

Summer 6-15-2001

ENG 1001-001: Composition and Language

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English 1001 Summer 2015

Language and Composition

Prof. Angela Vietto

Office: 3345 Coleman Hall

Office hours: MTWR 1:00-1:30 (in office)
MTWR 3:45-4:30 (in lab)
and by appointment

Cell phone: 217-549-3203 (you may text or call
between 9 AM and 9 PM)

Email: arvietto@eiu.edu (but you'll get a
quicker answer if you call or text)

Why We're Here: Learning Objectives This class is designed to help you develop writing skills for use in college, in your future career, and in your life as a citizen. It's impossible to predict *exactly* what writing tasks you'll face in a career you haven't even begun or in your travels as a student and citizen. So, to be useful a writing class must help you develop three things: rhetorical adaptability, careful critical thinking, and awareness of those rules and expectations that apply in many writing situations. To be specific, students who successfully complete this course will:

- **Develop effective writing processes** for producing documents
- Produce **informative, analytical, evaluative, and persuasive** writing
- Implement **reading processes** to evaluate sources
- **Adapt written texts** to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to **transfer writing processes, understanding of rhetorical principles, and genre awareness to other writing situations**
- Find appropriate sources through **secondary research**, including the use of academic databases
- **Integrate sources ethically and appropriately** using at least one recognized citation style
- Use effective language and delivery skills through **speaking opportunities**
- Present work in **Edited American English**

Texts to be issued by Textbook Rental:

Greene & Lidinsky, *From Inquiry to Academic Writing*

Hacker, *A Pocket Style Manual*

Also required:

- a folder for handouts
- a notebook or section of a notebook dedicated to this class
- access to D2L/EIU Online, both during and outside class (requires your EIU ID and password)
- use of Microsoft Word both inside and outside of class

Recommended:

- headphones for *occasional class-related* use
- flash drive

Students with disabilities If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Grading and Major Assignments*

Homework, in-class writings, quizzes		10%
Attendance & contribution		10%
Formal essays using research		
1	Career profile (3-4 pp.)	5%
2	Employer analysis (4-5 pp.)	10%
3	Public persuasion (6-7 pp.)	15%
4	Media analysis (7-8 pp.)	15%
Other projects		
A	Media review (3 min.)	5%
B	Career presentation (3 min.)	5%
C	Public position statement (2 min.)	5%
D	Prospective resume & job letter (2 pp.)	5%
E	Legislator letter (1-2 pp.)	5%
F	Reflective essay (2-3 pp.)	10%

* Students must submit all of essays 1-4 & projects A-F pass the class. Also see the statements on academic honesty.

Homework

Research on how people develop into excellent writers shows that it's a lot like the way people develop into excellent athletes or musicians — practice, practice, practice (and some good coaching).

Moreover, in college, the work you do out of class is at least as important to your learning as what happens in class. You should expect about two hours of out-of-class work for every hour of in-class time.

Late Work

Assignments will come with both a due date *and* a time. In some cases, you will have two assignments due at different times. Meet these deadlines. Phone or text me if you are having trouble meeting a deadline. Often, students who are having trouble getting work done by a deadline are misunderstanding the assignment, making it more difficult than necessary, or missing some “how-to” step that was presented in class. I can help you with these things.

That said, meeting deadlines is both an important writing skill and an essential employability skill. So all late work will receive a grade penalty. Excessively late work (in this class, excessively late means a day or more) will receive a 0 unless you have spoken with me (in person or by phone) and I have approved an extension.

Final Grading Scale

A	90-100%
B	80-89.99%
C	70-79.99%
NC	69.99% and below

Note: NC is a special grade used in only a few courses. It stands for “No Credit,” which means the course must be repeated to fulfill the requirement. Unlike a D or an F, however, NC does not affect a student's GPA.

Attendance and contribution

Regular attendance and *thoughtful, active contribution* are essential to success in this class. For this reason, I will assign you a contribution grade on a 10-point scale for each day of class (when you miss class, of course, your contribution grade for that day is 0).

Since this is a transitional course from high school, and since standards of classroom conduct vary widely from one high school to another, a detailed description of my expectations is provided in D2L. We will discuss this list in class.

In general, I expect that you will conduct yourself professionally, as someone whose primary full-time job is to learn, who is part of a community that shares that goal, and who wants to make the best possible educational use of class time.

Where to get help

Instructor Your first stop when you want help with this class should be me. I will be *delighted* to talk with you in office hours. And remember you may call or text me from 9 AM to 9 PM.

The Writing Center For even more help with writing in this *or other classes*, you can meet with the consultants at the Writing Center, who are trained graduate students in English. The Writing Center is just a few doors down the hall from our classroom. Know your assignment when visiting.

