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ENG 1001G-011: Composition and Language

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ENGLISH 1001G: COMPOSITION AND LANGUAGE
FALL 2014
THREE CREDIT HOURS

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Office Hours: Tues. 11-12 and Wed. 1-2 and 3-4
and by appointment.

Course Information:
TR 9:30-10:45
Room: 3290 CH
Section 011

REQUIRED TEXTS AND MATERIALS

- *Binder and hole-punch for storing all essay drafts and additional readings
- **Writing: A Guide for College and Beyond*, 3rd ed., Faigley
- **The Contemporary Reader*, 11th ed., Goshgarian
- **A Pocket Style Manual*, 6th edition, Hacker

COURSE DESCRIPTION

As described in the course catalog, this is 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.” The objective of English 1001 is to improve college-level writing skills by learning the art of persuasive writing. Through our readings, we will develop an awareness regarding how texts persuade and how writers position their arguments depending on audience, purpose, and genre. Through in-class writing exercises and formal essays, we will practice what we discover and apply these rhetorical techniques (such as defining key terms, drawing analogies, and addressing the opposition) to our own writing, adapting them to fit our audience, style, and purpose. Understanding how to write clearly and vibrantly can sometimes seem elusive, difficult as pulling the sword out of the stone, but this writing-centered course will unravel what makes writing effective through a four-step process: prewriting, drafting, revising, and editing.

To provide a focus to our readings and discussions, we will have a class theme: Myth and the Construction of American Identity. While the word “myth” usually evokes thoughts of Zeus sitting in his throne, we will identify the cultural myths—those collective and often unanalyzed beliefs—that guide us such as the concept of the American dream. D.H. Lawrence wrote, “A myth is an attempt to narrate a whole human experience...”. What exactly are these narratives? How are they constructed? How do they shape our sense of self? The theme simply serves to provide a place—an island in the middle of the ocean, if you will—where you can stand and gather your thoughts before setting off.

Please note that since this is a writing-centered course, the essays we write are eligible for the university-required electronic portfolio. You may submit essays from either ENG 1001 or 1002, but not both courses. We have a deadline set in our syllabus for submitting the essays.

COURSE OBJECTIVES

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 one of their essays for possible inclusion in their writing portfolio.

COURSE REQUIREMENTS

Participation: The time we spend together is our opportunity to exchange ideas and create a community. In *Mystery and Manners*, writer Flannery O'Connor reflects on the value of writers interacting with one another: "Unless the novelist has gone utterly out of his mind, his aim is still communication, and communication suggests talking inside a community." While we will be writing nonfiction, this sense of community is equally important. At the end of the semester when I reflect on your participation, I will consider not only how often you contributed to class discussions, but the quality of those comments. I will also consider your seriousness with in-class writing assignments in the participation grade as well. **Also, I expect a high level of professionalism in class, so texting, sleeping, cell phone ringing, etc., will greatly reduce your participation grade. I may also ask you to leave class for that day and be counted as absent.** Since understanding the writing process as a group endeavor is important, participation counts as 10% of your grade.

Quizzes and Informal Writing Assignments: We will be doing in-class writings and assigned writing exercises to help you practice your rhetorical skills and to give you an opportunity to write without the pressure of a grade. Your attitude, focus, and thoroughness with these writings will be reflected in the "Quizzes and Informal Writing Assignments" portion of your final grade. For these assignments, you will earn either zero or ten points each, and I will make only minimal comments, if any. To receive full credit, you must meet the length requirement, follow instructions, and display a seriousness with the assignment. Also, I will not allow for any of these writings to be turned in late, even if you are absent on the day I collect the work. You may, however, email me any work that is due before class begins. We will also have pop quizzes regarding our readings that are worth ten points each. Again, if you are absent or late for a quiz, no make-ups will be given.

Readings: Assigned essays should be read by the date on the syllabus and will serve two purposes. In class, we will discuss the readings in terms of what succeeded and why, and how we can employ the rhetorical techniques. The other purpose is to challenge and expand our viewpoints, asking us to examine and articulate what we believe and why. Some class days, we will not be able to discuss everything that we have been assigned, but the information is still valuable and may be on a quiz. Also, many of our readings will need to be printed out (at your expense) from D2L.

I would also like to comment on how to read. Yes, we all know how to read, but how to read well is a different beast. **At a minimum, read everything twice for this class.** Also, mark in the text while you read, underlining what seems like important sentences and noting where you have questions. Sometimes students feel that this sort of marking is disrespectful to the text, but it is common practice in college and aids you in comprehension. Granted, if you are using a rental book, you can't mark in them. But you can still use post-it notes to highlight key points. It is also a good idea to come prepared with a comment or question regarding each of our readings so that you are fully engaged in the class discussion. Finally, you must always have the reading in front of you, not on your laptop, but printed out. **If you arrive without your reading in print, you will be counted as absent for that day.**

Essays: Realizing your rhetorical situation, which is identifying your audience and writing with exigence, is crucial to engaged and inspired writing. Therefore, you will have enough latitude to choose essay topics meaningful to you that also meet the assignment's goals. Throughout the semester, we will be refining our ideas into three main essays: a rhetorical analysis, a position essay, and a research essay.

