between summary and comparison and contrast.

February 28th

Bring rough draft (essay # 3) for peer review (at least 2 pages double-spaced).

Week 9

- March 4th READINGS:
➤ *Life According to TV*, pp. 115-121
➤ *How Soaps are Integrating America: Color TV*, pp. 121-123.

March 6th NO CLASS. Conferences (bring rough draft essay # 3)

Week 10

March 11th NO CLASS. Spring break

March 13th NO CLASS. Spring break

March 18th NO CLASS. Ms. Pelaez-Morales will be at a conference. Work on Essay # 3

March 20th **Essay # 3** (comparison and contrast) due at the beginning of the Class

READINGS:

- *Society's Need for a Queer Solution: The Media's Reinforcement of Homophobia through Traditional Gender Roles*, pp.142-154.

March 25th

READINGS:

- *Spatial Segregation and Gender Stratification in the Workplace*, pp. 196- 201
➤ *Building Good paragraphs, Drafting the whole essay, Editing and revising, Editing and Revising, Editing and Revising and Turning the Finished Product*, pp. 30-33

Week 11

ENCOUNTERING THE DIFFERENCE!

April 1st

READINGS:

Be ready to talk about possible topics for your persuasive essay. Remember it can be any topic related to either social or gender issues. TOPIS MUST BE APPROVED!

- *A White Migration North from Miami*, pp. 220-225
- *Let's Spread the Fun Around: The issue of Sports Team Names*, pp. 289- 291

April 3rd

READINGS:

- Persuasion handout
- *Me talk Pretty One Day*: David Sedaris
- Jesus Shaves
- Picka Pocketoni

April 8th

Your rough draft essay # 4 due (at least three pages double-spaced)

Library visit. Attendance is mandatory

We will meet in the classroom and/or lab, then, we will walk together to the library for a workshop on how to use sources for your research paper.

Week 12

April 10th

In this class we will be working with methods of library and on-line research you will need to use for essay # 4

READINGS:

- *Works Cited Examples*, pp. 56-60
- In-text citation, quotes, and MLA

For today's class bring:

- Your rough draft essay # 4 (at least three pages double-spaced) for peer review
- Two of the five sources you are planning to use for this paper (only one of these sources could come from the internet)
- In this class we will be working with methods of library and on-line research you will need to use for essay # 4
- Sign up for presentations

Week 13

April 15th

NO CLASS: Conferences

April 17th Presentations

Week 14

April 22nd Essay # 4 due at the beginning of the class
Presentations

April 24th Presentations

Week 15
FINALS WEEK