

Spring 1-15-2008

ENG 1001G-011: Composition and language

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1001G-011

English 1001-G-011
Spring 2008
Coleman Hall Room 3290
T-R 3:30-4:45

Instructor: Scott Lutz

Office: 2110 Coleman Hall

Office Hours: 5-6 Tuesday and 2:30-3:30 Thursday, and by appointment

Contact: 630.606.2221 or scott.eng1001@gmail.com

Class website: <http://groups.google.com/group/eiuenglish1001>

I. Course Description: First and foremost the goal of this class is to become proficient writers that can function in the university as well as communicate in the "world." Having this as a working manifesto allows for a wide berth for both instructor and student. So, we will be taking a journey through our environments this semester. We will explore our mental, ecological, consumer, and spatial environments. We will critically read texts, both print and electronic, view films, and discuss and respond to these things in thoughtful and critical ways. This course will be subject to change and whimsy due to the speed in which environments change and how information is spread. For example, if *Time* magazine releases a new study on toxins found in plastics used in our everyday lives, then we may shift our attention there. We will be using a class website to facilitate rapid change and allow you to express thoughts or bring "research" you may stumble upon outside of class. It is important that you keep up on this. Your laptop acting up is not ever an excuse. This campus has hundreds of computers that can access the Internet. So, get ready for our explorations. We are not going to solve the world's problems, but we will be armed with knowledge, which equals power.

II. Course Goals: During the semester you will be asked to write a wide range of things with varying audiences, goals, and purposes to show the multifaceted nature of written communication. You will also learn methods of research that will aid you in your future studies. In the end, the goal is to set you on the path to becoming good writers. I'm not going to lie, becoming a good writer takes a long time and cannot be achieved in a semester. So, this will be the first step for many of you to coming closer to that goal.

III. Texts and Miscellany:

The Easy Writer ed. Andrea A. Lunsford

The World is a Text by Jonathan Silverman and Dean Rader

Most of the readings will come from photocopies and handouts, as well as online sources, so it is a good idea to have a folder or three ring binder to store them in. Also, have a notebook for this class, preferably one whose pages can be ripped out neatly. Access to the Internet is vital, and as I mentioned before there is no shortage of computers on campus. We will discuss how the Website will operate in class.

IV. Course Requirements and Attendance: You will have four main projects for this class. There will also be various journal type assignments, presentations, and online responses during the semester. There will not be a mid term or final. Because of the volume of assignments, it is very important that you turn things in on time. I will not accept late work without penalty. Every day an assignment is late, I will deduct one letter grade. Along these same lines, I don't like attendance policies, but I know from experience that they are necessary. So, I will allow you four absences. After the fourth you will lose one letter grade for the class. If you are sick, let me know BEFORE class. If you have to skip town for a funeral let me know BEFORE the funeral. I will have little sympathy if you don't contact me.

V. Course Format and Grading: I want to emphasize process in writing. Writing can always be revised and is always in a state of becoming better. So, you will be writing rough drafts, revised drafts, and final drafts. The final draft will receive a grade, but that doesn't mean you don't have to look at it again. You will have the option to revise the "final" drafts of your papers, the one that received a grade, for a better grade. But I must see significant effort put into this for any more points. For every paper or project I will require you to have a conference with me to work out any rough spots, questions, or simply to chat. Conferencing is a vital exercise for both student and instructor and it will improve your writing more than you know. I will be grading your work based on the rubric attached to your syllabus. It includes grading your drafts and grading your revisions. This rubric is adapted from the EIU EWP criteria. All essays should follow MLA guidelines for format and citations. I'll be handing out a sheet to help aid you in this.

This course runs by the rule of A, B, C, NC (No Credit), and INC (Incomplete). There are no D's, so do your best work.

