

Fall 8-15-2011

ENG 1001G-054: Composition And Language

Philip Gallagher
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

Gallagher, Philip, "ENG 1001G-054: Composition And Language" (2011). *Fall 2011*. 43.
http://thekeep.eiu.edu/english_syllabi_fall2011/43

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.

English 1001G: Composition and Language
Fall Semester 2011

Instructor: Mr. Philip Gallagher
 Office: 2010 Coleman Hall

Email: pbgallagher@eiu.edu
 Hours: MWF 11-12, TR 2-3

I. Course Description and Objectives

English 1001G is a course focused on the reading and writing of expressive, expository, and persuasive texts. Class participants will be expected to supply focused attention to a variety of readings that range from instructive and rhetorical to critical and analytical. Particular attention will be given to the development of students as insightful readers and analytical writers. The function of the course work is to enable students to write with effective expression, clear structure, enhanced critical and analytical skills, and the proper documentation of sources. This class will be reading and writing intensive.

II. Texts and Other Resources

1. Hacker, Diana. *A Pocket Style Manual*, 5th ed. (Guide) *If Available*
2. Peterson, Linda and John Brereton. *The Norton Reader*, 12th ed. (Reader)
3. Ramage, Bean, and Johnson. *Allyn and Bacon Guide to Writing*, 6th ed. (Rhetoric)
4. *Webster's Dictionary* (Resource)

III. Course Format

The concept for this course is based on individual, small group, and whole class discussion. Individually, students will be expected to read, write, and research as required by daily course work and scheduled assignments. There will be small group work utilized in-class for activities and peer response and review of writing assignments. Also, a great deal of the in-class time will be spent in whole class discussions focused on writing processes, reading responses, specific essay material, and MLA Format and research requirements.

IV. Course Requirements

Successful completion of this Eng 1001G class is dependent on the following assignments and evaluative values:

1. 5-6pg Expository Essay	20%	or	200 points
2. 4-5pg Persuasive Essay	20%	or	200 points
3. 500 word Expressive Responses	20%	or	200 points
4. Class Participation	20%	or	200 points
5. In-Class Assignments	10%	or	100 points
6. Annotated Bib. / Research	<u>10%</u>	<u>or</u>	<u>100 points</u>
Totals: 100%			or 1000points

V. Grading Policies

Work for this course is graded on an A, B, C, D, F scale. ALL writing assignments will be graded in accordance with Eastern Illinois University's grading rubric. Late essay assignments will be accepted, but there is a letter grade penalty for each day (weekends included) that they are past due. Late in-class assignments, group work, and expressive responses WILL NOT BE ACCEPTED. All essays/responses/revisions will be collected at the end of class on the specified dates in the syllabus. Anything turned in after that will be considered late. Keep in mind that the university requires a passing grade of a C or better in this course!

VI. Electronic Writing Portfolio

Eastern requires all students to submit a document from 1001G **OR** 1002G to their EWP. Those 1001G students who plan to submit a paper written in this class need to speak to me about the document planned for submission. This meeting must occur before submission and the final weeks of the semester. Students submitting a paper to the EWP should consult Eastern's Assessment website at <http://www.eiu.edu/~assess/ewpmain.php>

VII. Attendance Policy

As college students, you are expected to come to class prepared with all materials and required assignments every day. Not only are you required to attend class, you also are required to participate in all discussions and activities. Failure to attend class and participate will result in a loss of participation points that could affect your course grade. Now, I understand that sometimes absence is unavoidable. For this reason, I have made the allowance of 2 unexcused absences available to those who have to miss class. Keep in mind that these are not excused absences. In other words, if they make an essay late or occur during an in-class assignment period, you will still lose points as stated in section V. However, these absences will not affect your participation grade. Excused absences will be accepted and you will not be penalized if you have the university specified documentation to substantiate your absence.

VIII. Plagiarism Policy

The University position on plagiarism is as follows:

“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 other should encompass all formats, including print, electronic, and oral sources.” Any Act of Plagiarism is Strictly Prohibited in this class. With the internet, plagiarism has become the “easy-out” for a lot of college students, but it has also made detection of plagiarism a click away. So, DON’T plagiarize. If you do, I will discover it, you will fail the course and be reported to the office of Judicial affairs. That being said, if you feel compelled to cheat because you don’t understand an assignment or you think your work isn’t “good enough,” rather than risk your academic career, come see me.

IX. Students with Disabilities

If you are in need of any academic accommodations and have a documented disability, please make sure to let me know in advance. Also, contact the Office of Disability Services as soon as possible so that any necessary arrangements can be prepared properly.

The following weekly schedule is only tentative. Based on class performance, and/or instructor discretion, the contents of this schedule may be revised.

