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ENG 1001G-044: Composition and Language

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English 1001G: Composition and Language
Course Policy & Syllabus
 ENG 1001G – MW – 4:30-5:45pm – 3130 & 3120 Coleman Hall

Instructor: Dr. Melissa Ames
Office: 3821 Coleman Hall
Office Hours: M 2:00 pm – 3:00 pm
 T 5:30 pm – 6:30 pm
 W 1:00 pm – 3:00 pm
 Or by Appointment

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Course Description: This course focuses on the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Textual analysis will include traditional print products as well as visual artifacts from popular culture.

Prerequisite: Students who have earned an ACT score in English of 14 or below, or who do not have test scores on file with the university, must pass English 1000 before enrolling in English 1001G.

Course Objectives: After the successful completion of this course, students will be able to:

1. Write college-level expository and persuasive papers in which paragraphs, sentences, and words develop a central idea.
2. Craft 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 it is directed.
3. Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers.
4. Showcase skills and best practices for analyzing various media products and composing arguments about their purpose, value, and functionality.
5. Distinguish between objective and subjective writing and the differences between fact, opinion, inference, and judgment.
6. Develop research skills, including effective use of source materials and the principles of MLA documentation, as well as the abilities to annotate, paraphrase, summarize, quote, and synthesize written material accurately and ethically.
7. Recognize multiple perspectives and be able to logically integrate, expand on, and/or counter them when formulating one's own argument.
8. Demonstrate mastery of the writing process by creating multiple essays (a minimum of 5,000 words) that arrive at their final state through the stages of prewriting, drafting, revising, editing, and proofreading.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Grow as independent writers, thinkers, and consumers of visual rhetoric.

Required Texts:

Faigley, Lester, ed. *Writing: A Guide for College and Beyond*. New York: Longman, 2010.
 Goshgarian, Gary, ed. *The Contemporary Reader*. New York: Longman, 2008.
 Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W. W. Norton, 2006.
 Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 2008.

Course Pack – Required (available for purchase at Copy Express – 2nd Floor of MLK Union)

Materials: Writing instruments, papers, a storage system for returned work and supplementary materials (three-ring binders work well), two-pocket folders for submitted work, USB-compatible device for saving documents (i.e. a jump drive), a college dictionary (print or electronic), access to word processing (typewriter or computer), and other appropriate supplies.

Course Requirements: This course consists of in-class writing activities, discussion of assigned readings, peer review sessions, out-of-class writing assignments of varying lengths, and possible pop quizzes. Your grade will be based on a point system that factors in all scores you earn on all writing assignments and in-class work/participation. Attendance is mandatory and will be factored into your in-class grade. Active and constructive class participation will make a positive impact on your overall grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

In-Class Work/Participation (400pts):

Daily work – includes in-class activities, writing, peer response, informal group work, and oral presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – **includes attendance**, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Formal Writing Assignments/Essays (900pts):

Media Analysis Papers – One of the major writing assignments completed this semester deals with entering into cultural debates concerning popular culture (i.e. the affects of television violence on children, how communication forums like Myspace affect relationships, the return of product placement on soap operas and reality television, how musical poaching has altered the industry, etc.). This final synthesis essay (250pts) will stem from smaller writing endeavors that will help students build an understanding of the topic as well as the necessary research and writing skills in which to cover it thoroughly. These shorter pieces include an annotated bibliography (100pts), a compare & contrast essay (100pts), the compare & contrast revision (50pts), and an evaluation essay (100pts).

Thematic Writing Pieces – Although students will become experts of sorts in their selected research area, every student will be exposed to a variety of texts to “read” critically and respond to throughout the semester. As being able to analyze texts across mediated divides is one of the goals of this course, short writing assignments will test students’ ability to master this skill and allow them to expand their writing techniques. These include: the advertising analysis (100pts), the parody piece (50pts), the audience revision (100pts), and the class debate (50pts).

Supporting Assignments/Writing Process (700pts):

Diagnostic Essays – In order to track writing improvement there will be two short essays positioned early and mid-semester. One will be take home and one will be an in-class impromptu (100pts total).

Peer Editing & Conferences – Conversing with others about one’s own writing is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reading the work of others is also valuable as it exposes students to various topics of study and different writing styles. Peer review sessions are strategically placed before each formal essay is due and participation in these is expected. Students are also required to attend at least one individual conference with the professor mid-semester to discuss writing progress and any questions or concerns about the final assignments (200pts total).

