

Fall 8-15-2010

# ENG 1001G-040: Composition and Language

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**English 1001G**  
**Composition and Language**  
**Fall 2010 TR 3:30-4:45 Coleman 3210/3140**

**Instructor: Laura Gallardo**

**Office Hours:** Tu and Th 5:00 -6:00 pm and by appointment (hint: Mondays and Wednesdays are good days to make appointments)

**Office:** 2110 Coleman Hall

**Email:** [lggallardo@eiu.edu](mailto:lggallardo@eiu.edu)

\* Please note that our class meets in either room 3210 or 3140 depending on the week.

**Textbooks and Other Resources:**

\**The Contemporary Reader*, Gary Goshgarian, 9<sup>th</sup> edition

\**Writing: A Guide for College and Beyond*, Lester Faigley, 2<sup>nd</sup> edition

\**The Little, Brown Handbook*, H. Ramsey Fowler, Jane E. Aaron, 11<sup>th</sup> edition

\**EIU Writing Center*: <http://www.eiu.edu/~writing>

**Other Materials:**

\*Pen/Pencil and Paper

\*Folder: to store past graded work

\*Flash drive: not mandatory, but recommended for work in the computer lab.

**Course Objectives**

This reading and writing intensive course is designed to hone your critical thinking, reading, and writing skills while acquainting you with some of the genres that you are expected to know and use during your college career. More importantly, you will be reintroduced to writing as a process while developing your personal voice.

**Requirements/Point Distribution**

Journal Entries and In Class Assignments	10%
Personal Narrative	10%
Advertisement Analysis	15%
Rhetorical Analysis	15%
Argumentative Research	20%
Other Assignments	20%
- Essay Proposal	5%
- Bibliography	5%
- Presentations	10%
Attendance/Participation/Adherence to Conduct Code	10%

\*There are no final exams for this course, but please be prepared to conference.

**Conferences:** At least two times this semester, I have allotted some time for conferences. Coming to these are mandatory and count towards your attendance points. During these conferences, I will meet with you to discuss your writing and performance in class. Conferences last fifteen minutes.

### **Grading Policies**

At the end of the semester, every student enrolled in this course will receive one of the following grades: A, B, C, D, or F. Students must get a C or better to pass the course and move on to English 1002.

While late essays will be accepted, other late work (such as in-class writing assignments, outlines, or revisions) will **not**. However, for each day an essay is turned in late, you will lose a third of a grade. This includes weekends. For instance, if an essay was due on a Thursday and was turned in Tuesday the following week, assuming that it was an A level paper, the highest grade it can now be awarded is a C+. All essays must be turned in within the first five minutes of class. All work turned in after that time will be considered one day late.

All assignments, including essays, must be handed to me. **I will NOT accept any work sent through email.** If I am not in my office when you have a late essay to turn in, please leave it in my mailbox.

### **Revisions**

You are allowed one chance to revise an essay for the course. This revision will be due December 9. I am basically offering you a chance to change one of your grades, so please take advantage of it. This revision, however, is not an opportunity for you to turn in a paper that you missed or chose not to turn in. Only those who have already written that paper are allowed to turn in a revision. It is required that you turn the original, graded paper along with your revision.

### **Office Hours/Communication**

Office hours provide us with the opportunity to talk one on one. I have scheduled two hours each week for you to come in and see me if you have any concerns or questions about the course or your performance. If you are not, however, able to come in during these allotted times, please feel free to schedule an appointment by me or email me. I respond to emails Monday through Friday within 48 hours.

### **Attendance Policy**

As is expected from any responsible college student, attendance is mandatory. Each class garners you not only points, but vital information that contributes to your success in the course. I do understand, however, that there are unavoidable instances when you have to take a day off. I allow two **UNEXCUSED** absences over the course of the semester, so plan wisely. Any more than two absences will start to affect your grade. Every absence over two will cause your final grade to be lowered by a whole letter grade (in addition to the points deducted for missed in-class work). Your unexcused absences should be used for illness, family illness, travel, or other problems.

Excused absences must be accompanied by appropriate legal, medical, or University documentation. If you do not supply any of these documents, that absence is considered Unexcused.

