

Fall 8-15-2009

# ENG 1001G-018-040: Composition and Language

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1001G-018  
-040

**English 1001G: Composition and Language**  
**Section 018: MWF 10-10:50 (3170 Coleman)**  
**Section 040: MWF 1-1:50 (3691 Coleman)**  
**Prof. Caldwell**  
**Email: [mcaldwell@eiu.edu](mailto:mcaldwell@eiu.edu)**  
**Office: Coleman 3015**  
**Hours: M 2-3, W 2-4, and by appt.**

### **Texts**

*The Allyn & Bacon Guide to Writing*, Ramage et al. [A&B]  
*A Pocket Style Manual*, Diana Hacker [Hacker]  
*The Contemporary Reader*, Goshgarian [Reader]

### **Course Description**

A composition course is one of the most valuable and practical courses you can take in college. The purpose of this course is to help you develop your analytical thinking and reading skills and to help you become an effective and persuasive writer. In short, the purpose of this class is to prepare you to be successful in your academic and professional career. This course will teach you to develop your ability to analyze and construct arguments, to identify and use rhetoric, and to express yourself with clarity and concision. You will learn to recognize the strengths and weaknesses in your own and your peers' writing as well as how to successfully revise and edit your work.

### **Office Hours and Other Campus Resources**

I am absolutely committed to your success in this course and at EIU more generally. I will hold regularly scheduled office hours every week. Please use them, and when they do not fit into your schedule, please ask me about making an appointment. I'm happy to help you at any stage in the writing process. I am also happy to answer emails, but do not wait until the last hour (or minute!) before an assignment is due to email me. Please also know that there are several campus resources to help you ranging from the Writing Center and the librarians at Booth Library to Disability Services and the Counseling Center.

### **Classroom Expectations**

The classroom is meant to be a place of engaged thought and productive discussion. Please do all readings and assignments and bring your texts to class. I expect habitual thoughtful participation in the daily activities of class. In order to help you achieve this ideal, please set cell phones to vibrate and put them away. If you choose to use a laptop computer for taking notes during class, please turn off all wireless capability. Distracting the class from its work is disrespectful to everybody in the room. The first time I catch you texting or chatting or doing other kinds of distracting or irrelevant behaviors, you will receive a warning; the second time you will be asked to leave the classroom and your grade will suffer. If you eat or drink in class, please do so discreetly.

### **Absences and Tardiness**

You must attend class in order to participate; if you are absent more than 3 times during the semester, your grade may be lowered for each additional absence. If there is a reason why you must be absent from class, please discuss this need with me so that we can make sure you do not fall behind in the class. Please arrive to class on time; after two late arrivals, I may start counting you absent. If you do not have a completed draft on a workshop day, I will mark you absent.

### **Plagiarism**

Plagiarism absolutely will not be tolerated. If at any point in the semester you find that you are confused about what constitutes plagiarism, it is your responsibility to come talk to me **before** you turn in an assignment. If you plagiarize recklessly and intentionally on any assignment, you will receive a failing grade in the course. If you plagiarize unintentionally, you will likely receive a failing grade on the assignment and/or be asked to resubmit your work.

### **Assignments**

Major assignments (i.e. essays and the like) will be posted on WebCT. Other minor writing assignments will be indicated in the syllabus below and described in class. If you miss a class, make sure to ask another class member for the day's assignments. All assignments are due at the beginning of class on the day indicated. Late assignments will rarely be accepted unless permission has been granted in advance. All assignments should be typed, double-spaced, with 1 inch margins and in 12 point Times New Roman font. Each essay should be turned in with all draft and workshop materials.

### Breakdown of Grades:

Essays 1-4	20% (5% each)
Essays 5 & 7	30% (15% each)
Essay 6	10 %
Assignments (in bold below and individual in class work/quizzes):	25%
In class work and participation:	15%

### Class Schedule (subject to adjustment as needed)

Aug. 24	Introduction and course overview. HW: Excerpt of <i>On Writing Well</i> , p. 3-25 [on e-reserve; password = mc1001]. Write a 1-page essay describing the kind of writer you are, providing examples.
	<b>Part I: Understanding the Relationship between the Audience and the Writer</b>
Aug. 26	Finding your voice and de-cluttering your writing. HW: <i>A&amp;B</i> , Ch. 1. Read assignment for Essay 1 (This I Believe essay).
Aug. 28	Closed and Open forms, identifying genre expectations. HW: <b>Assignment:</b> Identify your favorite This I Believe essay and write one paragraph describing what you find effective about this essay. Bring essay and your paragraph to class.
Aug. 31	Characteristics of the effective personal essay. HW: <i>A&amp;B</i> , Ch. 7, p. 150-158. <b>Assignment:</b> choose three focal points from p. 153 and write 1 paragraph for each describing those moments in your own life (see also p. 157-8).
Sept. 2	Prewriting and brainstorming strategies. HW: Begin to draft your essay; read <i>A&amp;B</i> , Ch. 5, p. 102-103.
Sept. 4	Effective description: showing vs. telling. HW: Read <i>A&amp;B</i> , p. 498-505; <b>Assignment:</b> write a list of 5 most important qualities of a good peer reviewer; write draft.
Sept. 7	<b>Labor day, no class</b>
Sept. 9	<u>Draft workshop day.</u> Set parameters for peer review. HW: Revise essay using peer review comments.
Sept. 11	<b>Essay 1 due:</b> present essays to class. Turn in all prewriting, drafts, along with a final draft.
Sept. 14	Present essays to class. HW: Read online source on email etiquette (link on WebCT)

