

Fall 8-15-2010

ENG 1001G-029: Composition and Language

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ENG 1001G-029, **Composition and Language**
Fall 2010, MWF 1-1:50pm, Coleman Hall 3691

Professor Lania Knight, PhD
Coleman Hall 3015, 581-6121
Office Hours: M/W 2-3:30pm, F 3-4pm
Email: ldknight@eiu.edu

Course Description: The theme of this section of Composition and Language is **Food**. Each paper will focus on some aspect of food--meals, cooking, agriculture, restaurants, farmer's markets, nutrition, films about food, etc. This is a course in the writing of expressive, expository, and persuasive texts about all aspects of food. Throughout the course, attention will be given to writing with effective expression, clear structure, adequate development, and documentation.

Objectives: By the end of this course, students will learn the following:

1. To write expository and persuasive papers that develop a central idea. These papers will reflect an understanding and a command of recursive writing processes, demonstrate consideration and employment of effective methods of organization, and at least one paper will introduce students to methods of library, online and/or field research, and will reflect current principles of documentation.
2. To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
3. To develop the ability to evaluate and criticize their own and their peers' writing.
4. To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

Required Texts

Writing: A Guide for College and Beyond, ed. Lester Faigley (2nd edition) (rhetoric)
The Contemporary Reader, ed. Gary Goshgarian (reader)
The Little Brown Handbook (11th Edition), ed. H. Ramsey Fowler (handbook)
A bound notebook, either sewn or spiral, at least 100 pages.

Academic Honesty

Please note the English Department's statement on plagiarism (that is, the intentional or unintentional use of another writer's intellectual property without proper acknowledgment):

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 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.

Students with Documented Disabilities

If you have a documented disability and wish to receive academic accommodation, you must make arrangements through the Office of Disability Services; you should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Be Prepared for Class

To prepare for each class, please do the following:

1. Bring your textbook(s) and journal with you to class
2. Read the assigned material **before** class
3. Respond to the assigned questions in your journal (see **Journal** section below for more info) **before** class
 - A. After the first essay in each chapter of *Writing: A Guide for College and Beyond*, there is a section titled “Explore Current Issues.” On the day we discuss the opening essay, you should have a written response to this section.
 - B. Before the rest of the essays in *Writing: A Guide for College and Beyond*, there is a section titled, “How to read” and “Analyzing and Connecting.” On the day we discuss the subsequent essays in this text, you should have written responses to these sections.
 - C. I will call on students at random to read their responses. Students who are consistently prepared with a written response in their journal **WILL receive full participation points**. Students who do not have written responses to the daily reading or are otherwise unprepared for class when called upon **WILL NOT receive full participation points**.
 - D. Keep a daily food record (in your journal)
4. Type your essay submissions and bring the appropriate number of copies to class on the day they are due

Journal

Please bring your bound notebook to class each day. In it, you will write your responses to the readings (Explore Current Issues, How to read, & Analyzing and Connecting), write your in-class responses, and keep a daily food record (more information will be forthcoming).

Communicating with the Professor

If you need to contact me outside of class, please meet me at my office during office hours, or email me. Please remember that I am your professor, not your friend, and keep all communication with me clear, respectful, and timely.

Attendance

If you miss class, please provide a signed note from an appropriate authority (doctor, athletic director, etc) on letterhead. Otherwise, if you do not provide a note for a missed class, you will not receive full participation points. Students missing more than three (3) class days without a note will not pass this course. The Mid-Term and Final Exam cannot be made up if missed. Due dates for all essays are final: if you cannot attend class on the day an essay is due, you must get the essay to me beforehand. If you cannot attend class during small group workshops, you will not receive full points for peer responses.

Grades

<u>Participation</u>	100
<u>Peer Responses</u>	50
Essay 1, The Reflective Essay	
<u>Submission 1 (2-3 pages):</u>	50
<u>Submission 2 (4-5 pages):</u>	100
Essay 2, The Informative Essay	
<u>Mid-Term (3-4 pages):</u>	200
Essay 3, The Evaluation Essay	
<u>Submission 1 (3-4 pages):</u>	100
<u>Submission 2 (5-6 pages):</u>	200
Essay 4, The Proposal Argument	
<u>Final Exam (4-6 pages):</u>	200
TOTAL:	1,000 points

Tentative ScheduleWeek 1

Monday, 8/23: Introduction and course overview

Wednesday, 8/25: The Reflective Essay: in-class writing, Dinner Last Night; Assignment: Essay 1, Family Dinner

Friday, 8/27: Discuss (from our rhetoric) Writing reflections, pp 80-1, "Some Lines for a Younger Brother," and Can a memory make an argument? p. 86

Week 2

Monday, 8/31: Discuss (rhetoric) How to write a reflection, pp 108-117

Wednesday, 9/1: Discuss (rhetoric) "Let It Snow"

