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# ENG 1001-046: Composition and Language

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## English 1001G-046: COMPOSITION AND LANGUAGE

1001 - 046

Fall 2005 / MWF 1:00-1:50am / Coleman 3609

**Professor Suzie Park**  
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**Office: 3030 Coleman, 217-581-6285**  
**Office Hours: M 11:00-1:00, W 11:00-1:00, 3:00-4:00**

### Course Description

English 1001G is a reading and writing course designed to enhance critical thinking and communication skills. The written word rules here. We will examine how good writing looks (grammar), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce essays through stages of brainstorming, drafting, and fleshing out theses. You will not do this alone, of course. This is a workshop course, which means that, much as in the world outside the university, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students' work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

Note: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class regularly this semester, you should reconsider taking this course. You must receive a grade of C or better in order to pass the course and meet the composition requirement.

### Texts

Kennedy, X.J. The Bedford Reader. 8<sup>th</sup> edition. New York: Bedford/St. Martin's, 2003.  
Fulwiler, Toby, and Alan Hayakawa. The College Writer's Reference, 3<sup>rd</sup> edition. New Jersey: Prentice Hall, 2002.  
McMahan, Elizabeth, and Robert Funk. Here's How to Write Well. 2<sup>nd</sup> edition. New York: Longman, 2002.

### Requirements

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. Now that you are writing at the university level, you should become better able to:

- know your audience, and to write persuasively for different audiences and purposes
- reflect upon your own beliefs and consider the viewpoints and arguments of others
- nimbly use different genres of discourse; in defending a position, what mode of argument will you use, for example? Narrating, explaining, analyzing, defining, interpreting, arguing, and using evidence or examples?
- economically incorporate outside sources of ideas and information; this means expanding beyond your personal experience and engaging with the arguments published by others
- revise, revise, revise your writing
- copy-edit your drafts so that they are grammatically sound and readable
- offer insightful readings of other writers' drafts

You will write four essays, each with a four-stage revision process, including peer-editing. As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work.

In this writing-intensive course, you will be graded on a scale of  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$ . You will not be able to make up missed in-class assignments. Work that is strongly engaged and on-topic will receive a  $\sqrt{+}$ . Satisfactory work that is on-topic will receive a  $\sqrt{\phantom{x}}$ . Work that shows little engagement or is off-topic will get a  $\sqrt{-}$ .

Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism.

### **Grades**

Essay 1 (10%)

Essay 2 (20%)

Essay 3 (20%)

Essay 4 (25%)

In-class writing assignments and quizzes (15%)

Participation (10%)

**LATE POLICY: Essays—and all other take-home assignments—are due at the beginning of class.**

Late essays will be marked a full grade lower for every class day late. Essays turned in a week past the deadline will be given a “zero.”

In-class writing assignments and quizzes must be turned in by the end of class, and cannot be made up at a later date.

Essay Format: Your paper should be stapled and include page numbers. Format: 12-point Times New Roman font, double-spaced, with one-inch margins.

Grading: See the attached GRADING RUBRIC for grading standards.

### **Plagiarism**

**Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course. I will follow the departmental policy 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 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.”

Submit your papers using correct MLA format.

## **English 1001G: Schedule of Classes, first half—subject to revision**

The schedule for the second half of the course will be distributed at a later date.

### **WEEK ONE**

- M 8/22 Introductions
- W 8/24 Introduction: “Why Read? Why Not Phone?” (B=Bedford Reader, 1-2); M.F.K. Fisher, “The Broken Chain” (B 9-26)
- F 8/26 handout

### **WEEK TWO**

- M 8/29 Essay 1 (diagnostic) due
- W 8/31 Walker Percy, “The Loss of the Creature” (handout)
- F 9/2 Narration: Telling a Story (B 73-85); David Sedaris, “Remembering My Childhood on the Continent of Africa” (B 234)

### **WEEK THREE**

- M 9/5 LABOR DAY—NO CLASS
- W 9/7 Essay 2—exploratory draft due
- F 9/9 Using and Documenting Sources (B 49-70)

### **WEEK FOUR**

- M 9/12 Essay 2—mid-process draft due; how to peer-edit
- W 9/14 Essay 2—concluding revision draft due
- F 9/16 Essay 2—final due; Example: Pointing to Instances (B 175-82); “Universal Chicken” (handout)

