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## ENG 1001G-012: Composition and Language

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# English 1001G-012 – Composition and Language

## Fall 2010

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### Texts and Resources

*The Contemporary Reader* (10th edition), ed. Gary Goshgarian

*The Little, Brown Handbook* (11th edition), Fowler and Aaron

*They Say, I Say: The Moves That Matter in Academic Writing (TSIS)*, Graff and Birkenstein

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

Purdue's Online Writing Lab: <http://owl.english.purdue.edu/>

### Course Description

This course is designed to provide you with a toolbox of resources so you can be a strong writer in all of your college courses and beyond. To ensure this, you will learn to develop and sharpen your abilities to coherently express yourself and persuasively communicate your thoughts. To be able to do so, we will approach writing as a process. According to Janet Emig, "[o]ne writes best as one learns best, at one's own pace." By the end of the semester you should have developed an understanding of your own writing process and its personal usefulness to you.

Throughout the semester, we will work as a large group, in small groups, and one-on-one in conferences to sharpen your reading, writing, and editing skills. Practice in these areas will serve you well throughout your university career, no matter what subject you pursue. Needless to say – your attendance is crucial to this learning process.

### Learning Objectives

- To become aware that **writing is a process** and to develop your own.
- To **write rhetorically astute papers** in which paragraphs, sentences, and words develop to a central idea. Papers must reflect a command of the writing process.
- To gain an appreciation and understanding of the value of **writing-to-learn**. You will leave the course knowing the possibilities for learning that are inherent in writing regardless of your academic concentration.
- Evaluate how questions of **purpose, audience, and genre** have been addressed.
- To develop skills in **critical reading and thinking** in order to become a discerning reader, critic, and editor of your own work and that of others.
- To develop **research skills** by exploring and analyzing a variety of sources.
- Be able to **annotate, paraphrase, summarize, quote, and synthesize** written material accurately and ethically.

## Policies

- **Attendance is mandatory.** Habitual tardiness is annoying and rude; if you are repeatedly late, I may ask you to see me after class. Moreover, your attendance naturally influences your success in the course, so missing will negatively impact your grade. Keep in mind that **any group work, presentations, quizzes, activities, or in-class writing cannot be made up.** I'm giving you **two unexcused absences**, which means you can miss and I don't need to know why. However, after two unexcused absences, I will deduct points from your attendance and participation grade. Excused absences must conform to EIU's University Policy that stipulates "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. Therefore, you must have legal, medical, or official University documentation for an absence to be excused. **Students are responsible for all work that is due and covered in the sessions they miss.** I don't take attendance lightly – neither should you.
- Hand papers in on time. **Late papers** will receive an automatic deduction of 10 points and **will only be accepted one day late** unless prior arrangements with me have been made. However, if you have a University-approved excuse, no point deduction will be enforced.
- **Class participation is required.** That is to say, being physically present in class is not enough. I expect you to **contribute to and participate thoughtfully in class discussion.** We are all working together, so the participation of each individual is crucial to the success of the whole. In addition, **be prepared for class.** In other words, finish all the readings or assignments for class and come with something to say. Participation is a major factor in your grade.
- **TURN OFF ALL ELECTRONIC DEVICES BEFORE CLASS.** iPods, cell phones, laptops, and etc. should all be turned off. Cell phones should be turned completely off (not put on vibrate), since vibrate mode is still disruptive. I'm giving you my attention during class, so I expect the same courtesy from you.
- The English Dept. policy on **plagiarism** states that any teacher who discovers 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 responsibility to impose upon the guilty student a suitable penalty, up to and including a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.
- If you have a **documented disability** and wish to receive accommodations, contact the Coordinator of the Office of Disability Services (581-6583) ASAP. If you have a concern/ question about the class, don't hesitate to ask me. The best way to reach me is through email. If you need an immediate response, call me.

## Essay Requirements and Grades

- **To pass English 1001**, you must complete all requirements and have a grade of A, B, or C. Anything below constitutes a grade of NC, no credit, and will result in you having to retake the course. (An NC is not factored into your GPA.)
- Turning in work – all assignments (unless in-class) **must be typed and in MLA format**. This means that this must be double-spaced and in 12-point font Times New Roman with 1-inch margins on all sides.
- Also, you are required to **turn in your polished essays in a two-pocket folder**. The polished, finished paper will go in the right pocket with your Revision Reflection. All drafts and pre-writing exercises belong in the left pocket.

ASSIGNMENTS	POINT VALUES
Attendance and Participation	200 pts
Other graded assignments	100 pts
Semester Reflection	50 pts
Introduction Essay	50 pts
Literacy Narrative	100 pts
Observation Analysis Essay	100 pts
Song or Book Cover Analysis Essay	100 pts
Argue Against a Position Essay	100 pts
Argumentative Research Essay	200 pts
<b>TOTAL:</b>	<b>1000 pts</b>

### Grade Breakdown

A: 90-100%

B: 80-89%

C: 70- 79%

D: 60-69%

F: 00-59%

### Important Reminder

All students must submit a document from 1001G, 1091G, 1002G, or 1092G as part of the requirements for their **Electronic Writing Portfolio (EWP)**. This is a University requirement for graduation. For more information, visit the following site:

<http://www.eiu.edu/~assess/ewpmain.php>

### EIU Writing Center

I strongly encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This **free** service provides one-on-one conferences with writing center consultants (English Graduate Assistants) who can help you with brainstorming, organizing, developing support, and documenting your papers. They will help with any aspect of the writing process. Also, it helps sometimes just to have someone to talk to your paper about! You can walk in or call 581-5929 to schedule an appointment Monday-Thursday, 9am-3pm and 6pm-9pm, and Fridays 9am to 1pm.