Writing Portfolio – Students will save all major writing assignments and diagnostic essays for re-submission at the end of the term. Students will be given the chance to revise any and all writing products and turn them in with the originals inside their portfolios. Reflection passages and completed conference checklists will complete this collection and document the student's growth throughout the semester. Marked improvement, effort, and in depth self-reflection on the writing process will greatly impact the student's course grade. (400pts)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University's General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

Formal Writing Assignments/Essays:	900 pts
Writing Process/Supporting Assessments:	700 pts
<u>In-Class Work/Participation:</u>	<u>400 pts</u>
Total Points Possible:	2000pts

A	= 90% -100%
B	= 80% - 89%
C	= 70% - 79%
NC	= 0% - 69%

Instructor Class Policies:

Submitted Assignments: All documents must be submitted on time and have a professional appearance. Every assignment should be typed on white, 8.5 x 11 paper and formatted according to MLA guidelines and standards when applicable. (If you are unfamiliar with MLA 2009 guidelines please utilize Hacker's *Pocket Style Manual* or visit Purdue's Online Writing Lab at: <http://owl.english.purdue.edu>). You must staple the pages together if an assignment is more than one page long. When formal writing assignments (anything bolded on syllabus schedule) are turned in they will be submitted in a two-pocket folder that holds all pre-writing, outlines, drafts, and peer review comments. For your own protection, keep copies of all completed work.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Revision of Essays: Since this course focuses on writing as process, students will revise essays throughout the semester. The finished end products will be accompanied by the original drafts and student reflections on the writing/revision process and housed in a class portfolio submitted for a grade. (This portfolio is separate from the one that is required by the university. Step-by-step instructions for submitting work for your EIU portfolio are available online at <http://www.eiu.edu/~assess/ewpmain.php>. The deadline for submission is listed on our course syllabus). This class portfolio will showcase the student's growth in writing throughout the semester. As marked writing improvement is a key objective in this course, this final portfolio is weighted heavily and will greatly impact the student's overall grade.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. Therefore, absences negatively affect your grade. For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 25 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's original work' (*Random House Dictionary of the English Language*) – has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the 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." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

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

English 100G Course Schedule
All the World's a Text and We Can Read & Write About it...

NOTE: This course is allotted both an Integrated Technology Classroom & a Traditional Classroom for its use throughout the term. The schedule below is broken up into "weeks". On EVEN weeks this class will utilize the Integrated Technology Classrooms (the computer lab) – 3120 Coleman – and on ODD weeks we will meet in the Traditional Classroom – 3130 Coleman. Please make sure that you are present in the room assigned for us on any given week.

Week #1: Reading & Writing About "Texts"

M 8/23 – Course Introduction & Overview

W 8/25 – What's In A Name? / Formulating Arguments about Popular Culture / Building Strong Thesis Statements / Supporting Claims / Types of Arguments & Fallacies
Prepared Reading: Ch 2-4, Ch 9 & 13 pg. 13-33, 62-77 & 267-331 *Writing*

Week #2: Reading & Writing About Movies (that other type of narrative)

M 8/30 – "Quality" Films that Capture Our Lives? A Critics Take on Film

Prepared Reading: "Great Movies," "Deciphering *I, Robot*," Course Pack

W 9/1 – A Scholar's Take on Film / Summarizing & Paraphrasing

Prepared Reading: "Holy Homosexuality Batman," Course Pack, Ch 1-2, *They Say*

Assignment Due: Diagnostic (Name) Essay

Week #3: Writing Skills (that work when analyzing any "text")

M 9/6 – Labor Day – No Class

W 9/8 – Quoting & Countering/Expanding on Arguments / Outlining & Pre-Writing Strategies / Lenses in Which to Read/Write/Analyze

Prepared Reading: Ch 3-5, *They Say* & "Approaching Visuals Critically," pg. 34-41, *Contemporary*

Assignment Due: Topics for Media Essay

Week #4: Reading & Writing About Media & Advertising

M 9/13 – Selling Images & Ways of Life – One Ad at a Time!

Prepared Reading: "Lunch Box," "Which One of these Sneakers," "Branded World," & "Culture Shock," pg. 112-129, *Contemporary*, Ch 6-8, *They Say*

W 9/15 – Understanding Ads – Audience & Persuasion Techniques / Analysis Workshop

Prepared Reading: "With these Words," pg. 135-145, *Contemporary*, "The Language of Advertising," pg. 146-154, *Contemporary*, "Hanes Her Way," Course Pack & "You and Your Shadow," Course Pack

No Class – Advertising Essay Workshop Day

Week #5: Culture Check: The "F Word – Culture and Feminism(s)...
Or How Texts Portray Gender

M 9/20 – Feminist/Gender Theory

Prepared Reading: "Reading & Writing About Gender," Course Pack & "The End of Herstory," "A Thursday Musing," pg. 362-379, *Contemporary*