The Student Success Center Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Academic Honesty

EIU statement on academic integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

English Department Statement on Plagiarism: 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 own original work" (*Random House Dictionary of the English Language*) has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Vietto's Statement on Academic Integrity: Do your own work, including your own editing and proofreading. We will discuss how to avoid plagiarism and how to work with peer readers usefully. If you have any doubts or concerns at any time, ask me. When *carelessness* amounts to plagiarism, I require revision to eliminate all plagiarism before I will accept the work. When I discover evidence of *intentional* cheating of any kind (including plagiarism), I assign a grade of F for the course and report the violation to the Office of Student Standards.

Schedule

Our class will meet in two separate rooms: 3120 (lab) and 3170 (regular classroom). Most days, we will *start* in 3170. However, on any day that you arrive and see that 3170 is locked, check to see if there's a sign on the door directing you to 3120.

Below, you'll see I've listed materials for you to bring to class each day. "The basics" means: bring your folder and notebook dedicated to this class and something to write with, plus you should *know* or *have written down* your password for your EIU ID, and if you are planning to use a flash drive rather than web storage, then you should have the flash drive every day as well.

The listings below *summarize* due dates. Actual instructions for assignments will be in D2L and for major essays and projects will be provided on paper as well.

Whenever reading is assigned as homework, you should be prepared for an *open-note* reading check in class. (That means you want to take notes about the readings in your notebook.)

Week 1

Tuesday, June 16

Bring to class: the basics.

In class: Introductions: The course. You, me. What is academic writing? "Seed" writing. Essays 1 and 2, Project A.

Homework: All assignments due by the start of class on Wednesday: Brainstorming activities for Essay 2 and Project A. Read in *From Inquiry to Academic Writing*: "Identifying Types of Claims," 51-57, complete activity on p. 57. Read Chapter 9, "From Introductions to Conclusions," 247-271. Read "Avoiding Plagiarism" and "Integrating Quotations into Your Writing," pp. 180-186.

Wednesday, June 17

Bring to class: the basics.

In class: Reading check and follow-up discussion. Discuss note-taking for informational writing. Lab time to work on Project A and Essay 1.

Homework: By 9:30 AM Thursday: Upload PPT for Presentation A. Everything else due by start of class Thursday: Read all provided materials, for Essay 1, take notes, draft and upload an outline. Plan and rehearse media presentation.

Thursday, June 18

Bring to class: the basics.

In class: Media review presentations. Feedback on draft outlines for Essay 1. Discuss synthesis, review integrating quotes. Review development of paragraphs, intros, conclusions. Choose employer for Essay 2. Discuss research phase.

Homework: Due by 11 PM Friday: Newspaper reading through library website + discussion posting. Due by 11 PM Sunday: Complete first draft of Essay 1. Comment on at least two classmates' posts in the discussion board. Due by start of class Monday: Research for Essay 2; outline and annotated bibliography.

Week 2

Monday, June 22

Bring to class: the basics.

In class: Information literacy and public policy. Class selection of public policy topics to explore together. Feedback on first draft of Essay 1. Discuss types and stages of revision and editing.

Homework: All assignments due by start of class on Tuesday: Revise Essay 1 for content, organization, incorporation of sources. In *From Inquiry to Academic Writing*, read ch. 8, “From Ethos to Logos” 199-236.

Tuesday, June 23

Bring to class: the basics + Hacker, *Pocket Style Manual*.

In class: With second draft of Essay 1, edit for style. Feedback on outline and bib for Essay 2. Discuss starter readings for Essay 3.

Homework: All assignments due by start of class on Wednesday: Revise Essay 1 for style and upload. Complete first draft of Essay 2. Complete starter readings for Essay 3.

Wednesday, June 24

Bring to class: the basics + Hacker, *Pocket Style Manual* + headphones if you prefer video for learning about correctness issues.

In class: Reading check. Discussion of starter readings and inquiry possibilities for Essay 3. Edit Essay 1 for correctness/discuss proofreading strategies. Peer review of Essay 2 for content, organization, incorporation of sources. Discuss Project B.

Homework: Due by 10 PM Wednesday: Topic proposal for Essay 3. Due by 9 AM Thursday: Draft one PPT slide and outline for Project B. Due by start of class Thursday: Final version of Essay 1. Revision of Essay 2.

Thursday, June 25

Bring to class: the basics + Hacker, *Pocket Style Manual*.

In class: Style work with Essay 2. Feedback on topic proposals for Essay 3. Feedback on Project B materials. Time to work on research for Essay 3.

Homework: Everything due by start of class Monday: Revise essay 2 for style. Revise slides for B and rehearse presentation. Research for Essay 3; annotated bibliography and research progress report.

