Fall 2014

ENG 1001G-039: Composition and Language

Angela Vietto

Eastern Illinois University

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English 1001 Fall 2014
Language and Composition

Prof. Angela Vietto
Office: 3345 Coleman Hall
Office hours: M 2–2:50, W 11–11:50, R 2–4, F 11–11:50 and by appointment

Cell phone: 217-549-3203 (you may text or call between 9 a.m. and 9 p.m.)
Email: avietto@eiu.edu (always text or call to let me know you’ve emailed me, except in emergencies when phoning isn’t an option)

Welcome

This is a class designed to help you develop your skills in writing for a variety of purposes, in college, in your future career, and in your life as a citizen.

That means we will write a lot, in a lot of different ways. Adaptability—the ability to change strategies to suit different readers, different purposes, different situations—is one of the main abilities I hope you will be developing. That means I need to present you with lots of different strategies and lots of different readers, purposes, and situations for your writing.

The class should also help you practice the skills needed to read and think critically in all your classes, work well in small groups, adapt written texts for oral presentations, and use a variety of software and other technologies to produce and deliver writing.

Texts to be issued by Textbook Rental:
Greene & Lidinsky, From Inquiry to Academic Writing
Goshgarian, The Contemporary Reader
Hacker, A Pocket Style Manual
Webster’s Dictionary

Other required materials:
- a pocket folder for handouts
- a notebook dedicated to this class
- access to D2L/EIU Online (requires your EIU ID and password)
- access to Microsoft Word outside of class
- access to the Internet outside of class time

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 to make an appointment.
Grading and Major Assignments*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework &amp; drafts of major essays</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance** &amp; contribution</td>
<td>15%</td>
</tr>
<tr>
<td>Career Exploration Unit</td>
<td></td>
</tr>
<tr>
<td>Reflective Essay (3)</td>
<td>5%</td>
</tr>
<tr>
<td>Research Synthesis (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Video Essay (n/a)</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Analysis Unit</td>
<td></td>
</tr>
<tr>
<td>Reflection &amp; research plan (3)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Synthesis &amp; Argument (6)</td>
<td>15%</td>
</tr>
<tr>
<td>Narrative Unit</td>
<td></td>
</tr>
<tr>
<td>Narrative (4)</td>
<td>10%</td>
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<tr>
<td>Illustrated Presentation (n/a)</td>
<td>5%</td>
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<tr>
<td>Final Reflection (3)</td>
<td>5%</td>
</tr>
</tbody>
</table>

*The minimum page length for each major essay is indicated in the parentheses. In addition to attaining passing grades, students must complete and submit all major assignments to earn a passing grade in the class.

**Attendance includes participation in required individual conferences.

Final Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>89-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>NC</td>
<td>69% and below</td>
</tr>
</tbody>
</table>

Note: NC is a special grade used in only a few courses. It stands for “No Credit,” which means the course must be repeated to fulfill the requirement. Unlike a D or an F, however, NC does not affect a student’s GPA.

Homework

In college, the work you do out of class is at least as important as what happens in class. By definition, for a 3-credit class, you should expect about two hours of out-of-class work for every hour of in-class time (that is, roughly 5 hours per week).

Since ours is a class in language, that means you should expect to have homework that includes reading and writing between pretty much every class. You won’t have any cramming for exams to do, no memorization, but you will do a lot of reading, research, and writing. It’s also worth noting that research on how people develop into excellent writers shows that it’s a lot like the way people develop into excellent athletes or musicians—practice, practice, practice (and some good coaching).

Written homework will, almost without exception, be turned in through D2L, which means it must be typed. Use Microsoft Word, which you can access in on-campus labs or through Office 365, if you don’t own it on your own computer. (Homework submitted in other formats may be un-readable; I reserve the right to assign a 0 for unreadable work that is not prepared in MS Word. This requirement will also hold for the major assignments.)

Homework will include first drafts of major essays (and other drafts before the final version). Each homework will be graded on a 10-point scale and will be averaged together to constitute 15% of the final grade for the course.
Major Assignments (more detailed assignments sheets will be provided)

Career Exploration Unit

In this set of assignments, you will research a career that interests you using a collection of materials I will provide; you will also conduct, with my guidance, some original research. You will produce three essays based on this research. (1) In the reflective (personal) essay you will explore how the research affected your thinking about pursuing this career. (2) In the research synthesis, you will present an overview of the research you have conducted for the use of other college freshmen considering the same career field. (3) In the video essay, you will adapt the research synthesis by adding appropriate visual content and producing a short video as a way of distributing your work.