To provide time for revision, every essay will undergo one of three types of feedback: a presentation of the outline, a workshop of a solid draft (at least three pages), or a conference with me regarding an almost finished draft. (Any no-shows for the presentation, workshop, or conference will result in ten points off your final essay grade.) More information on what is required for the presentation, the workshop, and the conference will be explained in class. **Essentially, you will never turn in a final draft without me seeing an early version of your work.**

All work not written in class (which includes informal assignments) must be:

- 1) typed in 12-point fonts.
- 2) double-spaced.
- 3) numbered.
- 4) stapled.
- 5) Also, title your essays and use standard one-inch margins.

Writing Center: To help with your work, I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

To schedule an appointment, you can drop by the center or you can call 581-5929.

Attendance, punctuality, and meeting deadlines are all part of academic life. There are days you may not want to work, but successful students work—when they feel inspired or not. Coming to class is part of your obligation to your academic career and to your community. To help build a writers' community, the course depends upon everyone's participation and attendance. Therefore, missing four courses will lower your final grade by five points. Five absences will lower your final grade by ten points. Six absences will result in failure of the course. This attendance policy applies to all students regardless of whether one

is missing class due to a school-sanctioned event, university athletics, or illness. And be aware that there is no such thing as an “excused absence.” Finally, if you arrive without the day’s reading printed out or in book-form in front of you, you will be counted as absent.

To allow adequate time for class discussion and in-class writing, arrive on time. At the beginning of class, I usually discuss what we will be doing that day and the next, plus sometimes give a quiz. Therefore, punctuality is key. If you are late, you are not only disruptive, but you will miss out on this information that can severely impact your grade. Therefore, being late twice (or leaving early twice) will be considered an absence.

Also, I do not accept **late work**, which includes occasions when you are absent. If you must be absent, you may email me your work before the class to receive credit for it. Also, if you miss a day when you are presenting or have an exam, you will simply receive a zero for your missed work. The reason for this strict policy on not accepting late work is to help build discipline as scholars and writers. Procrastination can be a slow method of asphyxiation, so I am trying to take the option of “later” off the table.

Grading:

Essay #1/ Rhetorical Analysis Essay	20%
Essay #2/ Position Essay	20%
Essay #4/Research Essay	30%
Quizzes/Informal Writing Assignments	20%
Class Participation	10%

Grading scale is as follows:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

*Please note that you must earn a “C” or higher to receive credit for this course.

UNIVERSITY POLICIES

Academic integrity

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

Plagiarism is a serious offense and will be dealt with according to university policy, which can be found on the Office of Judicial Affairs pages. First offense will be referred to the Office of Judicial Affairs and **will result in a grade of F** for this class. I think we all know what plagiarism is by now: the willful “appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work” (from *Random House Dictionary of the English Language*). In sum, do your job, which means do your own work.

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). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

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) 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.

COURSE SYLLABUS

*Please note that the following syllabus may be altered in the event of extenuating circumstances.
Also, sometimes The Writer's Path is referred to as W.P and The Contemporary Reader as C.R.*

COURSE SECTION I. ENTERING THE WRITER'S MIND

WEEK ONE

- Tuesday 8/26: Introduction to Course: Review syllabus, requirements, and goals.
Assign paragraphs (1-39) for Thursday's reading.
Discussion: Importance of finding your rhetorical situation.
- Thursday 8/28: **Reading due:** King, "Letter from Birmingham Jail" (print from D2L) and read the syllabus.
In-class writing: Diagnostic essay on bringing the critic to life.
Discussion: Rhetorical techniques
Reminder: Anyone without the day's reading printed out and in front of them will be counted as absent.

WEEK TWO

- Tuesday 9/2: **Writing due:** Rewrite in pen or pencil one of the paragraphs (at least 5 sentences long) that you were assigned for King. One quiz grade.
Continuation of discussion on King.
In-class reading: "A Call for Unity" (Handout).
- Thursday 9/4: **Reading due:** "Fallacies of Argument" (on D2L).
Assign first essay.

WEEK THREE

- Tuesday 9/9: **Reading due:** Pages 348-351 and "The Only Way to Have a Cow" (pp. 363-366) from *Writing: A Guide for College and Beyond*.
Work due: Seek approval from me (email or verbally) for chosen editorial.
Remember: I only check my cpence@eiu.edu email account, not the D2L account.
Sign up for next week's conferences.

Thursday 9/11: **Work due:** Bring to class (printed out) the editorial that you plan to analyze. Write down the five points and your thesis regarding the editorial before coming to class. Worth one quiz grade.
In-class work: Create a rough outline. Reference p. 38-39 in *Writing: A Guide for College and Beyond*

WEEK FOUR

Tuesday 9/16: No class: Required Individual Conference.
Work due: To your conference, bring two copies of a close-to-finished draft of Essay #1.

Thursday 9/18: No class: Required Individual Conference.
Work due: To your conference, bring two copies of a close-to-finished draft of Essay #1.

