

Fall 8-15-2011

# ENG 1001G-045: Composition And Language

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ENG 1001G-045, **Composition and Language**  
Fall 2011, T/Th 2-3:15pm, Coleman Hall 3290

Assistant Professor Lania Knight  
Coleman Hall 3751, 581-6121  
Office Hours: TBA; Email: [ldknight@eiu.edu](mailto:ldknight@eiu.edu)

**Course Description:** This is a course in the writing of expressive, expository, and persuasive essays. Throughout the course, attention will be given to writing essays with effective expression, clear structure, and adequate development.

**Objectives:** By the end of this course, students will learn the following:

1. To write expressive, expository, and persuasive essays.
2. To research and revise during the process of writing.
3. To evaluate their own and their peers' writing.
4. To effectively read and discuss essays in the course texts.
5. To write clearly and eloquently.

**Required Texts**

*Writing: A Guide for College and Beyond*, ed. Lester Faigley (2nd edition)  
*The Norton Reader*, Shorter Twelfth Edition. Ed. Linda H. Peterson and John C. Brereton.  
A bound notebook, either sewn or spiral, at least 100 pages.

**Grades**

Lists of Ten	300
Essay 1, The Reflective Essay	
Submission 1:	100
Submission 2:	100
Essay 2, The Informative Essay	
Mid-Term:	100
Essay 3, The Evaluation Essay	
Submission 1:	100
Submission 2:	200
Essay 4, The Proposal Argument	
Final Exam:	100
<b>TOTAL:</b>	<b>1,000 points</b>

**Academic Honesty**

Please note the English Department's statement on plagiarism (that is, the intentional or unintentional use of another writer's intellectual property without proper acknowledgment):

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.

### **Students with Documented Disabilities**

If you have a documented disability and wish to receive academic accommodation, you must make arrangements through the Office of Disability Services; you should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

### **Communicating with the Professor**

If you need to contact me outside of class, please meet me at my office during office hours, or email me. Please keep all communication with me clear, respectful, and timely.

### **Be Prepared for Class**

To prepare for each class, please do the following:

1. Bring your textbook(s) and journal with you to class.
2. Read the assigned material **before** class.
3. Respond to the assigned reading in your journal **before** class:
  - A. For each day, please write a **List of Ten**. This can include any list of ten things you found interesting about the reading. If more than one essay is assigned for a class, divide your list evenly among the readings.
  - B. Class discussion will be structured around students' **Lists of Ten**, which each student will read out loud during class. Each response is worth around 25 points. **To receive full credit**, you must 1) be present in class, 2) read some or all of your list out loud, 3) provide page/paragraph numbers for each item on your list, and 4) be able to explain why the items on your list are relevant to your understanding of the text.

### **Attendance and Timely Arrival**

If you miss class, please provide a signed note from an appropriate authority (doctor, athletic director, etc) on letterhead. If you have a signed note, you may submit a copy of your List of Ten along with your note during the next class period. Otherwise, you will not receive credit. The Mid-Term and Final Exam cannot be made up if missed. Any student missing four (4) classes without a signed note will fail the course for lack of attendance. Please arrive to class on time. Arriving up to five minutes after class begins twice will count as an absence. Arriving later than five minutes after class begins is an absence.

### **Tentative Schedule**

#### Week One

Tuesday, 8/23: Introduction and overview

Thursday, 8/25: Discuss *Writing for College and Beyond*: Writing reflections, pages 80–1, and “Some Lines for a Younger Brother,” pages 82–5; Assignment: Essay 1

### Week Two

Tuesday, 8/30: Discuss *Writing for College and Beyond*: “Let It Snow” and *The Norton Reader* “On Dumpster Diving”

Thursday, 9/1: Discuss *The Norton Reader*: “Graduation” and “More Room”

### Week Three

Tuesday, 9/6: Discuss *The Norton Reader*: “On Being a Cripple” and “Beauty: When the Other Dancer is the Self”

Thursday, 9/8: DUE: Essay 1, Submission 1; Peer Review

### Week Four

Tuesday, 9/13: Small Group Workshop

Thursday, 9/15: Discuss *Writing for College and Beyond*: Reporting information, pages 190–2, and “Learning to Lie”; Assignment 2: The Informative Essay

### Week Five

Tuesday, 9/20: Conferences about Essay 1 Revisions (NO CLASS)

Thursday, 9/22: Discuss *The Norton Reader*: “Under the Influence” and “Sowers and Reapers”

### Week Six

Tuesday, 9/27: DUE: Essay 1, Submission 2; Discuss *The Norton Reader*: “The Way to Rainy Mountain”

Thursday, 9/29: Discuss *The Norton Reader*: “Enclosed. Encyclopedic. Endured: The Mall of America”

### Week Seven

Tuesday, 10/4: Discuss *The Norton Reader*: “Love” and “Why Women Smile”

Thursday, 10/6: Discuss *The Norton Reader*: “How to Know if You’re Dead” and “Behind the Formaldehyde Curtain”

### Week Eight

Tuesday, 10/11: Prepare for Mid-Term Exam

Thursday, 10/13: Mid-Term Exam: The Informative Essay

### Week Nine

Tuesday, 10/18: Discuss *Writing for College and Beyond*: Writing to Evaluate, pages 412–14 and “Gansta Rap and American Culture”; Assignment 3: The Evaluation Essay

Thursday, 10/20: Discuss *The Norton Reader*: “Kill ’Em! Crush ’Em! Eat ’Em Raw!”

### Week Ten

Tuesday, 10/25: Discuss *The Norton Reader*: “Why Colleges Shower Their Students with A’s” and “College is a Waste of Time and Money”

Thursday, 10/27: Discuss *The Norton Reader*: “The Gender Gap at School” and “How Teachers Make Children Hate Reading”

Week Eleven

Tuesday, 11/1: Discuss *The Norton Reader*: “Saudis in Bikinis”

Thursday, 11/3: DUE: Essay 3, Submission 1; Peer Review

Week Twelve

Tuesday, 11/8: Small Group Workshop

Thursday, 11/11: Discuss *Writing for College and Beyond*: Making a proposal argument, pages 536–9 and “Why Bother?”

Week Thirteen

Tuesday, 11/15: Conferences about Essay 3 revisions

Thursday, 11/18: Discuss *The Norton Reader*: “The Case for Single-Child Families” and “Get a Knife, Get a Dog, but Get Rid of Guns”

Week Fourteen

Tuesday, 11/22: THANKSGIVING BREAK

Thursday, 11/24: THANKSGIVING BREAK

Week Fifteen

Tuesday, 11/29: DUE: Essay 3, Submission 2; Discuss *The Norton Reader*: “A Modest Proposal” and “The Morals of the Prince”

Thursday, 12/1: Discuss *The Norton Reader*: “In Defense of Prejudice” and “The Case for Torture”

Week Sixteen

Tuesday, 12/6: Discuss *The Norton Reader*: “The Land Ethic”

Thursday, 12/8: Final Exam Prep

**Final Exam:** Monday, December 12<sup>th</sup>, 2:45-3:45pm