# \*Schedule

## Week One:

Tuesday, Aug. 24

discussion of syllabus, introductions

**\*read "How Do I write a Text for College?" handout**

Thursday, Aug. 26

**\*read excerpts from "Composing Behaviors of One- and Multi-Draft Writers"**

introduction to the writing process, discuss pre-writing exercises, WC visit

**\*Short Introduction Essay due**

**\*read "Reading Public Space: Starbucks" on e-reserve**

## Week Two:

Tuesday, Aug. 31

analyzing a public space in-class activity, brainstorming for Obs. Essay

Thursday, Sept. 2

thesis statement discussion and activity, intro activity, conclusion activity

**\*read 88-95 of TSIS**

## Week Three:

Tuesday, Sept. 7

paragraph unity/transition activity, "show, don't tell" activity

**\*intro for Observation Essay due Sun., Sept. 5 by 6 p.m. through email**

Thursday, Sept. 9

discuss what it means to revise, peer workshop of Obs. Essay drafts

**\*full draft of Observation Essay due (bring three copies)**

## Week Four:

Tuesday, Sept. 14

**\*class cancelled for mandatory conferences**

Thursday, Sept. 16

surprise guest presentations

**\*polished Observation Essay due**

**\*Revision Reflection for Observation Essay due**

**\*read 1-27 of TSIS, read selected articles**

**\*complete #2 on page 14 of TSIS**

## Week Five:

Tuesday, Sept. 21

introduction to argument, in-class *They Say, I Say* group work

**\*read 28-38 of TSIS and selected articles**

Thursday, Sept. 23

discussion of articles, believing/doubting game

**\*read 39-73 of TSIS**

## Week Six:

Tuesday, Sept. 28

presentations of paper topics

**\*intro for Argue Against a Position Essay due Sun., Sept. 26 on 6 p.m. by email**

Thursday, Sept. 30

peer workshop of Argue Against a Position Essays

**\*full drafts of Argue Against a Position Essay due**

## Week Seven:

Tuesday, Oct. 5

tour of Booth Library, in-library activity

**\*polished Argue Against a Position Essays due**

**\*Revision Reflection due for Argue Against a Position Essay**

**\*read selected article and 74-87, 101-114 of TSIS**

Thursday, Oct. 7

discussion of articles, discussion of longer Argumentative Research Essay

**\*read selections from Contemporary Reader**

## Week Eight:

Tuesday, Oct. 12

in-class discussion of articles, believe/doubt activity

Thursday, Oct. 14

in-class presentations of topics for Argumentative Research Essays

**\*Proposal for Argumentative Research Essay due**

Week Nine:

Tuesday, Oct. 19 in-class research methods, evaluating sources discussion, citing sources  
**\*introduction for Arg. Research Essay due**  
Thursday, Oct. 21 in-class *They Say, I Say* activities  
**\**They Say, I Say* homework due**

Week Ten:

Tuesday, Oct. 26 transition template activity using *They Say, I Say*, grammar workshops  
Thursday, Oct. 28 peer workshop of Argumentative Research Papers  
**\*full drafts of Argumentative Research Paper due**

Week Eleven:

Tuesday, Nov. 2 Arg. Research Essay presentations, anticipating the opposition activity  
Thursday, Nov. 4 Arg. Research Essay presentations, review of final editing and proofreading strategies, discuss final questions surrounding the essays

Week Twelve:

Tuesday, Nov. 9 **\*class cancelled for mandatory conferences**  
Thursday, Nov. 11 discussion of Analysis Essay, possible research methods, practice with book/song  
**\*Argumentative Research Essay due**  
**\*Revision Reflection due for Argumentative Research Essay**

Week Thirteen:

Tuesday, Nov. 16 final editing and proofreading methods discussion, spell check activity  
**\*introduction for BC or Song Analysis due by noon on Monday, Nov. 15**  
Thursday, Nov. 18 peer workshop of Book Cover or Song Analysis Essays  
**\*full draft of Analysis Essay due**  
**\*read sample Lit. Narratives, note one thing you might include in your own**

Week Fourteen:

**NO CLASS – Thanksgiving Break**

Week Fifteen

Tuesday, Nov. 30 discussion/quiz over Literacy Narratives, pre-writing exercises for Lit. Narr.  
**\*polished Book Cover Analysis Essay due**  
**\*Revision Reflection due for Book Cover Analysis Essay**  
Thursday, Dec. 2 peer workshop Literacy Narrative drafts  
**\* full draft of Literacy Narrative due**

Week Sixteen:

Tuesday, Dec. 7 **\*class cancelled for mandatory conferences**  
Thursday, Dec. 9 class/writing process review game  
**\*polished Literacy Narrative due**  
**\*Revision Reflection for Lit. Narrative due**  
  
**\*\*\*Semester Reflection due during Final Exam period**

*\*Note: the syllabus is subject to change at anytime per my discretion.*