Friday, 9/3: Discuss (rhetoric) "Just Another Soldier"

Week 3

Monday, 9/6: Labor Day: NO CLASS

Wednesday, 9/8: Discuss (rhetoric) "My Dropout Boyfriend Kept Dropping In"

Friday, 9/10: Discuss (rhetoric) "Mother Tongue"

Week 4

Monday, 9/13: **DUE:** Essay 1, Submission 1 (4 copies); Paired Critique

Wednesday, 9/15: Small group workshop: bring typed peer response sheets

Friday, 9/17: Discuss (rhetoric) Revise, revise, revise, and Submitted version, pp 118-123

Week 5

Monday, 9/20: The Informative Essay: in-class writing, [Food, Inc]; Assignment 2: Where Does My Food Come From?

Wednesday, 9/22: Discuss (rhetoric) Reporting information, pp 190-2, "The Emperor's Giraffe," Is everybody an expert? p. 198

Friday, 9/24: Discuss (rhetoric) How to Write to Inform, pp 238-51

Week 6

Monday, 9/27: **DUE:** Essay 1, Submission 2 (1 copy); Discuss (rhetoric) “How Do I Love Thee?”

Wednesday, 9/29: Discuss (rhetoric) “Affairs of the Lips”

Friday, 10/1: Discuss (rhetoric) “Learning to Lie”

Week 7

Monday, 10/4: Discuss (rhetoric) “Minds of Their Own”

Wednesday, 10/6: Discuss (rhetoric) Revise, revise, revise, pp 252-3

Friday, 10/8: Fall Break, **NO CLASS**

Week 8

Monday, 10/11: Questions about the Mid-Term

Wednesday, 10/13: MID-TERM: Essay Exam on The Informative Essay

Friday, 10/15: **NO CLASS:** online response re: choose and watch a food movie

Week 9

Monday, 10/18: Discuss Mid-Term; The Evaluation Essay, in-class writing: You’ve Got to See This Movie (or not!); Assignment 3: Why Watch a Movie about Food?

Wednesday 10/20: Discuss (rhetoric) Writing to Evaluate, pp 412-14, “The Aesthetics of Wind Power” and What makes a video game “smart”? p. 420

Friday, 10/22: Discuss (rhetoric) How to Write an Evaluation, pp 444-455

Week 10

Monday, 10/25: Discuss (rhetoric) “Gansta Rap and American Culture”

Wednesday, 10/27: Discuss (handout) movie reviews

Friday, 10/29: Discuss MLA Formatting (handbook) Vanessa Haley’s paper, “Annie Dillard’s Healing Vision,” pp 720-5

Week 11

Monday, 11/1: Discuss (rhetoric) “The Nitpicking Nation”

Wednesday, 11/3: Discuss (handout) movie reviews

Friday, 11/5: **DUE:** Essay 3, Submission 1 (4 copies); Paired Critique

Week 12

Monday, 11/8: Small Group Workshop: bring typed peer response sheets

Wednesday, 11/10: Discuss (rhetoric) Revise, revise, revise, and Submitted version, pp 456-63

Friday, 11/12: The Proposal Argument, in-class writing: This Has Got to Change; Assignment 5: Food Problem? Solved.

Week 13

Monday, 11/15: Discuss (rhetoric) Making a proposal argument, pp 536-9, and “The Declaration of Independence,” pp 540-44

Wednesday, 11/17: Discuss (rhetoric) “Should the government help the Lower Ninth Ward rebuild after Katrina?” p. 545

Friday, 11/19: **DUE:** Essay 3, Submission 2; Discuss (rhetoric) How to write a proposal argument, pp 573-83

Week 14: Thanksgiving Recess: **NO CLASS**

Week 15

Monday, 11/29: Discuss (rhetoric) "Coal in a Nice Shade of Green"

Wednesday, 12/1: Discuss (rhetoric) "The Micromagic of Microcredit"

Friday, 12/3: Discuss (reader) "Global Warming is an Immediate Crisis" (respond to Critical Thinking #1-6, and Critical Writing #1)

Week 16

Monday, 12/6: Discuss (rhetoric) "Why Bother?"

Wednesday, 12/8: Discuss (reader) "How to Get a College Education" (respond to Critical Thinking #1-7, and Critical Writing #1)

Friday, 12/10: Final comments; evaluations

Final Exam: Tuesday, December 14th, 12:30pm-2:30pm

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9/3/10: Syllabus Addenda

1. From this day on, if you send text messages during class, you will lose at least one point off of your final grade.
2. Two absences equal one unexcused absence. If you have difficulty getting to class on time because of a commitment elsewhere, please let me know in advance (if you haven't done so already).
3. My office hours have been changed: please note the times listed above.