

Fall 8-15-2011

ENG 1001G-052: Composition And Language

Luke Kingery
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2011



Part of the [English Language and Literature Commons](#)

Recommended Citation

Kingery, Luke, "ENG 1001G-052: Composition And Language" (2011). *Fall 2011*. 41.
http://thekeep.eiu.edu/english_syllabi_fall2011/41

This Article is brought to you for free and open access by the 2011 at The Keep. It has been accepted for inclusion in Fall 2011 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Syllabus ENG 1001

Instructor: **Luke** E. Kingery

Office: **2110** Coleman Hall

Hours: M—3-4, W—2-4, TR—1-3, or **by appointment**

lekingery@eiu.edu

Required texts

Writing: a Guide from College and Beyond—ed. Lester Faigley

The Contemporary Reader—ed. Gary Goshgarian

A Pocket Style Manuel—ed. Diane Hacker

The **assignments** and course grade breakdown.

3 papers and a podcast (15% each)	60%
Response papers and in-class writing activities	20%
Show and Tell reading assignments	10%
Participation	10%

Grades for each paper/podcast will be figured on a scale of 0-100, while responses and in-class activities are based mostly upon participation, so full credit will be given to those who participate. Nevertheless, you will receive comments as well as a check -/+ that let you know how well you are doing in those activities.

The purpose of this course is to improve your writing skills. How much you improve depends upon the goals that you want to achieve and how seriously you take the assignments. Through a variety of in-class writing exercises and a few longer, more substantial writing assignments you will be able to enhance and hone skills that will help you to succeed in whatever professional or academic path you choose to take. In addition, a portion of this course will be devoted to becoming readers of the world around us in order to better understand the ways that communication is developed and what is most effective and/or ineffective.

This semester you will **write** three **papers** and one **podcast**. For each one, I will hand out an assignment sheet that outlines the requirements of the assignment as well as the due date. For the most part, there will be loose guidelines, but I will expect you to use your creative thinking skills to make the project into your own. Therefore, I will be flexible with regards to your topic choices. Because this is your education, I am willing to allow you to create your own writing assignments. However, you must clear your ideas with me first

Assignments are due on the date specified. Papers turned in after the due date will lose five points for each day they are late. Work turned in later than a week after the due date will receive an automatic zero. There will be no exceptions.

Attendance is required. Nevertheless, I understand that things come up. Therefore, you will have three unexcused absences. After that, unexcused absences will cost you five percent of your final grade. Again, there will be no exceptions.

Plagiarism will not be tolerated. It is easy to detect, and if you are caught copying someone else's work, I will be forced to turn you in, which does not sound like fun to me. Nevertheless, it is a serious violation of the university's policies, and you could be expelled from school entirely—so just don't do it. If you are unsure of what constitutes plagiarism please don't hesitate to ask for clarification. The following is EIU's policy regarding 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 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

You are all **Adults**, and you will **behave** in a manner that is consistent with that. In other words, this is a place where everyone should be able to express their own ideas and opinions and be respectful of others at the same time. Any threatening behavior towards others in this class will not be tolerated. In addition—no cell phone use is allowed during class. You can bring your laptops, but only for in class activities. However, be warned that I will not hesitate to check to make sure that you are not perusing non-class related material.

If you have a **documented disability** and wish to receive academic assistance, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

The following is a **tentative weekly schedule**, which means that I reserve the right to change it. Due dates will never be shortened but may be extended if necessary. As you can see, some class periods will be spent discussing assigned readings, but for the most part we will be using your work to discuss writing. So, when you see topics like "conclusions" or "organization," you are expected to bring a draft of your essay to work on in class. Keep in mind that these are only drafts, so they don't have to be perfect when you bring them to class.

Week 1

M8/22: Introductions and course syllabus

W8/24: Read 34-41 C— Writing center orientation—Introduce and discuss paper #1

Week 2

M 8/29: Read 24-33 W—Peer review and revision—Show and Tell

W 8/31: Bring rough draft of paper #1 for peer review

Week 3

M 9/5: Labor Day/ No class

W 9/7: Organization —Show and tell

Week 4

M 9/12: Read 13-20 W—Revision activities—MLA formatting

W 9/14: Paper #1 is due—Introduce paper #2

Week 5

M 9/19: Read 24-25 W—Developing a thesis—Working with the library databases—Show and tell

W 9/21: Bring a rough draft of Paper #2—Peer review

Week 6

M 9/26: Paired conferences (remember to bring two copies of your paper)

W 9/28: Paired conferences

Week 7

M 10/3: Read 268-275 W—Writing effective analysis

W 10/5: Choose and read an example essay from the “Write to Analyze” (276-330) section W

Week 8

M 10/10: Passive/Active voice

W 10/12: Paper #2 due—Introduce podcast—Show and tell

Week 9

M 10/17: Podcasts and audacity

W 10/19: Soundbytes, interviews, and musical enhancement

Week 10

M 10/24: Peer review: Reading out loud

W 10/26: Audacity revisited—Sample podcasts

Week 11

M 10/31 (Happy Halloween: Please, feel free to wear costumes to class)—Show and tell

W 11/02: Critiquing podcasts/Peer review

Week 12

M 11/7: Publishing the podcast Critiquing podcasts/Peer review

W 11/9: Podcast due—Introduce paper #3

Week 13

M 11/14: Choose and read two essays from “Remote Control: Television’s Influence” C

W 11/16: Watch and analyze a TV show in class

Week 14

11/21-25 Thanksgiving break no class

Week 15

M 11/28: Paired conferences

W 11/30: Paired conferences

Week 16

M 12/05: Peer review—Show and tell

W 12/07: Informal presentations of paper #3—Paper #3 due