

Fall 8-15-2014

ENG 1001G-037: Composition and Language

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**1001G-037: Composition and Language (Writing Centered)
Fall 2014**

Professor: Dr. John Allison
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 Office Hours: MWF: 1:--1:55; Th: 10:45-12:00; other times arranged by appointment

Catalog Description: (3-0-3) Graded (A, B, C, N/C) 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. C1 900R WC

Prerequisites & Notes: ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.

Credits: 3

Expanded Description: Composition and Language focuses on writing expository and argumentative essays – essays aimed at clarifying ideas and convincing readers. As you write a range of essays, you will gain additional experience in planning, organizing, developing, revising, and editing your writing. Because reading and writing are so closely connected, you will read a number of essays meant to serve as concrete examples and to promote critical thinking.. You will also synthesize reading from print and electronic resources to support an extended research argument. The course is intended to help you convey your ideas clearly and persuasively to a wide range of audiences, whatever your major field or future career.

Texts for the Course: *Writing: A Guide for College and Beyond* (3rd edition), *The Norton Reader* (13th edition), and *The Little, Brown Handbook* (11th edition)

Evaluation and Grading: Composition and Language is a core course in which you will earn an A, B, C, or an NC (no credit). Like other instructors within the English Department, I base my evaluation of your writing on content (appropriateness to assignment, depth of thought, development with reasoning and evidence), coherence, style, diction, and correctness (grammar, mechanics). It is possible to fail an assignment because of radical deficiencies in one or more of these areas of evaluation. Here is a specific breakdown of the components that will contribute to your final grade:

- reflective essay (at least 3 pages/900 words): 10%
- causal analysis essay (at least 3 pages/900 words): 15%
- persuasive essay of classical argument (at least 4 pages/1,200 words): 20%
- research essay (at least 10 pages/3000 words, not including notes, works cited, etc.): 30%

-daily assignments (paragraphs, exercises, reviews as assigned): 15%

In the case of essays, including the research essay, I will use a simple percentage system to clarify grades: 90% to 100% is in "A" range, 80-89% is in "B" range, and so on – with pluses and minuses determined by more precise variations within each range (e.g., 84% = "B-," 88% = "B+"). For daily assignments, I will grade on a high pass (100%), pass (80%), low pass (70%), fail (0% for non-performance, 59% for non-passing performance). You must achieve an overall average within "C" range to pass the course.

Revision: All of your work should progress through a number of drafts as you re-think your essays and, in some cases, respond to peer reviews. You may also revise one of your first two essays for a new grade.

Late Work: Unless you have an excused absence, you must turn in essays and other work on time to avoid a 5% penalty per day.

Excused Absences: If you have an excuse that you can justify through the Health Service, a doctor, or an appropriate EIU official, then you can arrange to make up work you may have missed or, in the case of daily assignments, have the work excused. To avoid even the appearance of favoritism, I will not vary from this policy.

Policy on Plagiarism: The most serious academic offense, plagiarism is intellectual theft and fraud. A record of plagiarism can cause a lasting blight on one's academic and professional career. I follow the English Department's 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" (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student and appropriate penalty, up to immediate assignments of "F" for the assigned essay and a grade of "F" for the course, and to report the incident to the Judicial Affairs Office.

Information for 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 (581-6583) as soon as possible.

Electronic Writing Portfolio: You may submit one of your essays for your Electronic Writing Portfolio. Keep in mind that submissions must be at least 750 words long.

Office Hours:

Whenever you want to ask questions about assignments or talk about your work for the course, feel free to schedule a time to meet with me during office hours or some other time of mutual convenience. I look forward to seeing you.

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, text taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

1091G Tentative Schedule

1. Week of August 25

- Introduction to Course; Writing Assignment: "My Strengths and Weaknesses as a Writer"
- “Understanding sentence grammar” (*Handbook*, 230-48); Do odd numbered items in each exercise.
- “Understanding sentence grammar” (*Handbook*, 248-268); Do even numbered items in each exercise; In-class Writing: "My Strengths and Weaknesses as a Writer"

2. Week of September 1

- Labor Day: No Classes
- “Paragraphs” (*Handbook*, 72-103); Writing Assignment: Three Paragraphs (See page 103 of the *Handbook*.)
- Sentence Structure and Style (*Handbook*; 378-412); Assignment of Exercises from pages 412-414 of the *Handbook*.

3. Week of September 8

- Three Paragraphs Due; Peer Discussion of Paragraphs; Assignment: Revise the Paragraphs.
- Exercises Due; Review and Discuss Exercises.
- “Thinking as a Writer” (*Writing*, 4-31); Original and Revised Paragraphs Due

4. Week of September 15

- “Thinking as a Writer” (*Writing*, 32-56)
- REFLECTIVE WRITING** (*Writing*, 61-93)
- Writing* (94-109); Assignment for Essay of Reflection

5. Week of September 22

- Virginia Woolf’s “The Death of the Moth” (*Reader*, 1107-9) and Annie Dillard’s “Sight into Insight”(1109-19)
- Frederick Douglass’s “Learning to Read” (*Reader*, 346-350), Eudora Welty’s “Clamorous to Learn” (*Reader*, 350-55), and Sherman Alexie’s “Superman and Me” (*Reader*, 355-58)
- CAUSAL ARGUMENT** (*Writing*, 276-93)

6. Week of September 29

- Reviewing Drafts of Essays of Reflection
- Nicholson Barker’s “The Charms of Wikipedia” (*Reader*, 915-25; Assignment of Causal Essay)
- Melvin Konner’s “Why the Reckless Survive” (*Reader*, 940-48); **Essay of Reflection Due**

7. Week of October 6
 - Nicholas Carr's "Is Google Making Us Stupid?" (*Reader*, 226-235)
 - "George Orwell's "Politics and the English Language" (*Reader*, 463-73)
 - Reviewing Plans and Drafts for Cause/Effect Essays
8. Week of October 13
 - **CLASSICAL ARGUMENT** (*Handbook*, 186-215); Assignment of Essay of Classical Argument
 - Jonathan Swift's "A Modest Proposal" (*Reader*, 790-96); **Essay of Causal Analysis Due**
 - Fall Break: No Classes
9. Week of October 20
 - Jonathan Rauch's "In Defense of Prejudice" (*Reader*, 569-77) and Michael Levin's "The Case for Torture" (*Reader*, 647-49)
 - Peter Singer's "What Should a Billionaire Give—And What Should You?" (*Reader*, 578-89)
 - Martin Luther King's "Letter from Birmingham Jail" (*Reader*, 818-31)
10. Week of October 27
 - Al Gore's "The Climate Emergency" (*Reader*, 860-71)
 - Review of Plans and Drafts for Classical Argument
 - Review of Plans and drafts for Classical Argument
11. Week of November 3
 - Orientation for Research Essay
 - "The Writer as Researcher" (*Writing*, 558-83)
 - "The Writing the Research Project" (*Writing*, 592-603); **Essay of Classical Argument Due**
12. Week of November 10
 - Exercise on Documentation (Bring *Writing* and the *Handbook*)
 - Library: Preliminary Research
 - Library: Preliminary Research
13. Week of November 17
 - Library: Preliminary Research; **Research Proposal Due**
 - Revising/Editing Workshop; Sign up for conferences.
 - Revising/Editing Workshop; **Revisions of Early Essay Due During Conferences**

THANKSGIVING BREAK

14. Week of December 1: **Conferences (Bring Drafts and Materials for Research Essay**

15. Week of December 8

- Peer Editing of Research Essays
- Peer Editing of Research Essays
- Research Essays Due**