### **WEEK FIVE**

- M 9/19 Conferences
- W 9/21 Conferences
- F 9/23 Conferences

### **WEEK SIX**

- M 9/26 Jean Kilbourne, “Can an Engine Pump the Valves in Your Heart?” (B 340)
- W 9/28 Essay 3—exploratory draft due
- F 9/30 in-class exercise

### **WEEK SEVEN**

- M 10/3 in-class exercise
- W 10/5 Essay 3—mid-process draft due; Workshop: peer-editing
- F 10/7 FALL BREAK—NO CLASS

### **WEEK EIGHT**

- M 10/10 Review of Materials and Discussion of Mini-Conference: Reading and publishing your best two paragraphs
- W 10/12 Essay 3—final due
- F 10/14 Jessica Mitford, “Behind the Formaldehyde Curtain” (B 290)

Name: \_\_\_\_\_ Essay #: \_\_\_\_\_ Title: \_\_\_\_\_

## GRADING CRITERIA FOR ASSIGNMENTS

**“A” Range:** Outstanding. Original and creative ideas developed exceptionally well. Assignment is flawlessly revised and proofread.

<i>Content:</i>	a persuasive, insightful presentation of your own ideas that excels in responding to the assignment identifies and responds to the needs of the audience
<i>Organization:</i>	clearly sets up reader expectations (frontloads main ideas and information) clearly stated and specific thesis or central idea introduction sets up argument and direction of the report succeeding paragraphs or sections follow logically from the central idea body paragraphs are unified, organized, and coherent written and graphical cues provide a road map and signal the information that follows conclusion considers the ramifications of the central idea (answers the question, “So what?”)
<i>Evidence:</i>	appropriate use of evidence to prove and flesh out the central idea evidence followed by a thorough analysis that shows how it is critical correct documentation of sources
<i>Style:</i>	language is clear and concise with few grammatical or stylistic errors word choice is precise and appropriately specific strong, lively, and distinctive tone and voice throughout sentence structure fit for complexity of ideas (variety suited to sense; appropriate coordination, subordination, modification, and parallelism) use of passive constructions only when necessary correct use of conventional format for the assigned genre of the report body paragraphs or sections blocked properly

**“B” range:** Displays sound understanding of the topic, some originality, and a sense of the issues involved in writing a persuasive report, rather than mere exposition; proofreading needed, mostly finished; may have one or two of the following problems:

<i>Content:</i>	structure and argument are clear, but ideas lack depth and/or detail does not progress much beyond clichéd ideas covers topic adequately, but not thoroughly topic needs more analysis
<i>Organization:</i>	does not adequately or consistently set up reader expectations important ideas and information are not frontloaded central idea is vague, difficult to understand and/or to prove introduction does not set up direction of argument clearly body paragraphs do not follow logically from central idea body paragraphs are not unified, organized, coherent written and graphical cues are too vague or too general conclusion merely restates or summarizes the central idea
<i>Evidence:</i>	too little evidence to prove and flesh out the central idea evidence is not integrated evidence needs to be analyzed more thoroughly evidence is not cited properly
<i>Style:</i>	a number of grammatical or stylistic errors (including vague, repetitious, or colloquial word choice; shifting tenses; wordy or convoluted sentences; punctuation problems) tone and voice either too stilted and formal or too casual for a college-level report

**“C” range:** Displays either an uneven performance (serious flaws of comprehension and/or presentation); competent exposition without a real attempt at thinking through the assignment; further revision needed; essay has not been proofread; may have three of the problems outlined in the “B” range and/or:

<i>Content:</i>	no thesis or discernible argument depends on clichés, rather than analysis, of the topic inadequate coverage of the topic; does not clearly address needs of the audience
<i>Organization:</i>	introduction too vague, dull, confusing no roadmap or written and graphical cues conclusion overly general, repetitious, obvious, weak body paragraphs demonstrate problems with development/organization, which interfere with development of main ideas
<i>Evidence:</i>	few relevant pieces of evidence; little actual analysis too much irrelevant evidence; no actual analysis
<i>Style:</i>	stylistic and grammatical errors interfere with the content of the report sentences demonstrate problems with sentence boundaries (fragments, comma splices, run-ons) word choice often imprecise inconsistent tone and voice

**“D” range:** paper is off-topic (does not answer an assigned or approved topic; displays fundamental misunderstanding of the topic); major revising needed, reads like a first draft; has three or more of the problems outlined in the “C” range; or **does not fulfill page requirements.**

**“F”:** no report submitted; report has been plagiarized (incorporates another author’s ideas or language without acknowledgment; or actually written by someone else).

**COMMENTS:**