

Fall 8-15-2014

# ENG 1001G-044: Composition and Language

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## English 1001G (sec. 44): Composition and Language

**Instructor:** Dr. Robert Martínez

**Office:** Coleman Hall 3371

**E-mail:** rlmartinez@eiu.edu

**Course Time & Location:** MWF 11-11.50 AM, Coleman 3609, Fall 2014

**Office Hours:** Mondays 3-4 PM, Wednesdays 12-1 PM, Thursdays 10-11 AM and 12-1 PM,  
and by appointment

**Class Web:** course page on D2L (desire 2 Learn)

### Course Description:

English 1001G (3-0-3 credits) is a "writing-centered 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." The goal of this course is to help you to become an effective writer of expository, persuasive, and argumentative prose and to sharpen your writing and editing skills more generally. We will aim to accomplish this goal through a variety of "real-world" assignments, covering everything from writing effective personal statements, to analyzing consumer objects, social issues, and popular culture. This course will teach you how to develop your ability to analyze and construct arguments, to read critically, to express yourself with clarity, to conduct research, and to edit and trouble shoot your writing and that of your peers. These skills are crucial to your success not only at EIU but also in the professional world that awaits you.

### Course Learning Goals:

In successfully completing English 1001G, students will strive to accomplish the following:

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 (writing, speaking, critical thinking)
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 (writing, speaking, critical thinking)
3. Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
4. Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
5. Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion in their electronic writing portfolio (writing, critical thinking).

### Office Hours:

My office hours are listed at the top of this page. I am dedicated to helping you succeed in this course and at EIU. I will hold weekly office hours and will be available by appointment, should office hours not meet your needs during a given time. Please be aware that *I do not conduct office hours over e-mail*, unless I have made a special arrangement with you.

Please do not wait until the last minute before an assignment is due to schedule a hasty meeting, and do not e-mail me your work.

**Classroom Expectations:**

The guiding principle of this course is **group work, class discussion, and peer editing**. You will be spending much of your time working in groups with your classmates to revise each other's work and to get down into the mechanics of solid writing—the organization of ideas, the structure of sentences, the methods of argumentation, and much more. By exchanging peer criticism with each other, you will learn the importance of revision in the writing process and, through your evaluation of others' writing, you will learn how to look at your own writing with a more critical eye. You will ideally discover more about yourself as a writer, and you will learn to become a confident participant in the professional community you choose to enter later in your university career.

**Attendance Policy:**

Attendance is **mandatory**. Group work is a key feature of English 1091G, and your success in the class (as well as your classmates' success) depends upon active participation and attendance. Regardless of any absences, you will be held responsible for all work assigned.

**Absence penalties.** Starting with your fourth (4<sup>th</sup>) absences from class, I will lower your final grade by a "+" or "-" and your grade will continue to suffer this deduction for each absence you accumulated thereafter. (For example, your fourth absence would make a B+ go to a B; your fifth absence would automatically drop your B to a B-, and a sixth absence would quickly move you to a C+.) Ten (10) or more absences will most likely result in a failing grade. Please do NOT interpret this rule to mean that you have any "free" classes to skip.

Arriving late to class or being unprepared will also affect your grade negatively. If you arrive more than 10 minutes late to class, I will consider you absent. If you come to class *without a draft of your assignment or without assigned homework*, you may be considered absent. Be on time and be prepared—this is a lesson that will serve you well in whatever profession or field you choose to pursue in life.

**Plagiarism:**

Plagiarism is absolutely **unacceptable**. Plagiarism is the presentation of another's words or ideas as your own. Usually plagiarism is intentional, but it can also occur when one fails to cite a source correctly. It violates the EIU honor system and robs the original author of due credit. As a student at Eastern Illinois University, you are responsible for abiding by the EIU Student Conduct Code (<http://www.eiu.edu/~judicial/studentconductcode.php#s1>). Should I determine that you have committed plagiarism in an assignment, I will not hesitate to penalize your work and to direct the case to the Judicial Affairs Office.

**Assignments and Grading:**

There are five (5) units that we will cover in this course, each requiring a variety of exercises, writing, and presentations. Assignments will be discussed thoroughly as we delve into each unit over the course of the semester. Letter grades will be assigned, and the grading breakdown runs thus:

- |                        |     |
|------------------------|-----|
| • Unit/Essay I:        | 5%  |
| • Unit/Essay II:       | 10% |
| • Unit/Essay III:      | 20% |
| • Unit/Essay IV:       | 20% |
| • Unit/Presentation V: | 30% |
| • Participation*:      | 15% |

\*participation includes attendance, in-class discussion and activities, homework completion, etc.

