

Fall 8-15-2011

ENG 1001G-009: Composition And Language

Rashelle Spear
Eastern Illinois University

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ENGLISH 1001G
COMPOSITION AND LANGUAGE
FALL 2011

3160 Coleman Hall
MWF 9 - 9:50 AM

MRS. RASHELLE SPEAR

Email: rlmcnair@eiu.edu

Office Hours: MWF 10 - 11 AM, and by appointment
2110 Coleman Hall

COURSE OBJECTIVES

The goals for this course are to acquaint you with the world of college writing and to prepare you as a writer for academic and professional purposes. Some of the questions we will seek to discuss and answer are why do we write, why is composition important, and what can developing your writing skills do for you? Among other skills you will hone, you will learn how to analyze, how to make a strong argument, and how to improve yourself overall as a writer, speaker, and a communicator.

TEXTS AND RESOURCES

Writing: A Guide for College and Beyond - Lester Faigley (WAG)

The Contemporary Reader - Gary Goshgarian (TCR)

In-Class Handouts

EIU Writing Center - 3110 Coleman Hall. WC Hours: Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. Friday hours of operation are 9 a.m. to 1 p.m.

Phone: 581-5929

ASSIGNMENTS AND GRADES

Attendance and Participation - 20%

In-class writing - 15%

Essay Assignments

Literacy Narrative - 5%

Argumentative Essay - 10%

Analysis Essay - 15%

Final Paper: Annotated Bibliography - 5%

Presentation Evaluations - 5%

Presentation - 10%

Research Essay - 15%

ATTENDANCE POLICY

What is a class without students? As such, I expect you to come to class regularly with all the necessary texts. You should also be prepared with assignments read, essays completed, and writing utensils in hand. You may have two excused absences, no questions asked. Use these wisely. All other absences, unless you provide the proper documentation, will reduce your Attendance and Participation grade. I'll take attendance each class meeting at the beginning of class, so arriving on time is an important way to make sure that I have your presence noted.

PLAGIARISM AWARENESS

Plagiarism will not be tolerated in this course. The following is the English Department Plagiarism Policy:

“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” (Random House Dictionary of the English Language)—has the right and the 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.”

If you feel that you are struggling with an assignment, come talk to me about the issues you are having. Don't resort to plagiarism.

THE WRITING CENTER

The Writing Center, located in Coleman 3110, is a great resource for writers at any stage in the writing process. If you are struggling with a paper, want some feedback, or just want to get another opinion about your ideas, the Writing Center can provide all of the above. You can either call or step into the Writing Center to make an appointment or walk in and ask if someone is available to talk with you about your writing. Remember, making an appointment guarantees that you will have a session with a writing consultant.

STUDENTS WITH DISABILITIES

If you have a documented disability and require specific accommodations, please let me know. Also, contact the Office of Disability Services at 581-6583.

THIS SYLLABUS IS SUBJECT TO CHANGE. I RESERVE THE RIGHT TO MAKE ALTERATIONS FOR THE BENEFIT OF THE CLASS AS THE SEMESTER PROGRESSES.

ELECTRONIC WRITING PORTFOLIO (EWP)

The Electronic Writing Portfolio (EWP) is the method by which the University is able to ensure that all graduates communicate as effective writers; it is a requirement for all Eastern students. The portfolio is a compilation of three samples of a student's writing. Those three EWP submissions may come from any undergraduate course for which the student has completed an appropriate writing assignment.

Students must deposit the first two submissions by the time they earn 60 credit hours; if they fail to do so, a registration hold will be placed at 75 credit hours. Students must deposit their final submission by the time they earn 105 credit hours. Transfer students who enter the University with a significant number of hours will be given some leeway on those deadlines, but we recommend that you try to submit your first EWP document as soon as possible.

Students whose first two submissions need improvement or are unsatisfactory will be required to take a diagnostic writing exam. Those who do not pass the exam with a minimal score will be required to complete a non-credit, one-semester-hour, small group/one-on-one writing tutorial. Papers must meet the following criteria to be submitted to the EWP:

1. The paper must be at least 750 words in length (approximately 3 pages).
2. It must be written in standard English.
3. It must be developed in a manner consistent with the demands of the discipline for which it was written.
4. It must contain a coherent writing sample that connects ideas within and between paragraphs. (Therefore, lists, lesson plans, and other such documents may not be submitted.)
5. Submissions may not be creative pieces, such as poems, short stories, or plays.

HOW DO I SUBMIT PAPERS TO MY EWP?

All students—new freshmen and transfers and continuing native students—will submit documents electronically, and all faculty will be approving documents electronically. To begin the submission process, go to <http://www.eiu.edu/~assess/ewpmain.php>.

Students may only submit a document from the semester in which they are currently enrolled; they may not go back to previous semesters for submissions. Submissions must be made by the close of the semester (usually the day grades are due, which is the Monday following commencement for Fall and Spring semesters). However, faculty members may set an earlier deadline by which students need to comply.

You are NOT required to submit a paper from your ENG 1001G or ENG 1002 courses. However, if you do wish to submit a paper from this course, **you must submit your paper no later than December 2nd (the second to last Friday on which we meet for class).** This info is located at the following website: <http://www.eiu.edu/bgs/ewp.php>

COURSE SCHEDULE

WEEK 1, AUG. 22 – 26: INTRODUCTIONS

M: Introductions

W: WAG: Chapter 5, “Thinking Visually” 34-43

In-class writing: Self reflection - Where are you going?

