

Fall 8-15-2014

# ENG 1001G-003: Composition and Language

John Moore  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_fall2014](http://thekeep.eiu.edu/english_syllabi_fall2014)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Moore, John, "ENG 1001G-003: Composition and Language" (2014). *Fall 2014*. 7.  
[http://thekeep.eiu.edu/english\\_syllabi\\_fall2014/7](http://thekeep.eiu.edu/english_syllabi_fall2014/7)

This Article is brought to you for free and open access by the 2014 at The Keep. It has been accepted for inclusion in Fall 2014 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

## English 1001G-003

### Composition and Language

Coleman Hall 3120/3130: TR 8:00-9:15

Prof. John David Moore

**Office:** Coleman Hall 3771      **Office Hours:** TTR 9:30-11:00; 12:30-2:00 & by Appointment

**\*E-mail:** [jdmoore@eiu.edu](mailto:jdmoore@eiu.edu)

**Official Catalogue Description** (3-0-3) 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. C1 900R WC

#### Texts

Lester Faigley, *Writing: A Guide for College and Beyond*. 3<sup>rd</sup> edition.

Linda Peterson, et al., *The Norton Reader*, 13<sup>th</sup> edition.

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*.

Diane Hacker, *A Pocket Manual of Style*, 6<sup>th</sup> edition.

#### Special Information about ENG 1001-G and about the EWP

Students enrolled in 1001-G must have scored at least a 15 on the English section of the ACT. See me immediately if you scored a 14 or below or if you have no ACT score on file with EIU. As a graduation requirement, you must submit 3 essays to be included in your Electronic Writing Portfolio; you may choose to submit an essay from this class to help fulfill that obligation. Please go to [www.eiu.edu/~assess/ewpmain.php](http://www.eiu.edu/~assess/ewpmain.php) for complete information.

#### EIU Learning Goals for this Course

Critical Thinking EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.

2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

**Writing and Critical Reading** EIU graduates write critically and evaluate varied sources by: Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.

1. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
2. Producing documents that are well-organized, focused, and cohesive.
3. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
4. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
5. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
6. Collecting and employing source materials ethically and understanding their strengths and limitations.

**Speaking and Listening** EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.

4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Using active and critical listening skills to understand and evaluate oral communication.

### **Policies, Rules, Regulations, Requirements**

- 1.) Writing Groups.** In the first week of class you will be assigned to writing groups of three students each. You should sit with your group during every class meeting. With your group you will be responsible for peer response to each other's writing, peer editing, and for producing a collaborative paper at the end of the semester. Also you should use your writing group as contacts to find out what you have missed if you should be absent from any class meetings.
- 2.) Major Writing Assignments:** This course requires that you produce a minimum of 5000 words/ 20 pages of writing over the course of the semester. The 20 pages of required writing will be covered in four major papers, two of which will involve documented research and one of which will be a collaborative writing project produced by your writing group. The collaborative project will receive two grades – an individual grade based on your group's evaluation of your contribution, and a grade for the project itself.
- 3.) Presentation of final Group Project:** Writing groups will be responsible for a fifteen-minute graded oral presentation of their final writing projects on the last class day of the semester.
- 4.) Conferences:** Once in the semester, classes will be cancelled and replaced by 10-20 minute individual conferences to discuss your writing progress in the course. Missed conferences without an excused absence

cannot be made up and will result in loss of half a letter grade in your final grade for the course.

- 5.) **MLA Style:** Use MLA (Modern Language Association) style for the layout of your paper and for the documentation on your Works Cited page, and for the in-text citations referring readers to this list.
- 6.) **Final Exam:** There is no final exam for ENG 1001-G.
- 7.) **You must complete all major assignments to pass the course.**

- 8.) **Late Work:** No late work will be accepted unless you have made acceptable arrangements with me BEFORE the due date. "Before" means at least 24 hour notice. Late work, when acceptable, is graded down one letter grade for each day it's late, unless due to an excused absence.

- 9.) **Attendance:** Obviously required. If you are absent, it is **your** responsibility to find out what you missed and if changes were made to the tentative syllabus while you were gone. Keep in contact with the members of your writing group for this information. **Do not contact me for information about what you have missed.**

**Excused absences** are granted only for serious and verifiable reasons (such as illness documented with a doctor's note), NOT for matters of personal convenience, nor for illnesses or emergencies for which you have failed to provide verification. You must initiate the process of documenting your absence as excusable; merely emailing to say you will miss a class is NOT acceptable verification of the legitimacy of your absence. I reserve the right to determine what is/is not an excused absence.

