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# ENG 1001G-008: Composition and Language

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English 1001G-008  
Composition and Language  
Fall 2014

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Office Hours: 11 am-12pm T&R, and by appointment

ENG 1001G is a course in reading and writing, and you'll be doing a lot of both. Careful, attentive reading is the first step in the writing process; and writing well means writing often and writing for different purposes and different audiences. So you can expect assigned reading and writing for every class session.

### **Required Texts and Materials:**

- Greene and Lidinsky, *From Inquiry to Academic Writing*, available from Textbook Rental
- A folder for handouts and a notebook, both dedicated to this class
- Access to D2L/EIU Online, which requires your EIU username and password
- Access to MS Word outside of class
- Access to the Internet outside of class

### **Major Assignments** (*more detailed assignments sheets will be provided*)

#### **1. Career Exploration Assignment**

In this set of assignments, you will research a career that interests you using a collection of materials I will provide; you will also do some original research. You will produce two essays based on this research. (1) In the *reflective* (personal) *essay* you will explore how the research affected your thinking about pursuing this career. (2) In the *research synthesis*, you will present an overview of the research you have conducted that will be of use of other college freshmen considering the same career field.

These two essays will involve working with multiple sources of information, but for the most part your sources will be provided for you, and so will entries for your list of Works Cited. We will focus on your skill in synthesizing information from different sources along with your own analysis and commentary, your ability to appropriately integrate quotations, and your use of correct in-text citations.

#### **2. Cultural Analysis Assignment**

In this unit, you will work on developing your ability to find and evaluate sources independently. Based on readings from our textbook (readings that you will help select), you will "enter the conversation of ideas" and identify an issue in contemporary culture that is of interest to you. Broadly speaking, the "conversation" includes some general areas: Education, Media Studies, Business, International Relations, Biology, and Environmental Studies. But you will work to narrow your focus to something manageable and interesting. You will write two essays related to your specific and more focused topic. The first essay will allow you

to pursue your thinking on the topic and situate your thinking in relationship to essays in our texts related to your topic. As a conclusion to that essay, you will outline the questions you would like to research in order to understand your topic better and be able to speak and write about it as more of an expert.

For the second of these two essays (the longest of the essays in the class), you will synthesize your research on this topic and write an original argument on your topic. This is the major research project in the class. Although I will give you feedback along the way, you will be responsible for defining your questions, planning and conducting research, evaluating sources to decide which to use, choosing a documentation system and using it effectively—as well as, of course, developing your own original argument about your topic.

### 3. Narrative Assignment

In this last unit, you will write a narrative (an account of events designed to be interesting or useful to others). You will choose from a number of sub-genres for your narrative; you might choose to revise and expand a narrative written as homework earlier in the semester. You will also prepare a slideshow to accompany your reading of the narrative to the class, a presentation which will form the final assignment of the class.

### 4. Final Reflection

In the final assignment for the class, you will write an evidence-based essay describing your progress as a writer during this semester.

## Major Assignments and Grading

Homework & drafts of major essays	15%
Attendance & Participation	15%
Career Exploration Assignment	
• Reflective Essay (3)*	5%
• Research Analysis & Synthesis (4)	10%
Cultural Analysis Assignment	
• Reflection & Research Plan (3)	10%
• Research Synthesis & Argument (6)	25%
Narrative Assignment	
• Narrative & Evidence-based Essay (4)	10%
• Illustrated Presentation	5%
Final Reflection	5%

\* Numbers in parentheses indicate the page-length of each essay. And, keep in mind that you are expected to complete *all*, not just part, of *all* assigned work.

**The 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

A brief note on academic dishonesty: cooperation among all of you is encouraged, but submitting others’ work as you own is plagiarism. And plagiarism is not tolerated. No exceptions or excuses. Plagiarism will result in an immediate failure of the course and a report filed with the Office of Student Standards.

**Office Hours**—Make use of my office hours. Your first stop when you want additional help with this class should be my office hours. If my stated office hours don’t work for you, speak with me and we’ll find a time that will work.

**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. They are open M-R: 9-3 & 6-9; F: 9-1. Be sure you know the purpose and audience of the assignment you want to discuss; it’s hard for consultants to give you the best possible help if you can’t tell them these things.

**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.

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.

### ***The Fine Print***

**Catalog description:** ENG 1001G. A course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

### ***Learning Objectives***

Here are the official learning objectives for all sections of this class. These goals support the University's General Education Learning Goals in writing, speaking, critical thinking, and citizenship.

In successfully completing English 1001G, students will:

- 1) Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea.
- 2) Write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom they are directed.
- 3) Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers.
- 4) Develop research skills, including effective use of source materials and principles of documentation.
- 5) Develop skills in revising their own writing by participating in peer review workshops and by revising their essays.