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ENG 1001G-025: Composition and Language

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Eng 1001: Composition and Language

fall 2013 / Section 025 / Coleman Hall 3691

Dr. Chris Wixson

syllabus

course philosophy

English 1001 is designed to improve skills in critical thinking and analytical expression that will better enable you to meet the challenges of future academic tasks. Accordingly, this course will provide you with opportunities to practice strategies for reading texts with understanding, analyzing texts, and writing articulately and insightfully in dialogue with them.

Learning Outcomes

1. To write expository and argumentative papers in which paragraphs, sentences, and words develop a central idea.
2. To read, think critically, and write analytically about texts.
3. To grow as writers by continuing to develop skills of research, process, and expression.

course texts

From Inquiry to Academic Writing, Greene/Lidinsky; *A Pocket Style Manual*, Hacker; *They Say, I Say*, Graff/Birkenstein.

contact information

Dr. Chris Wixson

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Coleman Hall 3871

Office Hours: T 1:00-2:00 PM; R 8:30-9:30 AM; and by appointment

Assignments

- *Pieces of writing of various lengths and genres that are engaged, engaging, and articulate.
- *Active, Engaged Participation in Class Activities.

final grades

Your final grade in the course will be determined by your performance on the following assignments:

TIB piece	10%
Summary / Synthesis / Response	20%
Critical Analysis Paper	20%
Researched Proposal Paper	30%
Final Reflective Essay	10%
In-class Writings/ Active Participation	10%

**You must complete all written assignments to complete the course. Failure to complete any one of the components represents incomplete work for the semester and anyone with incomplete work will not receive a passing grade for the course.

attendance

Mandatory. I expect you to be in class awake and prepared every Tuesday and Thursday morning. In other words, arrive on time with your reading/writing assignment completed, prepared to participate in discussion. Because so much in this course relies upon in-class work, absences and habitual lateness will adversely affect your course performance. Attendance will be taken at each class session – you are allowed **two** unexcused absences before your grade is negatively affected. After two, each unexcused absence will lower your participation grade by half a letter. **More than six unexcused absences will result in a “O” for participation. More than eight unexcused absences will result in a grade of no credit for the course. Habitual lateness (beyond once) will also affect your grade negatively since it is disruptive and disrespectful.** Please notify me by email if there is unexpected illness or an emergency that causes you to miss class. Do **not** get in touch asking “for the assignment” or a “rundown of what you missed.” My responsibilities as an instructor lie with the students who do come to class. Excused absences are accompanied by appropriate legal or medical documentation. Any unexcused absence will seriously undermine your success in this course.

class participation

Mandatory. To maximize your individual and our collective productivity in class, it is essential that you show up to class with reading and writing activities done and ready to work on assignments in progress. Class activities will include a mixture of informal lecture, discussion, short writing, and process tasks.

late papers

These are no fun for me to keep track of and only put you further behind. For each day beyond the scheduled due date, late papers will be penalized a third of a letter grade. **After a week, I will no longer accept the paper, and it becomes a “0.”** Again, if you become ill or the victim of emergency circumstances, please email me as soon as possible and stay in touch.

cell phone and computer use

You may bring your computer to class with you, assuming that you use it in a scholarly and responsible fashion. This means that you will only have applications and windows related to the current discussion open. **You may not check** email, news, or box scores, surf the web, use chat applications, play games, or otherwise distract yourself and those around you from the class conversation with your computer. You are likewise expected to use cell phones in a responsible manner: **turn them off when you come in to class.** If you have an emergency for which you must be available, you must discuss it with me beforehand and keep your phone on vibrate. **Under no conditions are you allowed to** text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class. The nature of our scholarly endeavor together necessitates mutual respect and dedicated attention during the too short time we have to discuss these texts. Violating any of these policies will result in your participation grade being lowered by a full letter grade for each violation.

academic integrity

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). We will 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.

special needs and situations

If you have a *documented* disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

English 1001

course calendar

Dr. Chris Wixson

** Because this schedule can and probably will change, it is imperative that you bring it to each class meeting so as to make the appropriate revisions.

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|-----------|----|--|
| August | 20 | Course Introduction / COFFEE / Self-assessment
Langston Hughes' "Theme for English B" (handout) |
| | 22 | <i>This I Believe</i> (handouts) / E1 Assignment Sheet
Greene pp. 1-14 |
| | 27 | <i>This I Believe</i> Workshop |
| | 29 | First Draft of E1 (2 Copies) / Peer Critique |
| September | 3 | E1 Revision Workshop |
| | 5 | Final E1 Portfolio Due / Self-Assessment
Sherry Turkle's "The Flight from Conversation" (TED Talk and handout) |
| | 10 | Summary and Synthesis: Greene 29-32; 38; 152-3; 165-70
Graff (templates) 21-2; 23-5; 36-7
Clive Thompson, "On the New Literacy" (pp. 144-51)
John Dickerson, "Don't Fear Twitter" (pp. 175-6) |
| | 12 | Veronica Stafford, "Texting and Literacy" (115-9)
Steve Grove. "You Tube: The Flattening of Politics" (pp. 176-80)
Summary Due |
| | 17 | Developing a Response / Graff 22-3; 25-7; 39-47; 51-63 |
| | 19 | Synthesis Workshop / Graff 88-96 |
| | 24 | Synthesis Workshop |

Theme for English B (1951)

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!
As I learn from you,
I guess you learn from me--
although you're older--and white--
and somewhat more free.

This is my page for English B.

Langston Hughes