The breakdown for grading goes as follows:

In-Class Participation:	15%
Online Participation:	15%
Essay #1:	15%
Essay #2:	15%
Essay #3:	20%
Essay #4:	20%

VI. The Writing Center: The Writing Center is awesome! It is a free service to aid students in anything from brainstorming for ideas to revision work for a final draft. It is staffed by trained graduate students from 9 a.m. to 3 p.m. and 6-9 p.m. Monday through Thursday and from 9 a.m. to 1 p.m. on Fridays. They are not a proofreading service; rather, they are there to help you make your writing as effective as possible. Stop by 3110 Coleman Hall or call 581-5929 for an appointment.

VII. Plagiarism: Plagiarism is becoming more common and is taken very seriously. According to official EIU 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" – has the right and the responsibility to give the offender an F for the assigned essay and an F for the course, as well as report the

incident to the Judicial Affairs Office. Check with me if you have any questions regarding citations or what it means to plagiarize. The Writing Center is also a good place to consult.

VIII. Electronic Writing Portfolio: All students at Eastern are required to submit one of their essays, from either English 1001 or English 1002, to an Electronic Writing Portfolio. If you plan to submit a piece of writing from this class, go to <http://www.eiu.edu/~assess/ewpmain.php> and print out the Submission Form, read the instructions and complete the form online. After you print, sign, and date that form, you should give it to me, with a clean copy of your selected writing.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services (581-6583).

Tentative Syllabus: I must tell you now that this is going to change.

1/8 (Tuesday)

- Introduction to the course.
- Sign up for online article presentations.
- Homework: Go onto class website and leave a message for me and the class. Take some time to learn how to navigate the site; you'll be spending a lot of time there.

1/10 (Thursday)

- Diagnostic essays in-class.
- Homework: Handout— Chapter 1, "Entering a New World" from Plan B 2.0, by Lester R. Brown. Be ready to discuss.

1/15 (Tuesday)

- Discuss reading.
- Construct working definitions for *Environment* and *Culture/Sub-Culture*. Figure out how they intersect, interact, compliment, etc.
- Introduction to Essay #1: Personal Environment Narrative
- Homework: Comment on website article presentation.

1/17 (Thursday)

- Basic introduction to conducting online research. What to avoid, things to focus on.
 - Outlining for an essay. Thesis statements. Organization.
 - Homework: Read the National Geographic article "The Pollution Within," by David Ewing Duncan @ <http://www7.nationalgeographic.com/ngm/0610/feature4/index.html> Listen to his interview on NPR @ <http://www.npr.org/templates/story/story.php?storyId=6100179> I'll have these linked on the class website as well.
- Work on rough drafts for Essay #1.

1/22 (Tuesday)

- Discuss the article and interview from David Ewing Duncan.
- Transitions. Word choice. Informal/formal. Using “I”.
- Homework: Comment on website article presentation. Keep on working on Essay #1— due Thursday

1/24(Thursday)

- Rough Draft of Essay #1 Due (Bring two copies)
- Peer editing in class.
- Sign up for individual conferences
- Homework: Handout (a couple of articles from *Adbusters* about advertising culture and its affect on the public psyche). Write a short response with examples of these things that you have seen in your lives.

1/29 (Tuesday)

- No Class— conferences.
- Homework: Comment on website article presentation.

1/31 (Thursday)

- Discuss as a class the questions you came up with.
- Introduction to counter-culture, culture clashing, agitating, and culture jamming.
- Homework: Work on Essay #1 revision— Due Tuesday.

2/5 (Tuesday)

- Discuss as class what you found out in your essays that surprised or worried you.
- Turn in Essay #1.
- Introduction to Essay #2— \$Culture Jamming%
- Homework: Comment on website article presentation. Read Handout, Chapter 1 “New Branded World,” from No Logo by Naomi Klein.

2/7 (Thursday)

- Discuss article in class.
- In class exercise: Slideshow— name that tree, name that logo.
- Group brainstorming for projects.
- Homework: Work on Essay #2.

2/12 (Tuesday)

- Discuss revision techniques, paragraphing, conclusions, incorporating quotations, and other sundry matters of composition.
- Homework: Comment on website article presentation. Work on rough drafts of Essay #2— due Thursday.