All three of these essays will involve working with multiple sources of information, but for the most part your sources will be provided for you, and so will entries for your list of Works Cited. We will focus on your skill in synthesizing information from different sources along with your own analysis and commentary, your ability to appropriately integrate quotations, and your use of correct in-text citations. In the next unit, we will work on developing your ability to find and evaluate sources independently.

Cultural Analysis Unit

Based on readings from our textbooks (readings that you will help select), you will identify an issue in contemporary U.S. culture that is of interest to you. You will write two essays related to this topic. The first essay will allow you to pursue your thinking on the topic and situate your thinking in relationship to essays in our texts related to your topic. As a conclusion of that essay, you will outline the questions you would like to research in order to understand your topic better and be able to speak about it as more of an expert.

For the second of these two essays (the longest of the essays in the class), you will synthesize your research on this topic and write an original argument on your topic. This is the major research project in the class. Although I will give you feedback along the way, you will be responsible for defining your questions, planning and conducting research, evaluating sources to decide which to use, choosing a documentation system and using it effectively—as well as, of course, developing your own original argument about your topic.

Narrative Unit

In this last unit, you will write a narrative (an account of events that is designed to be interesting or useful to others). You will choose from a number of sub-genres for your narrative; you might choose to revise and expand a narrative written as homework earlier in the semester. You will also prepare a slideshow to accompany your reading of the narrative to the class, a presentation which will form the final assignment of the class.

Final Reflection—In the final assignment of the class, you will write an evidence-based essay describing your progress as a writer during this semester.

Extensions/Late Work—If you request extra time, by speaking with me in person or by phone, by 9 p.m. the day before an assignment is due, I will give you an extension (regardless of the reason you need the extension; this is true for all assignments except those due during the final week of class). If you do not request an extension as described, you should speak with me in person after class the day the assignment is due in order to learn whether I will accept the late work or not, and what the grade penalty will be. This is your responsibility—if you do not talk with me about late work, I will record a 0 in my grade book for the assignment.
Attendance and contribution

Regular attendance is essential to success in this class. I promise I will do everything I can to make sure that our class activities will help you succeed as a writer. For class to be maximally interesting, I need your help. I will award up to 10 points per day (and per required one-on-one conference) for your contribution. Positive behaviors in class will raise the number; negative behaviors will lower it.

When you do miss class, you may make it up (whether or not the reason for your absence was what the University regards as “excused”). What it takes to make class up will depend upon the day. For specifics, see the “Making Up Class” folder in D2L. If you do not make class up, regardless of the reason for your absence, you will earn a 0 for the day.

<table>
<thead>
<tr>
<th>Do:</th>
<th>Don't:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do give class your full, 100% attention. Listen, look, think, contribute.</td>
<td>Don't touch or look at your cell phone during class unless I suggest you do so.</td>
</tr>
<tr>
<td>When you have a question, do raise your hand and ask. I promise not to bite.</td>
<td>Don't come late if you can possibly help it.</td>
</tr>
<tr>
<td>Do listen to your classmates—they might very well say something you need to hear, too.</td>
<td>Don't disrupt class any more than absolutely necessary if you must come late (don’t walk the whole way across the room, for example, to sit in your favorite seat).</td>
</tr>
<tr>
<td>Do bring to class your notebook and folder, something to write with, and any texts that we had assigned reading in for the day.</td>
<td>Don't listen to music in class.</td>
</tr>
<tr>
<td>Do take notes about everything that sounds important.</td>
<td>Don't have your headphones hanging around your neck during class.</td>
</tr>
<tr>
<td>Do arrive on time. If you must be late, make as little disruption as possible (and don’t expect special attention).</td>
<td>Don't sit with your winter coat on during class.</td>
</tr>
<tr>
<td>Do get ready for class before class begins: o Turn off cell phone off and put it away</td>
<td>Don't sleep in class.</td>
</tr>
<tr>
<td>o Take head phones off and put them away</td>
<td>Don't interrupt your classmates when they have the floor. Raise your hand. I’ll do everything I can to make sure you get your comments heard.</td>
</tr>
<tr>
<td>o Get your notebook and pen/pencil out</td>
<td>Don't wait until PPT comes on the screen to get out your notebook and pen.</td>
</tr>
<tr>
<td>Do plan to stay throughout the class session. Be prepared: If you have a cold, bring tissues; if you have a cough, bring a cough drop; if you will be thirsty, bring a beverage. Need to leave early? Talk with me in person before class.</td>
<td>Don't use any electronic devices for non-class related activity during class (including when we work in the computer lab).</td>
</tr>
<tr>
<td>Really want the whole 10 points? Use your body language to look engaged: sit up reasonably straight, turn to face classmates when working in small groups, look at whoever has the floor when they are speaking, etc.</td>
<td>Don't roam in and out of the room.</td>
</tr>
<tr>
<td></td>
<td>Don't exhibit distracting or disrespectful body language, including eye-rolling or other face-making directed at anyone in the room.</td>
</tr>
</tbody>
</table>
Bonus Points

Bonus points will be available for a variety of activities. These points will be applied to either your homework or attendance/participation grades.