W 9/22 – Body Image – Not Just a Female Problem / Gender & Art / The Feminine Masquerade

Prepared Reading: "Never Too Buff," "A Man's Guide," & "Why do We Laugh," "The Natural Beauty Myth," "Weighing In," & "Eating Disorders," pg. 48-54, 80-86, 63-68 & 73-76, *Contemporary*
Assignment Due: Advertising Analysis Paper

Week #6: How Texts Portray Gendered Bodies

M 9/27 – Texts that Attempt to "Displace" Gender/ Postmodern Appropriation Techniques / Flipping the Binary / Note Taking / Annotating on Sources
Prepared Reading: Prepared Reading: "Construction of the Female Self," Course Pack & "What's Wrong with Cinderella?" pg. 100-110, *Contemporary*, Sources for Media Essay

Must have at least two sources for media essay in class

W 9/29 – In-Class Impromptu Essay

Prepared Reading: "My Hips, My Caderas" & "Weight of World," pg. 69-72 & pg. 77-79, *Contemporary*

Week #7: Reading & Writing About Art & Images

M 10/4 – Peer Response – Annotated Bibliography / What is "Art"?

Prepared Reading: "Reading & Writing About Art," Course Pack & "Reading Cindy Sherman," Course Pack

Must have Completed Rough Draft of Annotated Bib in Class

W 10/6 - Censorship & Art / – Mini Lesson: Transitions / A Different Type of Writing - Parody / Writing Workshop

Prepared Reading: "Sequential Art," Course Pack & "Isn't It Pretty," Course Pack

Assignment Due: Annotated Bibliography

Week #8: Reading & Writing About Art & Images Cont...

M 10/11 – Watching (and arguing about) TV in the 21st Century

Prepared Reading: "Overexposure of Violence in Our Society," "The Myth of Media Violence," "TV Can Be a Good Parent" & "The Great TV Debate," "Television as a Window to the World?" "Can TV Improve Us?" "Born Again," "The Collapse of Big Media," *Contemporary* pg. 219-225, 233-246, 252-258, 266-278

Assignment Due: Parody

W 10/13 – Peer Review Session C/C Essay – Televisual Representations

Must have Completed Rough Draft of C/C Essay in Class

Week #9: Reading & Writing About Television

M 10/18 – A Permanent Trend: Reality TV? Product Placement

Prepared Reading: "Three Cheers," pg. 259-265, *Contemporary*

Assignment Due: Media Compare/Contrast Essay

W 10/20 – Narrative/Non-Fiction Accounts

Prepared Reading: "Are you a Terrorist," "Please Ask," "Why I'm Black," pg. 498-502, pg. 511-513, pg. 527-529, *Contemporary*

Week #10: Culture Check: Representing “Other” – How Texts Explore Race & Sexuality

M 10/25 – No Class (Mandatory Conferences According to Timeslot in My Office)

Must Have Pre-Conference Checklist Filled Out & Returned Papers (with Rubrics) Present at Conference

W 10/27 – Fictionalized Sexuality & Its Affects

Prepared Reading: “Not that There’s Anything Wrong,” Course Pack, “Society’s Need for a Queer Solution,” Course Pack, “Why the M Word,” “The Case Against,” & “A Really, Really, Really Long,” pg. 197-216, *Contemporary*

Assignment Due: Compare/Contrast Revision

Week #11: Representing “Other” Cont...

M 11/1– Peer Review of Evaluation Essay

Must Have Completed Evaluation Essay in Class

W 11/3 – Panel Debates

Assignment Due: Media Evaluation Essay

Week #12: Hot Topics in Pop Culture

M 11/8 – Panel Debates

W 11/10 – Panel Debates

Assignment Due: Audience Revision

Week #13: Hot Topics in Pop Culture

M 11/15 – Peer Edit Media Synthesis Essay

Must Have Completed Rough Draft of Synthesis Essay in Class

W 11/17 – Evaluating Scholarly Arguments

Assignment Due: Media Synthesis Essay

M 11/22 – Thanksgiving Break – No Class

W 11/24 – Thanksgiving Break – No Class

Week #14: Debating Culture

M 11/29– The “Art” of Persuasion / Compelling Public Speakers & Songwriters

W 12/1 – *An Inconvenient Truth*

Prepared Reading: Ch 5, pg. 279-337, *Contemporary*

Assignment Due: Portfolio

EIU EWP Submissions Due

Week #15: Debating Culture, cont...

M 12/6 - Going Green? The Climate in Crisis?

Formal Debate

W 12/8 – Closure Activities / Evaluations

Final Exam Week / End of Semester

(Note: This Schedule is Subject to Change at the Instructor’s Discretion & Reading Selections are Abbreviated by Title)