All unit essays will involve pre-writing/drafting exercises and editing/revision exercises. Essays handed in *without proof of drafting or prewriting will be penalized*.

**Grading Scale:**

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D = 64-69
- F = 63 and below

**Student 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.

**Disability Services:**

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.

**Student Success Center:**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](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.

**EIU Resources:**

Here are some other important resources available to you:

<b>Need extra help with your writing?</b>	EIU Writing Center, Coleman Hall 3110 ( <a href="http://castle.eiu.edu/writing/index.php">http://castle.eiu.edu/writing/index.php</a> )
<b>Where's the library?</b>	Booth Library's "Ask a Librarian" can help you in person or virtually ( <a href="http://www.library.eiu.edu/requests/asklibr.html">http://www.library.eiu.edu/requests/asklibr.html</a> )
<b>Need strategies for grade improvement?</b>	EIU Student Success Center ( <a href="http://www.eiu.edu/success">http://www.eiu.edu/success</a> )
<b>Need someone to talk to?</b>	EIU Counseling Center ( <a href="http://www.eiu.edu/counsctr/">http://www.eiu.edu/counsctr/</a> )
<b>Sick?</b>	EIU Student Medical Clinic ( <a href="https://secure.health.eiu.edu/portal">https://secure.health.eiu.edu/portal</a> )
<b>Have disability requests or questions?</b>	EIU Disability Services ( <a href="http://www.eiu.edu/~disabltly">http://www.eiu.edu/~disabltly</a> )

## Tentative Course Schedule – English 1001G, Fall 2014

**Please note:** The activities and/or readings detailed below are subject to change depending on class progress.

Date	What We'll Do in Class	Homework
Mon., 8/25	Introduction to the course and class conduct.	Read David Buetow's "Teaching a Bad Dog New Tricks."
Wed., 8/27	Writing the Effective Personal Statement: Discuss Buetow essay.	Read essays by Howard White ("The Power of Hello"), Eboo Patel ("We Are Each Other's Business"), and Elvia Bautista ("Remember All the Boys") via the This I Believe website, <a href="http://thisibelieve.org">http://thisibelieve.org</a> and then type your reaction to each essay; bring reaction paper to class.
Fri., 8/29	Discuss White's, Patel's, and Bautista's essays.	Search This I Believe website and choose an essay of interest to you; write a two-page (double space) critique of it. Bring your paper to Wednesday's class.
Mon., 9/1	<b>Labor Day – No Class</b>	
Wed., 9/3	Group analysis and discussion of individually chosen essays; present findings.	Start making a list of personal experiences that are important to you. Bring this list to class on Friday. Bring laptops.
Fri., 9/5	Freewriting Unit #1 essay: crafting your This I Believe essay/experiences.	Drawing from your list of experiences, create a rough draft "Belief" essay. Bring to class on Monday.
Mon., 9/8	Group workshop review of "Belief" essays.	Three volunteers e-mail "Belief" essay draft to me before Wednesday's class.
Wed., 9/10	Open class critique of "Belief" essays.	Make final revisions to "Belief" essays.
Fri., 9/12	<b>Unit #1 Belief essay due in class.</b> Begin discussion of Unit #2: Evocative Objects.	Read Tod Machover, "My Cello" (D2L) for Monday's class; write a 1-page reaction to it.
Mon., 9/15	Discuss Machover's "My Cello" essay.	Read Rose Cloud's "The TS-500 Saxophone" via the website, <a href="http://www.martinezliteraria.com/eng1091objects/">http://www.martinezliteraria.com/eng1091objects/</a>
Wed., 9/17	Discuss Cloud's "Saxophone" essay.	Locate an object of importance to you and start describing why it is important to you.
Fri., 9/19	Class discussion on objects. Begin drafting Unit 2 essay.	Complete rough draft of Unit #2 essay on objects.
Mon., 9/22	Discuss Unit 1 paper feedback.	Bring rough draft of Unit 2 essay to class on Wednesday.
Wed., 9/24	Group workshop review of "object" essays.	Three volunteers e-mail "object" essay draft to me before next class.
Fri., 9/26	Open class critique of "object" essays.	Make final revisions to your Unit #2 essay on objects. Bring laptops to class on Monday!