**Attendance is recorded daily at the start of class. If you are more than five minutes late for class you will not be admitted and will be marked as absent.** Four *un*-excused absences will result in the loss of half a letter grade from your final grade, eight un-excused absences will result in loss of a whole letter grade, and ten unexcused absences result in loss of one

and one-half letter grades from your final grade. If you accumulate more than ten absences, excused or not, you should consider dropping the course since you will have missed roughly a third or more of the semester and shouldn't expect anything better than a NC should you remain in the class. If you need to miss class due to illness, a university event or other legitimately excusable reason, you should notify me as soon as possible and be prepared to provide documentation of the situation. (Otherwise I won't be able to keep track of how often your grandmother dies).

- 10.) Make-up Work:** You cannot make up work missed in class. Part of your final grade is based upon daily activities: contributions to class discussions; daily writing and revision; a presentation; peer evaluation; conferences, and other activities that can be completed only if you're here.
- 11.) Textbooks and Flash Drives:** You are REQUIRED to bring texts with currently assigned reading material in them to class on the days for which those readings are assigned. Students without the relevant book(s) will be asked to leave the class. You are also REQUIRED to keep all your class work on a flash drive which must have with you in class at all times, regardless of whether or not we are meeting in the computer classroom.
- 12.) Classroom Etiquette:** You will be expected to demonstrate courtesy to others in the classroom. Listen attentively when others are speaking. Cell phones must be turned off. No iPods or other tech entertainment crap. When working in the computer lab, restrict screen time solely to class work.
- 13.) Grading:** English department standards will be used to determine grades on all written work, rather stringent guidelines that evaluate not only the quality and development of your ideas, but also your style, organization, grammatical proficiency, etc. (see the Guidelines sheet attached to this syllabus). Grading is managed on a four point scale: 4.0-3.6 A; 3.5-2.5 B; 2.4-1.4 C; 1.3-0.3 D/NC; 0.2 -0.0 F/NC. Again, you must

earn at least a C to pass the course. The four major papers and the final group presentation count equally with the averaged grade for all minor writing assignments and exercises.

- 14.) Plagiarism:** 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 original work’ – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course.” In less severe forms plagiarism may involve problematic citations and paraphrases that, though they suggest honest attempts to satisfy academic standards, will require revision before a grade can be assigned. Until documentation is corrected, the assignment's grade will remain a zero. NOTE: Consultants at **The Writing Center** can help you with the mechanics of correct quotation, paraphrase, summary, and citation of primary and secondary sources. They will also be happy to work with you on any other writing difficulties that may be threatening the acceptability of your work. Call for an appointment (581-5929) or drop in (CH3110) and be sure to bring materials – assignment sheet, drafts, copies of sources – with you. The Writing Center's hours are Monday through Thursday 9 am – 3 pm & 6—9 pm, and 9 am – 1 pm Fridays.
- 15.) Acceptable and Unacceptable Help with Your Writing:** Acceptable Help. Consulting with me; working with your writing group; working with tutors in the Writing Center (Coleman Hall 3110).  
Unacceptable Help. Having someone else (family, friend, the English major on your dorm floor) identify and correct your grammatical mistakes for you; taking anyone else’s ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which any portion has come from anyone else’s essay (including fraternity and

sorority files) or from an Internet site, term paper company, or any other cheat source, or submitting an essay you wrote for another class.

- 16.) Disabilities:** Students with documented disabilities should contact the Office of Disability Services (581-6583) as soon as possible so we can work out appropriate accommodations.

### **Tentative Syllabus**

**Reminders:** This class alternates between a computer lab (3120) and a regular classroom (3130) on a weekly basis. Bring applicable books to class. If you fail to bring the text we will be working with, you'll be told to leave. Reading assignments are to be completed BEFORE coming to class on the date listed. Since this syllabus is tentative, expect changes.

#### **Week I Aug. 26-28 (CH3120)**

T Introduction to the course and policies. In-class writing sample.

TR Appointment of writing groups. Getting to know your group and how to contact them.

First paper topic description and discussion.

Reading for Tuesday: Ian Frazier, "Take the F." (*Norton*, 154-160); Faigley, Chapter 7, 110-119.

Writing for Tuesday: Write one page describing what characterizes Frazier's style of writing in this essay.

#### **Week II Sept. 2-4 (CH3130)**

T Discussion of Frazier essay and analysis of Mary Roach essay in Faigley.

TR Draft of First Paper Due. Bring two copies to class. Peer review of drafts in your writing groups.