COURSE SECTION II. ARTICULATING A POSITION: SITUATING THE SELF WITHIN MYTHS AND MISINFORMATION REGARDING THE AMERICAN DREAM

WEEK FIVE

Tuesday 9/23: **ESSAY #1 DUE**
Reading due: "Just Walk on By: A Black Man Ponders his Ability to Alter Public Space" (print out from D2L).
Assign Essay #1

Thursday 9/25: **Reading due:** "Were the Good Old Days that Good?" (D2L) and "The Origin Myth" (podcast: <http://www.thisamericanlife.org/radio-archives/episode/383/origin-story>).

WEEK SIX

Tuesday 9/30: **Reading due:** "What does a Post-American World Look Like?" (podcast) found on NPR, Fresh Air:
<http://www.npr.org/2011/06/30/137522219/what-does-a-post-american-world-look-like>
Work due: Write one paragraph on a point that you either agreed or disagreed with. Explain why and research to find two to three sources, which you cite in-text, that support you. Grading will be based on credibility of sources, integration of those sources, correct use of MLA, and avoidance of logical fallacies. This will be worth two quiz grades.

Thursday 10/2: **Reading due:** "Delivering Presentations" pp. 545-547 from *Writing: A Guide for College and Beyond*.

WEEK SEVEN

Tuesday 10/7: Presentations on Essay #2

Thursday 10/9: Presentations on Essay #2

WEEK EIGHT

Tuesday 10/14:

Continue working on your essays. Drafts due on Thursday.

Work due: *Writer's Path*, Chapter 14 (e-Reserve) on introductions.

Read the chapter and choose one approach to writing your introductory paragraph. Turn in a typed introductory paragraph and note the approach in your submission. Please post this to the dropbox on D2L by noon. Counts as a quiz grade.

Thursday 10/16:

Workshop for Essay #2: Volunteers.

Work due: Drafts due from everyone.

WEEK NINE

Tuesday 10/21:

Reading due: "Strong Enough" and "Body Image, Media, and Eating Disorders" (pp. 53-62 from *The Contemporary Reader*).

Thursday 10/23:

ESSAY #2 DUE

In-class viewing: *Leave it to Beaver* episode.

SECTION III. UNBINDING THE TEXTS: INTEGRATING SOURCES, PERSONAL INQUIRY, AND ARGUMENT REGARDING CULTURAL MYTHS

WEEK TEN

Tuesday 10/28:

Reading due: "Stone Soup" by Barbara Kingsolver (on D2L).
Assign Essay #3

Thursday 10/30:

Reading due: "The End of Men" (pp. 303-311) from *The Contemporary Reader* and "Evaluating Sources" (pp. 578-585) from *Writing: A Guide for College and Beyond*.

WEEK ELEVEN

Tuesday 11/4:

Reading due: "How to Land Your Kid in Therapy" (on e-Reserve).
Please note: this is a recent, published article from *The Atlantic Monthly* that is a great I-search example.

Thursday 11/6:

Reading due: "Eat Food: Food Defined" (pp. 426-431) from *Writing: A Guide for College and Beyond*.
Deadline for the Electronic Writing Portfolio

WEEK TWELVE

Tuesday 11/11:

Reading due: Reading due: "The Flight from Conversation" by Sherry Turkle (found on D2L).

Thursday 11/13:

Reading due: A response to "Sherry Turkle: The Flight...." (found on D2L).

WEEK THIRTEEN

Tuesday 11/18:

Reading due: Student Sample of I-Search Essay on D2L

Work due: Bring to class one typed paragraph, of at least five sentences, that addresses an article related to your essay. Ideally, this

is a paragraph that you will use in your essay. Within this paragraph, be sure to have a clear topic sentence that relates to your thesis, a one-sentence summary of the article, one full quote, one partial quote, and one distinction between the author's view and your own. At the end of the paragraph, articulate exactly how this article will aid you in your research. Also, express what further questions the article posed to you. Counts as a quiz grade.

Thursday 11/20: **Reading due:** Student Sample of I-Search Essay on D2L

WEEK FOURTEEN

Tuesday 11/25: NO CLASS: THANKSGIVING

Thursday 11/27: NO CLASS: THANKSGIVING

WEEK FIFTEEN

Tuesday 12/2 Workshop: Volunteers. First three pages
Work due for everyone: TBA on D2L.

Thursday 12/4 **ESSAY #3 FINAL DRAFT DUE**

WEEK SIXTEEN

Tuesday 12/9: Workshop (Group One)

Thursday 12/11: Workshop (Group One)
Other work due: Consider how this class relates to other courses that you have been taking this semester. What are some of the connections that you have noticed? What are some of the skills learned here that will help you throughout your time at EIU? Be prepared to answer these questions in class.

FINAL EXAM:

Wednesday, Dec. 17th, 8 a.m. Final essays are due at this time.

Highly recommended: Chapter 32 on "Final Checklist" from W.P. found on e-Reserve.

Please bring a SASE if you would like your essay returned over the winter break. Otherwise, you may pick up your graded essays once we return for the spring semester.