Mon., 9/29	<b>Unit #2 essay due in class!</b> Begin Unit #3: Researching Yourself: The "Birth Year" Essay.	Put together a list of at least 3 items you have found from the year of your birth that are relevant to you.
Wed., 10/1	Discuss list of items and conduct in-class research; bring your laptops.	Draft your Unit 3 essay. Bring hard copy or e-copy to class on Friday.
Fri., 10/3	Group workshop review of Unit 3 essays.	Revise Unit 3 essay. Three volunteers e-mail Unit 3 essay draft to me before next class.
Mon., 10/6	Open class critique of Unit 3 essays.	Make final revisions to your Unit 3 essay!
Wed., 10/8	Discuss Unit #2 essay feedback.	Make final revisions to your Unit 3 essay!
Fri., 10/10	<b>Unit #3 essay due!</b> Begin Unit #4: Critical Film Analysis. Discuss tools of film and meaning.	Rewrite of Unit #1 essay due Monday!
Mon., 10/13	<b>Unit #1 essay rewrite due!</b> Watch Hartley's "New York" from <i>Flirt</i> ; short response and discussion.	
Wed., 10/15	Start watching Swanberg's <i>Drinking Buddies</i>	Work on study questions for film.
Fri., 10/17	<b>Fall Break – No Class</b>	Work on study questions for film.
Mon., 10/20	Discuss reaction to opening of the film. Continue watching Swanberg's <i>Drinking Buddies</i>	Work on study questions for film.
Wed., 10/22	Finish watching <i>Drinking Buddies</i> ; writing assessment of film; class discussion.	Read Kim Nicolini's "How a Dumb Blonde Became a Super Hero: Scarlett Johansson Lets It Bleed" (D2L)
Fri., 10/24	Bring laptop to class. Discuss Nicolini's essay. Start drafting your assessment of <i>Drinking Buddies</i> and begin conducting research.	Complete rough draft of Unit 4 essay. Three volunteers e-mail Unit 4 essay draft to me before next class.
Mon., 10/27	Open class critique of Unit 4 essays.	Complete revisions to Unit 4 essay draft.
Wed., 10/29	Open class critique of Unit 4 essays. <b>Rewrite of Unit #2 essay due!</b>	Complete revisions to Unit 4 essay draft.
Fri., 10/31	Peer editing group work on Unit 4 essay drafts. Bring hard copy or e-copy of completed draft to class.	Finish final draft of Unit 4 essay.
Mon., 11/3	<b>Unit #4 essay due!</b> Begin Unit #5 project: social problems.	Prepare a list of at least 3 social problems that concern you. Bring laptops to class Wednesday!
Wed., 11/5	Assess social problem lists; form groups for project. Begin research.	Begin working on locating 3 sources for Unit 5 project.
Fri., 11/7	Bring laptops to class. Discuss annotated bibliographies.	Prepare draft of Unit 5 annotated bibliographies.
Mon.,	Workshop on annotated bibliographies.	Complete annotated bibliographies for Unit 5.

11/10	<b>Rewrite of Unit #3 essay due!</b>	
Wed., 11/12	<b>Unit 5 Annotated Bibliographies due!</b> Group work presentation time for Unit 5.	Have group presentations—all material (research, multimedia, organization—ready to go by Thanksgiving break!
Fri., 11/14	Group work presentation time for Unit 5.	
Mon., 11/17	Group work presentation time for Unit 5.	
Wed., 11/19	Group work presentation time for Unit 5.	Finalize presentation projects.
Fri., 11/21	Conclude Group work presentation time for Unit 5.	
Mon., 11/24- 11/28	<b>Thanksgiving Week – No Classes</b>	
Mon., 12/1	Unit 5 group presentations due!	Meet with your group members and begin working on group project.
Wed., 12/3	Unit 5 group presentations due! <b>Rewrite of Unit #4 essay due!</b>	Meet with your group members and work on group project.
Fri., 12/5	Unit 5 group presentations due!	Meet with your group members and work on group project.
Mon., 12/8	Unit 5 group presentations due!	Meet with your group members and finalize the group project.
Wed., 12/10	Final in-class writing.	
Fri., 12/12	Last day of class, course evals.	

**No Final Exam in English 1001G!**