- **Team challenges.** Team challenges will ask you to apply principles from assigned reading or other material presented in class, or sometimes to answer simple questions. Some team challenges will be competitive (one team will "win" the challenge); other times each team will play for the same possible number of points. *Team challenges will normally occur at the beginning of class.* If you are late, you won't be eligible for points. If you are absent, it may or may not be possible to make up the team challenge on your own (see the make-up instructions for the day for details.)

- **Echo.** Each day, I will designate one member of the class as my echo for the day. That means that if someone asks a question that has already been answered, I will ask you if you can answer the question. (Hint: On the day you are my echo, it will pay off to be very pro-active in asking me questions if you don't understand what I'm saying.) If my official echo for the day can't answer the question, the bonus point will go up for grabs to the rest of the class.

- **Teach us something you can do.** In the first half of the semester, each member of the class will have an opportunity to teach us to do something you know how to do that not everyone knows how to do. This is entirely optional, though; if you don't want a turn, you can pass. You must pick a skill we can try out, in class, in under 5 minutes, without any special equipment (except things we will have in class with us). For example, you could teach us a simple standing yoga pose or beginner's move in t'ai chi; how to make a paper airplane that actually flies; a dance move (as long as you keep it clean); how to project your voice for public speaking, etc.

- **"Didja know?"** In the second half of the semester, each member of the class will have an opportunity to share, in about 60 seconds, something interesting you have learned in another class in a way that makes it clear and interesting to your classmates. No visual aids—the point is to be very clear in your oral communication. Your presentation should start with the main point. Use the rest of the time to give us an example or explain why we should care about what you're teaching us. Then be prepared to answer/address any questions your classmates or I have.

- **Other activities.** Bonus points may be offered for additional activities that advance the goals of our course. Such opportunities will be announced in class and on D2L.
Help! Aidez-moi! Aiuto! Ayúdame!

Dr. Vietto’s Office Hours—Your first stop when you want additional help with this class should be my office hours. I will not just happy to talk with you in office hours, I will be delighted to talk with you there. If my stated office hours don’t work for you, speak with me and we’ll find a time that will work.

The Writing Center—For even more help with writing in this or other classes, you can meet with the consultants at the Writing Center, who are trained graduate students in English. The Writing Center is just a few doors down the hall from our classroom. They are open M-Th: 9-3 & 6-9; F: 9-1. Be sure you know the purpose and audience of the assignment you want to discuss; it’s hard for consultants to give you the best possible help if you can’t tell them these things.

The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (http://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.

Keeping It Real

The University’s statement on 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.

The English Department Statement on Plagiarism—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 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

My Statement on Academic Integrity—I expect you to do your own work, including your own editing and proofreading. We will discuss how to avoid plagiarism and how to work with peer readers usefully. If you have any doubts or concerns at any time, ask me. When carelessness amounts to plagiarism, I require revision. When I discover evidence of intentional cheating of any kind (including plagiarism), I assign a grade of NC for the course and report the violation to the Office of Student Standards.
The Fine Print

Catalog description: A course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

Learning Objectives

Here are the official learning objectives for all sections of this class. These goals support the University's General Education learning goals in writing, speaking, critical thinking, and citizenship.

In successfully completing English 1001G, students will:

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 their essays.

Overview of Units and Learning Objectives

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration Unit</td>
<td>Cultural Analysis Unit</td>
<td>Writing to develop a central idea</td>
<td>Development, clarity, organization</td>
<td>Critical reading and listening</td>
</tr>
<tr>
<td>Planned presentations</td>
<td>Planned presentations</td>
<td>Research skills</td>
<td>Culturally diverse course materials</td>
<td>Revision</td>
</tr>
</tbody>
</table>
Revised Schedule (Eng 1001, Fa '14)

FI2AW = From Inquiry to Academic Writing (Greene & Lidinsky)
CR = The Contemporary Reader (Goshgarian)

Week 1 - classroom (3130)

M Aug 25 - Introductions. HW for Weds: HW #1, Warm-up writings, vote for readings.
W Aug 27 - Introductions continued. HW for Wed Sept 3: Mini-essay based on reading ch. 1 in Greene and Lidinsky

Week 2 - lab (3120)

M Sept 1 - Labor Day, no class
W Sept 3 - Intro to the lab and Essay 1. Work on posters. HW for Mon: HW #3, Complete poster based on a point from your mini-essay.