Reading for Tuesday: Faigley, "Avoiding Errors," 669-667.



**Week III** Sept. 9-11 (3120)

T Work on revision/editing.

TR **First Paper Due.** Turn in draft with finished paper. Be sure you retain a copy of the finished paper.

Introduction to Second Paper: Observation to Analysis to Proposition.

Reading for Tuesday: David Guterson, "Enclosed. Encyclopedic, Endured: The Mall of America." (*Norton*, 161-174)

Writing for Tuesday: Write one page describing the style and organization that characterize Guterson's essay.

**Week IV** Sept. 16-18 (3130)

T Discuss Guterson essay. Work on and discuss focused idea(s) for a proposal based on your first paper. Issues of Audience.

Reading for Thursday: Faigley, "Proposal Arguments," 463-464.

TR Writing group discussion of possible reusable material in first paper.

Reading for Tuesday: Faigley, "How to Write a Proposal Argument," 504-513.

**Week V** Sept. 23-25 (3120)

T Work on creating an opening problem/proposed solution paragraph.

TR Work on rough drafts to be submitted to me electronically by 4:00 pm Friday. Bring two copies of the draft with my comments to class on Tuesday.

**Week VI** Sept. 30-Oct. 2 (3130)

T Review draft comments with writing groups and discuss revision.

TR Class critique of selected drafts.

Reading for Tuesday: Faigley, Chapter 28, "Understanding Punctuation and Conventions," 679-687.

**Week VII Oct. 7-9 (3120)**

T Work on revision and editing

TR **Second Paper Due.** Introduction to third paper: Argument.  
Reading for Tuesday: Bill McKibben, "The Case for Single-Child Families."  
 (Norton, 295-304); Graff and Birkenstein, *They Say/I Say*, "Introduction,"  
 1-13; Chapter 2, "The Art of Summarizing," 28-37.

Writing for Tuesday: Write a one to one-and-a-half page summary of  
 McKibben's essay employing the advice in "The Art of Summarizing."

**Week VIII Oct. 14-16 (3130)**

T Class review of Summaries. Discussion of McKibben's argumentative  
 approaches.

Reading for Thursday: Caroline Bird, "College is a Waste of Time and  
 Money." (Norton, 372-380); Graff and Birkenstein, Chapter 3, "The Art of  
 Quoting," 39-47, Faigley, Chapter 20, "Finding Sources," 567-576. Writing  
 for Tuesday: Write a one page summary of Bird's argument that  
 incorporates two quotations from the essay.

TR Discussion of Bird essay summary and effective use of quotation.  
 Finding and evaluating sources.

**Sign up for conferences.**

Materials to bring to conference: 1. A rough and at least partial draft of  
 your third paper. 2. Copies of three sources you have or will use in your  
 draft. Highlight the portions you have or will employ.

**Week IX Oct. 21-23 (3120)**

T Conferences. Class Cancelled

TR Conferences Continued

**Week X Oct. 28-30 (3130)**

T Conferences Continued.

Reading for Thursday: Faigley, Chapter 26, "Writing Effective Sentences," 661-667.

TR Class Resumes. Using effective subordination. Editing for wordiness.

Reading for Tuesday: Faigley, Chapter 24, "MLA Documentation," 605-626).

**Week XI Nov. 4-6 (3120)**

T Work on final revision and documentation for third paper.

Reading for Thursday: Faigley, Chapter 18, "Working as a Team," 553-555.

TR **Third Paper Due.** Introduction to the collaborative research paper.

Breaking down the topic. Group topic assignments. Reading for Tuesday: Faigley, Chapter 19, "Planning Research," 561-565.

**Week XII Nov. 11-13 (3130)**

T Writing group work: devising a schedule and assigning responsibilities and out-of-class meeting times. Reading for Thursday: Faigley, Chapter 22, "Exploring the Field," 587-590; Chapter 23, "Writing the Research Project," 593-603.

TR Group presentation of sources

**Week XIII Nov. 18-20 (3120)**

T In-class work on Drafts

TR Continued in-class work on drafts. **Rough Drafts of Group Projects Due.** To be submitted to me electronically by 4:00 pm.

**Nov.25-27: Thanksgiving Break**

**Week XIV** Dec. 2-4 (3130)

T Group Progress Reports.

TR Group Progress Reports Continued.

Reading for Tuesday: Faigley, Chapter 16, Delivering Presentations, 545-547.

**Week XV** Dec. 9-11 (3120)

T Final in-class work on revision.

TR **LAST CLASS DAY Group Paper Due**

Fifteen minute oral presentations of group projects.