### Part II: Writer as Critical Reader

#### Section I: Analyzing Rhetoric

Sept. 16	Discuss conventions of public persona/ professional writing and email communication. HW: <b>Assignment:</b> Write an email communication to me. Read <i>A&amp;B</i> , Ch. 3, p. 49-55 and <i>Reader</i> , Liz Jones' article.
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- Sept. 18 Analyzing angle of vision.  
HW: Read *A&B*, Ch. 3, p. 55-56; read Valdes, Hurtes, and Keim in *Reader*. **Assignment:** write 1 paragraph describing rhetorical appeals for one of the assigned articles.
- Sept. 21 Rhetorical appeals.  
HW: Read description of Essay 2 (persuasive letter) on WebCT; *A&B*, Ch. 21, p. 600-610; **Assignment:** find and bring a relevant internet source to class.
- Sept. 23 Finding and evaluating internet sources.  
HW: Read *A&B*, Chapter 22; Hacker, sections 28-29.
- Sept. 25 Plagiarism and integrating sources.  
HW: Draft Essay 2.
- Sept. 28 Workshop.  
HW: Revise letter; *A&B*, Ch. 6, 109-117.
- Sept. 30 **Essay 2 due.** Critical reading strategies.  
HW: *Reader*, p. 1-22, Franke-Ruta and Cloud articles; *A&B*, p. 117-121.

## Section II: Analyzing Evidence

- Oct. 2 Analyzing evidence.  
HW: Read essay 3 assignment (critical reading response paper); read *A&B* Ch. 6, p. 121-140; **Assignment:** write a 1 paragraph summary.
- Oct. 5 Developing your response and effective summary.  
HW: Draft Essay 3.
- Oct. 7 Workshop. **Conferences**.  
HW: Revise, read *A&B*, Ch. 11.

## Oct. 9—Fall break

- Oct. 12 **Essay 3 due.** Discuss visual rhetoric.  
HW: In *Reader* read Turow, Levine, Rushkoff. Review Essay 4 assignment (image analysis paper).
- Oct. 14 Discuss readings and image analysis.  
HW: Draft Essay 4.
- Oct. 16 Workshop Essay 4.  
HW: Revise essay 4. Read assignment for essay 5 (advertisement and market analysis paper/presentation).

## Part III: Conducting your own Research, writing your own arguments

### Section I: Conducting Research and Analyzing Data

- Oct. 19 **Essay 4 due.** Coolhunting EIU.  
HW: **Assignment:** Go to a spot on campus and people watch for 30 minutes. Write a 1-page description of what is “cool” at EIU.
- Oct. 21 Discuss Coolhunting, begin brainstorming ideas/intro project.  
HW: *A&B*, Ch. 10, p. 239, 243-251; **Assignment:** write 1-page description of project and assumptions about it.

- Oct. 23 Collecting data: questionnaires and market analysis. Draft survey.  
HW: **Assignment:** revise survey and bring 23 copies; read *A&B*, Ch. 10, p. 252-259.
- Oct. 26 Distribute surveys.  
HW: Take home and analyze data. **Assignment:** Write 2-page discussion of data.
- Oct. 28 Discuss your data analysis and developing a thesis. Brainstorm advertisement.  
HW: Draft essay 5 (market analysis and advertising presentation).
- Oct. 30 Workshop : advertisement and rationale.  
HW: Create advertisement for your product or trend. Read *A&B*, Ch. 16, p. 461-469.
- Nov. 2 Discuss fundamentals of good written and oral communication skills.
- Nov. 4 Workshop presentation.
- Nov. 6 **Essay 5 Presentations.**
- Nov. 9 **Presentations.**
- Nov. 11 **Presentations.** In class reflection on ethics of merchants of cool.  
HW: Review remaining units in reader and read assignment for essay 6. **Assignment:** Compose 1-page essay in which you argue why you want to do the topic.

## Section II: Developing a Research Topic

- Nov. 13 Choosing and developing your research topic.  
HW: *A&B*, Ch. 13, p. 346-357. **Assignment:** read first four articles on topic chosen in *Reader* and take notes on them reading "with and against the grain."
- Nov. 16 Discuss synthesis essay and documenting sources.  
HW: Read remaining essays and take notes; review *A&B*, Ch. 22.
- Nov. 18 Work on drafting synthesis essay. Finding similarities and differences.  
HW: Write essay 6.
- Nov. 20 Workshop synthesis essay. **Conferences.**  
HW: Revise; read *A&B*, Ch. 8, p. 175-185; begin developing a research question.

## Nov 23-27 Thanksgiving break

- Nov. 30 **Essay 6 due.** Exploratory writing on research question.  
HW: *A&B*, Ch. 16, p. 447-458; Ch. 21, 22; Read assignment for Essay 7 (proposing a solution).
- Dec. 2 Library day.  
HW: **Assignment:** Find sources and bring to next class. Read *A&B*, Ch. 8, 187-190.
- Dec. 4 Discuss annotated bibliography and evaluating sources.  
HW: draft essay 7.
- Dec. 7 Workshop proposal essay.  
HW: Revise essay.
- Dec. 9 **Workshop** for editing.  
HW: Revise; Read *A&B*, Ch. 24.
- Dec. 11 **Essay 7 due.** Essay examinations.