

Spring 1-15-2015

# ENG 1001-005: Composition & Language

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ENG 1001G Composition and Language  
Section 005 Meets TTH 12:30 - 1:45  
Instructor: L. A. Berry (Ms Berry or Ms B)  
Office Hours: 9:30 to noon, TTH Coleman 3836  
Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

**Required Text/Materials:**

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing*. Boston: Bedford/St. Martin's, 2012.  
Post-it™ notes and folder for assignments

**Catalog Course Description:**

Graded (A, B, C, N/C) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

**My Personal Course Description:**

Assignments are designed to improve ability to read critically, summarize college level articles accurately, synthesize ideas and arguments from multiple sources, and contribute to academic "conversations." Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level.\*

**\* Consistent with the Policy on Credit Earned at Eastern Illinois University:**

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

**EIU Policy on Attendance**

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work ([110 ILCS 122/](#)); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

**My Personal Attendance Policy:**

Work done in-class and cannot be made up. Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons. Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation. Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity. Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable.

Absences not eligible for make-up privileges will result in the loss of one point.

### Assignments in this course require you to:

Ask questions and engage diverse perspectives. (Critical Thinking Goal 1) Seek and gather data, information, and knowledge from experience & texts. (Critical Thinking Goal 2) Understand, interpret and critique relevant information & knowledge. (Critical Thinking Goal 3) Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4) Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5) Create defensible arguments. (Critical Thinking Goal 6) Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing & Critical Reading Goal 1) Craft cogent defensible analyses, evaluations, and arguments. (Writing & Critical Reading Goal 2)

Produce essays that are well-organized, focused, and cohesive. (Writing & Critical Reading Goal 3) Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing & Critical Reading Goal 4) Understand, question, analyze, and synthesize complex textual sources. (Writing & Critical Reading Goal 5) Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing & Critical Reading Goal 6) Collect and employ source materials ethically and understand their strengths and limitations. (Writing & Critical Reading Goal 7) Appropriately undertake impromptu presentations, debates, and discussions (Speaking and Listening Goal 2) Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

### Departmental Policy 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. **In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.**

### University Policy on Writing Portfolios:

Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

### University Policy on Academic Integrity—

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

### University Policy on 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). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

### University Policy on The Student Success Center—

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text 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.

Main Assignments	(minimum length)	Points possible
Report on classroom observation	(4 pages)	50 points
Summary of Loewen	(3 pages)	50 points
Synthesis	(4 pages)	100 points
Analysis of webpage	(4 pages)	100 points
Analysis of EIU/Edmundson	(10 pages)	150 points
Participation (discussion & group)		50 points

Final grade: 500-450 = A, 449-400 = B, 399-350= C, 349 and below = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the advice in writing subsequent papers.

#### Policies/Practices:

- ✦ An un-verified absence or not having your text or the required assignment for class will result in a five-point deduction from your grade. Tardiness or leaving early count will be a two-point deduction.
- ✦ Late papers lose 10 points for each day (or portion thereof) past the deadline
- ✦ Cell phones and other electronics should be absolutely out of sight. Violation results in a 20-point deduction. No mitigating circumstances will be considered.
- ✦ Major assignments must be submitted electronically via Panthermail. Attach a Word document. Name the document using your last name.
- ✦ You must schedule at least one conference prior to the 10<sup>th</sup> week of class; failure to do so results in a 20-point deduction from your grade.
- ✦ There is no extra credit.
- ✦ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the rubric used for assessing the assignment. I will consider the merit of your argument, but there's no guarantee I'll change the grade.

Daily Schedule: You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; **outline or take notes**. Keep in mind that your education consists largely of the work you do independently; what we do in class is a means of monitoring your progress. **Assigned essays/homework must be typed.**

- Jan 13      Go over syllabus and elaborate on goals/expectations for the class.  
Binary thinking/Lenses/close reading/annotation/rhetorical analysis/synthesis
- Jan 15      Reading assignment (must be completed prior to class) 1 - 14, 36 - 9  
From Inquiry to Academic Writing.  
DUE/hardcopy: Steps to Inquiry about something that you see on campus, or in the *Daily Eastern News*; write this up as instructed in Tues class.