Week 3

Monday, June 29

Bring to class: the basics + Hacker, *Pocket Style Manual* + headphones if you prefer video for learning about correctness issues.

In class: Presentations B. Edit Essay 2 for correctness. Collaborative work on next steps in research for Essay 3.

Homework: Everything due by start of class Tuesday: Upload final version of Essay 2. Read and take notes on new research materials for Essay 3. In *From Inquiry to Academic Writing*, review ch. 8, and read “Analyzing Arguments,” 58-63.

Tuesday, June 30

Bring to class: the basics

In class: Reading check. Discussion of argument. Feedback on Essay 3 preliminary materials. Hands-on work time on Essay 3.

Homework: Due by the start of class on Wednesday: Complete first draft of Essay 3.

Wednesday, July 1

Bring to class: the basics

In class: Self/peer review Essay 3 for content, logic, organization. Upload a revised version by the end of class.

Homework: All due by the start of class on Thursday: In *From Inquiry to Academic Writing*, read Postman, “Television as Teacher,” and hooks, “Seeing and Making Culture,” pp. 421-437. Mid-term reflective writing.

Thursday, July 2

Bring to class: the basics + *From Inquiry to Academic Writing* + Hacker, *Pocket Style Manual* + headphones if you prefer video for learning about correctness issues.

In class: Reading check. Discuss Postman and hooks and Essay 4. Feedback on Essay 3. Edit for style, correctness.

Homework: All due by the start of class on Monday: Finish final revisions of Essay 3 and upload. In *From Inquiry to Academic Writing*, read Buckingham, “Childhood in the Age of Global Media,” 589-602, Hade, “Lies My Children’s Books Taught Me,” 563-572 and Johnson, “Why Games Are Good for You” 481-494.

Week 4

Monday, July 6

Bring to class: the basics + *From Inquiry to Academic Writing*

In class: Reading check. Discuss Buckingham, Hade, and Johnson. Introduce C and D.

Homework: Due by 9 PM Monday: PPT slide/s for C. Due by start of class Tuesday: Prepare and rehearse C. Complete draft of D. In *From Inquiry to Academic Writing*, read Teare, “Harry Potter and the Technology of Magic,” 548-561; Siering, “Taking a Bite out of Twilight” 438-441.

Tuesday, July 7

Bring to class: the basics + *From Inquiry to Academic Writing*

In class: Introduce Project E. Presentations C. Discuss Teare, Siering.

Homework: Due by the start of class Wednesday: Draft E. In *From Inquiry to Academic Writing*, read Pollitt, “The Smurfette Principle,” 544-547 and Bessière et al., “The Ideal Elf” 495-503. Make a list of 3 possible topics for Essay 4.

Wednesday, July 8

Bring to class: the basics + *From Inquiry to Academic Writing* + Hacker, *Pocket Style Manual* + headphones if you prefer video to text for learning about correctness issues.

In class: Peer review E. Revise and edit E. Feedback on D. Discussion of Pollitt and Bessière. Discuss possible topics for Essay 4 and how to make a research plan.

Homework: Due by the start of class Thursday: Upload final D and E. Topic proposal and research plan for Essay 4.

Thursday, July 9

Bring to class: the basics

In class: Peer review/conference on topic proposal and research plan. Start research.

Homework: Due by 9 AM Monday: Essay 4: research, annotated bib, progress report.

Week 5

Monday, July 13

Bring to class: the basics

In class: Review as needed. Feedback on Essay 4 materials. Assign F.

Homework: Due by start of class Tuesday: Partial draft or outline + draft of Essay 4.

Tuesday, July 14

Bring to class: the basics

In class: Work on Essay 4; peer review when ready. Work on F if you prefer.

Homework: Due by start of class Wednesday: Complete draft of Essay 4.

Wednesday, July 15

Bring to class: the basics + Hacker, *Pocket Style Manual* + headphones if you prefer video to text for learning about correctness issues.

In class: Edit Essay 4 for style and correctness; work on F.

Homework: Upload final Essay 4 and continue work on F.

Thursday, July 16

In class: Edit F for style and correctness. Due at the end of class.

No final exam in English 1001.

Projects Are Opportunities to Develop Skills For the Future

Transferrable Skills	Essay 1	Essay 2	Essay 3	Essay 4	Project A	Project B	Project C	Project D	Project E	Project F	
Writing process											
Informative writing											
Analytical writing											
Evaluative writing											
Persuasive writing											
Critical reading											
Adapt writing											
Use library databases											
Evaluate online sources											
Use sources appropriately											
Correctly use a recognized citation style											
Practice spoken delivery											
Edit your writing for correctness											
Enhance sentence style											
Understand how to transfer skills to new settings											
	→	→	→	increasing	→	→	→	independence	→	→	→