2/14 (Thursday)

- Rough Draft for Essay #2 due.
- Sign up for conferences.
- Homework: Read handout (something about graffiti and public spaces). Write a one-page response for class next Thursday.

2/19 (Tuesday)

- No class— conferences.
- Homework: Comment on website article presentation. Work on revisions of Essay #2— due Thursday.

2/21 (Thursday)

- Revisions of Essay #2 due.
- In class presentation of project. This will include a five-minute presentation of your visual and rational/reflection. Make it fun!
- Homework: Start thinking about an environmental issue you want to research for the next project.

2/26(Tuesday) Midterm Week

- Introduction to Essay #3— Research paper.
- Brainstorm and workshop topics and ideas. I'll try to guide you in the right direction.
- Discuss in further detail MLA citation, format, works cited page, etc.
- Homework: Comment on website article presentation. Have a topic solidified and a working thesis and outline, doesn't have to have research yet, and bring to class on Thursday.

2/28 (Thursday)

- Discuss outlines and thesis statements as a class (workshop). Let's try to be as constructive as possible here.
- Homework: Read Handout "In Search for the Perfect Apple," from *Time Magazine*, March 12, 2007 by John Cloud. Write a response for class.

3/4 (Tuesday)

- Optional rewrite of essay #1 and/or essay #2 due.
- Discuss the article.
- Address any questions or concerns about research papers.
- In class revision exercise— focus on verb tense, passive voice, second person, and sentence structure, and punctuation.
- Homework: Comment on website article presentation. Work on drafts for Essay #3— due Thursday.

3/6(Thursday)

- Rough drafts for Essay #3 are due. (Bring 4 copies to class)
- Small group peer editing.
- Homework: Work on Essay #3. I want to see changes in our conference.

3/11-3/13 No Class. Spring Break.

3/18(Tuesday)

- No Class— conferences.
- Homework: Comment on website article presentation. Work on Essay #3 revisions— Due Thursday.

3/20 (Thursday)

- Essay #3 due.
- Movie day: "Who Killed The Electric Car?" or "The Corporation." We'll vote in class to determine. Votes will be cast by yelling and screaming, like any good democracy.
- Homework: NONE! Take a break. You've earned it.

3/25 (Tuesday)

- Movie day Continued
- Homework: Comment on website article presentation. Do some digging around for research to help compliment our discussion on Thursday.

3/27(Thursday)

- Discuss the documentary as a class. Use your research to aid in this discussion.
- Homework: Write a response to the film.

4/1 (Tuesday)

- Introduce Project #4— The Zine Project
- Choose groups to work with for the project.
- Introduction to zine culture, examples, ideas, techniques, etc.
- Homework: Comment on website article presentation. Start brainstorming ideas for project.

4/3 (Thursday)

- First half of class will be for you guys to talk as a group.
- Second half of class will focus on elements of persuasive, expositive, and informative writing, and how to mix them together.
- Homework: Work on Project #4. Read handout (something on building strong communities, and something about Food Not Bombs). Write a response for class on Tuesday.

4/8 (Tuesday)

- Discuss the readings.
- Get together with your group to work on project.
- Homework: Comment on website article presentation. Work on project. Have a working draft for Thursday.

4/10 (Thursday)

- In class meetings with me about project.

4/15 (Tuesday)

- Address any concerns about project.
- Bring in rough drafts of individual reflection/rationales (two copies) for small group editing.
- Homework: Comment on blog article presentation. Keep plugging away at these projects.

4/17 (Thursday)

- Catch up day.
- Possible guest speaker.
- Homework: Almost done! Keep working.

4/22 (Tuesday)

- Work in class with your groups to get everything finished up.
- Homework: Be prepared to present to the class on Thursday.

4/24(Thursday)

- Reading room day: Make enough copies of your Zine Project for the class. You will be guiding us through your projects as a class.
- Individual responses due.
- Optional rewrite of Essay #3 due.
- Homework: You are done! Good luck in the future. I hope you take some of this knowledge with you.