- Jan 20 Prior to class: Read 51 - 63 "Hidden Lessons" and steps for analysis
- Jan 22 Prior to class: Read 344 - 50 "How Male and Female Students Use Language Differently" in From Inquiry to Academic Writing.  
DUE/hardcopy: Brief rhetorical analysis of Tannen's article (see 38): Annotate (with post-it notes) where Tannen uses a sociological or anthropological frame, where she uses the concept of "ritual opposition," where she addresses disagreement, and connections with the Sadkers' article
- Homework: Record differences in male/female behavior in 3 classes.  
Bring laptop for work in class on Tues. Arrange an appointment as explained in class.
- Jan 27 DUE/hardcopy: record of different behavior. Share data/work on report of observation. Discuss options for adding research on gender
- Jan 29 Use class time to interview an instructor (Can schedule conference)  
DUE/e-mail attachment: Report on classroom observation
- Feb 3 Prior to class: Read 358 - 72 "Why Are All the Black Kids Sitting together in the Cafeteria?" in From Inquiry to Academic Writing. Be able to answer *Reading as a Writer* questions (372). Use post-it notes to mark where Tatum uses the various strategies mentioned in these questions.  
Read 139 - 143. Using the information from this section, write a paraphrase of paragraph 10 on page 361.
- Feb 5 Prior to class: Read 144 - 51 Use this info as instructions for summary  
DUE/hardcopy: summary of Tatum's article.  
Ongoing Homework: Through personal observation and/or examination of coverage in the *Daily Eastern News*, compile an annotated list of activities, events, situations that demonstrate situations impacted by gender and race on the EIU campus. Consider research, claims and supporting evidence in the essays we've studied so far. What connections can you make with these?
- Feb 10 See *Writing as a Reader* question 2 on 350 and mark spots in Tannen's and Tatum's essays that would help you write the essay described.  
Read 73 - 81, 152 - 3, the annotations on 153 - 64, 165 - top of 170.
- Feb 12 DUE/hardcopy: Synthesis worksheet on articles by Sadker, Tannen, Tatum (Build on connections you have made already.)
- Feb 17 Work with partner(s) on synthesis essay (Can schedule conference)
- Feb 19 Prior to class: Read "From Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong" 383 - 403. Chose one significant paragraph and paraphrase it. Chose two significant quotes.  
DUE/e-mail attachment: Collaborative synthesis (part of participation grade)

- Feb 24 Prior to class Read: 182 - 6, "Patriotism and Cosmopolitanism" 667 -73  
DUE/hardcopy: Essay comparing Loewen's and Nussbaum's ideas about what is required for a successful education in America. In their opinions, how and why does the American educational system currently fall short?
- Feb 26 Prior to class Read: "Education and Cosmopolitanism" 674 - 77.  
Read the first two sentence in *Writing as a Reader* question 2 on 678.  
Annotate Scott's and Tatum's essays in regard to these issues.  
DUE/e-mail attachment: Summary of Loewen
- Mar 3 Prior to class Read "On the Uses of a Liberal Education" 322 - 36 Look at the first sentence in *Writing as a Reader* question 1 on 336. Annotate Edmundson and Tannen in regard to this.
- Mar 5 Prior to class Read 205 - 18  
DUE/hardcopy: Answer to *Reading as a Writer* # 1 on 336. Include specific references from the text to support your analysis.
- 10 DUE: Synthesis sheet including Loewen and two other writers  
12 DUE: Synthesis sheet including Nussbaum and two other writers  
Break
- Mar 24 Writing day (Conference can be scheduled.)  
This is the last week to schedule required conference
- Mar 26 DUE/e-mail attachment: Synthesis essay incorporating references to a minimum of one of the following: "From Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong," "Patriotism and Cosmopolitanism" or "On the Uses of a Liberal Education" and a minimum of two other assigned essays of your choice.
- Mar 31 Prior to class Read 236 (Analyzing Visual Rhetoric) - 46 Review 205 - 18  
Apr 2 Examination of websites
- Apr 7 Discussion of final project  
Apr 9 Writing day  
DUE: web analysis
- Apr 14 Prior to class Read 295 - 7, Interviewing 307 - 16  
Apr 16 Surveying
- Apr 21 Interviewing day  
Apr 23 Interviewing day
- Apr 28 DUE/hardcopy: Data from interview/focus group/survey  
Are you actually drawing conclusions?  
Apr 30 Writing day DUE/e-mail attachment EIU analysis