An excused absence does not exempt you from work done in class. You are responsible for all class work that you plan to miss. I recommend seeing me in advance to plan your course of action and set up a schedule to hand in missed assignments.

### **Electronic Writing Portfolio (EWP)**

Your EWP will consist of three essays of at least 750 words each and is required in order for you to graduate. If you wish to submit an essay you have written in this class, the deadline for submission for my rating is **November 18**. This will give you more time to be able to revise the essay as needed. If you have any other questions, please ask your advisor or visit the following link:  
<http://www.eiu.edu/~assess/ewpmain.php>

### **Plagiarism Policy**

Any paper with your name on it signifies that you are the author--that the wording and major ideas are yours, with exceptions indicated by either quotation marks and/or citations. **Plagiarism is the unacknowledged use (appropriation and/or imitation) of others' materials (words and ideas).**

Plagiarism of any kind will not be tolerated in this course. We will, in class, discuss how to avoid it. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, and a report filed with the Student Standards Office.

### **Students with Disabilities**

If you are in need of any academic accommodations and have a documented disability, please make sure to let me know in advance. Also, please contact the Office of Disability Services as soon as possible.

### **Etiquette and Proper Conduct**

As you have chosen to engage in the college experience, you are expected to behave as a responsible and respectful adult. Thus, you are:

1. Expected to act respectfully to me and your peers. The classroom is an environment dedicated for you and your ideas to grow and be shared. Keeping it safe is not only my, but also your responsibility and obligation as a participant in the class. Respect begets respect. Disrespectful behavior will not be tolerated, and includes (but is not limited to) talking over someone speaking and frequently making flippant remarks.
2. To turn off and put away all cellphones and other electronic devices such as laptops, PDAs, music players/headphones before entering the classroom. If any of these cause disruption in class, they will be confiscated until the end of class. If there is an emergency that requires you your cellphone, **please inform me beforehand.**
3. To arrive to class punctually. Tardiness disrupts the flow of class, and chronic lateness is a sign of poor planning and disrespect.
4. Expected to participate actively in daily classwork or discussion. Active participation not only denotes speaking or voicing your opinions during discussion. This also translates to enthusiastically following directions, taking notes, and completing daily tasks.

The weekly schedule is subject to change

Week	Date	Class Agenda	Homework for Next Class
<b>Week 1</b> 3210 Introduction to the Course	Tu 8.24	Course Introduction Discuss Syllabus Beliefs and Expectations about reading and writing	<b>Read: (CR)</b> "A's for Everyone!," Shepard, pp 417-422  <b>(CR)</b> "What's Wrong with Vocational School?," Murray, pp 444-447
	Th 8.26	Questions about syllabus, policies, requirements. Discuss Readings Discuss Journal Entries In- Class Writing	<b>Read: (CR)</b> "My Hips, My Caderas," Valdes, pp 69-71  <b>(CR)</b> "Weight of the World," Iyer, pp 77-78 <b>(CR)</b> "Getting Under My Skin," Terry, pp 514-526  <b>Write: JE #1</b>
<b>Week 2</b> 3140 The Personal Narrative and the Writing Process	Tu 8.31	Discuss JE #1 Discuss Readings Assign Essay # 1: The Personal Narrative	<b>Read: (W)</b> "Some Lines for a Younger Brother," Embrey, pp 82-85 <b>(W)</b> "Just Another Soldier," Hartley, pp 92-94  <b>(W)</b> "My Dropout Boyfriend Kept Dropping In," Connell, 96-99  <b>Write: Ideas for Personal Narrative</b> <b>JE#2</b>