Week 3 - classroom (3130)

M Sept 8 - HW for Weds: In CR, read “Why I Rue My Tattoo” (82), “Tattoo Me Again and Again” (84), and “Grow Up? Not So Fast” (157) and be ready for a team challenge.
W Sept 10 - In class - Team challenge. Discuss readings and generate topics for Cultural Analysis Unit. HW for Mon: Complete first draft of Essay 1 and upload by midnight Sunday.

Week 4 - lab (3120)

M Sept 15 - In class: Discuss revision; begin revising Essay 1. HW for Wed: Complete second draft of Essay 1.
W Sept 17 - In class: Begin Essay 2. HW for Mon: Complete first draft of Essay 2 AND read in CR “Strong Enough” (pp. 53-55) and “How Men Really Feel About Their Bodies” (pp. 72-74). Take notes; be ready for team challenge; bring book to class.

Week 5 - classroom (3130)

**Required individual conference this week.

M Sept 22 - Discuss readings; team challenge; add to list of possible topics for Unit 2. Style Lesson #1. HW for Weds: In CR read “Recession Generation?” (166) and “Virtual Friendship and the New Narcissism” (260)
W Sept 24 - Discuss readings; team challenge; add to list of possible topics for Unit 2. Style Lesson #2. HW for Mon: Complete final edit on Essay 1 and revise Essay 2 for content, organization and tone. Upload FINAL Essay 1 and second draft of Essay 2 by class time Monday.
Week 6 – lab (3120)


W Oct 1 – In class, work on video. HW for Mon: Edit Essay #2 for style and mechanics. Turn in FINAL Essay 2 by the time class starts Monday. Also read in CR, “The Case for Reality TV” (242-245), “Reality TV: Should We Really Watch?” (245-249); take notes, be ready for a team challenge. Bring text to class.

Week 7 – classroom (3130)

M Oct 6 – In class, discuss assigned readings and also read “Feminism in a Mad World” (322-325). HW for Weds: Read in CR “Why is the N.Y.P.D. After Me?” (380-382) and in FI2AW, “Believing Is Seeing: Biology as Ideology” (726-733). Take notes, be ready for a team challenge, bring both texts to class.

W Oct 8 – In class, discuss assigned readings and possible topics. HW for Mon: Review of Cultural Analysis readings.

Week 8 – lab (3120)

M Oct 13 – In class, work on Essay 3 (video).

W Oct 15 – In class, work on Essay 3 (video). HW for Mon: Final version of Essay 3 due. For Monday: In FI2AW, read “Just Do . . . What? Sport, Bodies, Gender” (736-748) and “Television as Teacher” (421-429)

Week 9 – classroom (3130)

M Oct 20 – In class, discuss readings. HW for Weds: In FI2AW, “How Male and Female Students Use Language Differently” (344-349) and “The Climate Crisis at the End of Our Fork” (852-862)

W Oct 22 – Discuss readings and Essay 4 assignment. HW for Mon: Draft Essay 4. Turn in complete first draft by Sunday at 5 p.m.

Week 10 – lab (3120)


W Oct 29 – In class: Continue research. HW for Mon: Complete pre-writing and prep activities.

Week 11 – classroom (3130)

M Nov 3 – In class: Draft development workshop. HW: Research and writing.

W Nov 5 – In class: Draft development workshop. HW: Complete first draft of Essay 5 (due by the time class starts Monday).
Week 12 – lab (3120)

M Nov 10 – Revising Essay 5. **HW for Weds:** Complete and upload a second draft of Essay 5.

W Nov 12 – Individualized grammar/mechanics/style exercises and editing. **HW:** Work on revisions and upload next-to-last draft by Monday; also read narratives TBA.

Week 13 – classroom (3130)

M Nov 17 – Discuss narratives. **HW:** Read more narratives. Upload final draft of Essay 5.

W Nov 19 – Discuss more narratives. **HW:** Draft your narrative (Essay 6).

_Thanksgiving_

Week 14 – lab (3120)

M Dec 1 – First draft of Narrative due.

W Dec 3 – Next-to-last draft of Narrative due. Review assignment for illustrated narrative presentation. **HW:** Prepare and upload slides for illustrated narrative presentation; upload final version of narrative.

Week 15 – classroom (3130)

M Dec 8 – Final draft of Narrative due. Illustrated Narrative Presentations.


Finals Week

- Final Reflection due Thursday, Dec. 18, on D2L by ____ p.m.
- Last day to submit an essay from Eng 1001 to the Electronic Writing Portfolio: Thurs. Dec. 18.
- No final exam in English 1001.