F: Literacy Narrative Essay Assignment

Library tour

WEEK 2, AUG. 29 – SEPT. 2: READING, WRITING, AND YOU

M: Showing vs. Telling

Some Examples of Literacy Narratives

In-class writing: Work on Literacy Narratives

W: Peer Review: Why and How it Works

Bring in a substantial draft of Literacy Narrative

F: Workshop: Peer Review Literacy Narratives

Literacy Narrative Due

WEEK 3, SEPT. 5 – 9: ANALYZING YOUR WORLD

LABOR DAY, NO CLASS ON SEPT. 5

W: TCR: “How to Read and Write Critically” 1 - 21

F: TCR: “How to Read and Write Critically” 22 - 41

Mini-workshops: Thesis Statements, Introductions and Conclusions: What Really Works?

WEEK 4, SEPT. 12 – 16: ANALYSIS

M: TCR: “With These Words, I Can Sell You Anything” William Lutz 135-145

W: TCR: “Branded World: The Success of the Nike Logo” Michael Levine, 126-129

F: WAG: “Write to Analyze” 268-275

Analysis Essay Assignment

WEEK 5, SEPT. 19 – 23: ANALYSIS

M: WAG: “Write to Analyze” 276-282

Bring in Analysis Object: Advertisements, address for a Webpage

W: In-class writing: Time to work on essay, apply the reading analysis tips to analysis object

Peer Review

Bring in substantial draft for peer review

F: Analysis Essay Due

Assignment Reflection

WEEK 6, SEPT. 26 – 30: ARGUMENTATION – HOW DOES IT WORK?

M: WAG: “Arguments for a Position” 468-478

In-class writing: Position Arguments

W: WAG: 479-492 “What to the Slave is the Fourth of July?” Frederick Douglass
“When Handouts Keep Coming, the Food Line Never Ends” Mark Winne

F: WAG: “Recognizing Fallacies” 18-19

Bring in an example of a fallacy(ies) in an object (Blog, Newspaper, Magazine Article)

WEEK 7, OCT. 3 – 7: ARGUMENTATION – APPLYING ARGUMENT TECHNIQUES

M: TCR: “Three Cheers for Reality T.V.” - Heather Havrilesky, 259-265

W: TCR: “How to get a College Education” Jeffery Hart 412-416

F: TCR: “People Like Us” David Brooks 491-495

“The Next Americans” Tomas R. Jimenez 586-588

WEEK 8, OCT. 10 – 14: ARGUMENTATION – CRAFTING AN EFFECTIVE ARGUMENT

M: Introduce Argument Essay Assignment

Bring position argument ideas to class

W: Library day: effective research and gathering sources

FALL BREAK, NO CLASS ON OCT. 14

WEEK 9, OCT. 17 – 21: ARGUMENTATION

M: Conferences - meet with me to discuss argument essay - bring a draft and the evidence you’ll use in the paper

W: Peer review: Bring a substantial draft for peer review

F: Argument paper due

Reflection on assignment

WEEK 10, OCT. 24 – 28: FINAL ESSAY PROJECTS – PROPOSAL ARGUMENTS

M: WAG: “Making a Proposal Argument” 537-545

Research Proposal Argument Essay Assignment

W: Summarizing and Responding to Proposal Arguments

WAG: 547-551 “A Trail of DNA and Data” Paul Saffo

“Coal in a Nice Shade of Green” Thomas Homer-Dixon & Julio Friedman

F: Bring essay topics to class

WEEK 11, OCT. 31 – NOV. 4: FINAL ESSAY PROJECTS

M: Mini-workshop: Proposals - what really works?

In-class writing time to work on Proposals

W: WAG: “Planning Research” 599-605

Mini-workshop: Incorporating Sources and Crafting an Annotated Bibliography

In-class writing: continue to work on proposals

F: Bring in at least two sources - they should be annotated

In-class writing: proposals and annotated bib

WEEK 12, NOV. 7 – NOV. 11: FINAL ESSAY PROJECTS

M: Bring in draft of proposal and annotated bib for peer review

W: Conferences: Meet to discuss proposal and annotated bib, talk about the essay

F: Mini-workshop: Getting Started on a Proposal Argument

Sign up for presentations

Proposal and Annotated Bib due

WEEK 13, NOV. 14 – 18: FINAL ESSAY PROJECTS

M: In-class writing: work on essay

W: Mini-workshop: Effective Presentation Methods

In-class writing: presentation strategies

F: Bring in a rough presentation plan

In-class writing: work on presentation plans and essay

WEEK 14, NOV. 21 – 25: THANKSGIVING BREAK

OVER BREAK: CONTINUE WORKING ON ESSAYS AND PRESENTATIONS.

WEEK 15, NOV. 28 – DEC. 2: FINAL RESEARCH PROJECT PRESENTATIONS

M: Presentation of Research Essays

W: Presentation of Research Essays

F: Presentation of Research Essays

WEEK 16, DEC. 5 – 9: PRESENTATIONS AND EVALUATIONS

M: Presentation of Research Essays

W: Presentation of Research Essays

F: Semester Reflection and Evaluations

Research Proposal Argument Essay Due - Don't Forget Presentation Evaluation Sheets

(You should have five Evaluation Sheets: one from each class meeting in which presentations were given)

NO FINAL EXAM