	Th 9.2	Discuss Readings Writing Process In-class workshop: Developing and Organizing	<b>Read:</b> “Shitty First Drafts,” Lamont, handout  <b>Write:</b> Draft of Essay #1 - bring 2 copies of your draft to the next class
<b>Week 3</b>	Tu 9.7	Discuss Reading Discuss Revision Workshop: Peer Review	<b>Read and Comment on Peers' Essays</b>
	Th 9.9	Further Discussion on Revision and Proofreading Techniques	<b>Read:(CR)</b> “Approaching visuals Critically” pp 34-39  <b>(CR)</b> ”Lunchbox Hegemony,” Cook pp 112-117  <b>Write: Final Draft of Essay #1</b>
<b>Week 4</b>  Advertisement Analysis and Rhetorical Strategies	Tu 9.14	<b>Essay #1: Personal Narrative due</b> Discuss Readings Assign Essay #2	<b>Read: (CR)</b> “With These Words, I Can Sell You Anything,” Lutz, pp 135-146  <b>(CR)</b> “The Language of Advertising,” O’Neill, pp 146-152  <b>Write: JE #3</b> <b>Bring a magazine of your interest to next class</b>
	Th 9.16	Discuss Readings Workshop: Analyzing Ads	<b>Write: Draft for Essay #2</b> <b>-bring 2 copies of your draft for next class</b>

<b>Week 5</b>	Tu 9.21	<b>Draft for Essay #2 due</b> Workshop: Peer Review Sign up for Conference time	<b>Write: Final Draft of Essay #2</b>
	Th 9.23	<i>Conferences</i>	<b>Read:(CR)</b> "How to Read and Write Critically" pp 1-22  <b>Write:(continue) Final Draft of Essay #2</b>
<b>Week 6</b>  Rhetorical Analysis and Critical Reading	Tu 9.28	<b>Essay #2: Advertisement Analysis Essay Due</b> Discuss Readings Introduction to Rhetorical Analysis Unit	<b>Read: (CR)</b> "AAP Discourages Television for Very Young Children," AAP, p 273 <b>(CR)</b> "TV Can Be a Good Parent," Gore, 273-276 <b>Write: JE #4</b>
	Th 9.30	Discuss Readings Discuss Strategies Used by Authors to Persuade Assign Essay # 3: Rhetorical Analysis Essay	<b>Read: (CR)</b> "Many Women at Elite Colleges Set Career Path to Motherhood," Story, pp 392-395 <b>(CR)</b> "The Year of Domesticity," Brooks, pp 404-406  <b>Write: JE#5</b>  <b>Bring article to next class</b>



<b>Week 7</b>	Tu 10.5	Discuss Readings Presentation of Articles	<b>Write:</b> Outline and Thesis Statement for Essay #3 -bring these to next class
	Th 10.7	In-class work day	<b>Read: (W)</b> Chapter 18 pp 599-605
<b>Week 8</b>			
Argumentative Research Essay	Tu 10.12	<b>Draft for Essay #3 Due</b> Introduction to Argumentative Research Essay Unit Discuss Research Essay Proposal	<b>Write:</b> plan of action/ outline for proposal  - bring to class
	Th 10.14	Research Methods- Booth Library	<b>Source-finding homework</b>
<b>Week 9</b>			
	Tu 10.19	<b>Essay #3: Rhetorical Analysis Essay Due</b> Discuss Credibility of Sources Plagiarism Annotated Bibliography	<b>Bring:</b> LBH for next class
	Th 10.21	Discuss citation	<b>Write:</b> Essay Proposal and Annotated Bibliography
<b>Week 10</b>			
	Tu 10.26	<b>Essay Proposal and Annotated Bibliography Due</b> Discuss audience awareness Read sample student papers	<b>Write:</b> Outline/ Plan of Action for Research Paper

	Th 10.28	In-class work day Bring your outline to be checked, start working on draft	<b>Write: Draft of Essay #4 Argumentative Research Paper</b> - bring 3 copies to class with you
<b>Week 11</b>	Tu 11.2	<b>Draft of Essay #4 Due</b> Peer Reviews* Sign up for conferences	
	Th 11.4	No Class- please work on your final draft	
<b>Week 12</b>	Tu 11.9	<i>Conferences</i>	
	Th 11.11	Discuss giving Presentations	
<b>Week 13</b>	Tu 11.16	Presentations	
	Th 11.18	Presentations <b>Essay # 4: Argumentative Research Paper Due</b>	
<b>Week 14 Thanksgiving Week: No Classes</b>			
<b>Week 15</b>	Tu 11.30	Discuss Literacy Narratives Discuss Revision	<b>Read: handouts</b>
	Th 12.2	Discuss Readings	

<b>Week 16</b>	Tu 12.7	<b>Literacy Narrative Due</b>	
	Th 12.9	<b>Revision Due</b>	