X. Weekly Schedule

Week 1: Introduction

Aug. 22:

Introduction to the course

Ice-breaker group activity

Aug. 24:

“Writing about Writing” solo activity

Aug. 26:

Discussion on the conventions/expectations of college reading and writing

Week 2:

Aug. 29:

Read/Discuss: “Thinking Rhetorically About Good Writing,” Concepts 2 & 3 in *Allyn and Bacon*, pgs. 11-23

Aug. 31:

Read/Discuss: “Thinking Rhetorically about Your Subject Matter,” Concepts 4 & 6 in *Allyn and Bacon*, pgs. 25-37, 42-46.

Sep. 2:

Read/Discuss: “Thinking Rhetorically about How Messages Persuade,” Concepts 8 & 9 in *Allyn and Bacon*, pgs. 51-58.

Week 3:

Sep. 5:

No Class

Sep. 7:

Read/Discuss: “Understanding Strong Response Writing,” in *Allyn and Bacon*, pgs. 104-114, Expressive Writing Introduction

-Assign first expressive response over Paul Fussell’s *Thank God for the Atom Bomb* in *The Norton Reader*, pgs. 451-463.

Sep. 9: **Expressive Response Due**

Discuss: Fussell’s *Thank God for the Atom Bomb* and Responses

Week 4: College Essay Re-Overview

Sep. 12:

Read/Discuss: “Thinking Rhetorically about Style and Document Design,” Concept 11 in *Allyn and Bacon*, pgs. 67-75, rediscovering the essential components of the college essay and why they are important.

Sep. 14:

In-class exercise in essay introductions, bodies, and conclusions: From theses to concluding statements.

Sep. 16:

Read: Mark Twain’s, *Advice to Youth* in the *Norton Reader*, pgs. 389-390. In-class writing assignment: An essay (expository or persuasive) over Mark Twain’s, *Advice to Youth*.

Week 5: Research and Documentation

Sep. 19:

Introduction to library and database research and evaluation

Sep. 21:

In-class research activity

Sep. 23:

Read/Discuss: “Incorporating Sources into Your Own Writing,” “Citing and Documenting Sources,” and “Writing Project: An Annotated Bibliography,” in *Allyn and Bacon*, pgs. 558-605, 164-167.

Week 6: Persuasive Essays

Sep. 26:

Read/Discuss: “Writing a Classical Argument” in *Allyn and Bacon*, pgs. 331-352.

Sep. 28:

Assign persuasive essay assignment and discuss possible topics

Assign second expressive response over John Muir’s, *A Wind-Storm in the Forest* in the *Norton Reader*, pgs. 346-351.

Sep. 30: **Expressive Response Due**

Discuss: Muir’s *A Wind-Storm in the Forest* and responses

Week 7: *Conferences on persuasive essays: Attend your scheduled time*

Oct. 3-7

Week 8:

Oct. 10:

Lecture and discussion on global vs. local revision

Oct. 12:

Persuasive essay drafts for peer review/response

Annotated Bibliographies Due

Oct. 14:

No Class

Week 9:

Oct. 17:

Read/ Discuss: Tom Regan, *The Case for Animal Rights* in *The Norton Reader*, pgs. 403-414, Read for content and argumentation.

Assign third expressive response over Regan’s, *The Case for Animal Rights*

Oct. 19: **Expressive Response Due**

Lecture on argumentation and persuasion

Oct. 21:

In-class workshop on persuasive essay revision

Week 10:

Oct. 24:

Lecture, discussion, and review of works cited with group activity

Oct. 26:

Small group work on persuasive essays: Last chance revision opportunity

Oct. 28: **Persuasive Essays and Works Cited Due**

Week 11: Expository Essays

Oct. 31:

Read/Discuss: "Writing an Informative Essay or Report," in *Allyn and Bacon*, pgs. 177-185.

Nov. 2:

Assign expository essays and discuss possible topics

Assign fourth expressive response over Alexander Petrunkevitch's, *The Spider and the Wasp* in *The Norton Reader*, pgs 358-363.

Nov. 4:

Discuss: Petrunkevitch's *The Spider and the Wasp*

Week 12: *Conferences on expository essays: Attend your scheduled time*

Nov. 7-11:

Expressive Response Due At Your Scheduled Conference Time!

Week 13:

Nov. 14:

Lecture and discussion on audience analysis and address

Nov. 16:

Expository essay drafts for peer review/response

Nov. 18:

Discussion of research

Annotated Bibliographies Due

Week 14: Thanksgiving Break

Nov. 21-25

Week 15:

Nov. 28:

Read/Discuss: Anna Quindlen's, *Between the Sexes, A Great Divide* in *The Norton Reader*, pgs. 128-130.

Assign fifth expressive response over Quindlen's *Between the Sexes, A Great Divide*

Nov. 30: **Expressive Response Due**

Lecture and discussion on voice and tone

Dec. 2:

In-class workshop on expository essays

Week 16:

Dec. 5:

Discuss: "Essay Examinations: Writing Well Under Pressure" in *Allyn and Bacon*, pgs. 609-622. A preface to future assessment writing assignments across the curriculum.

Dec. 7:

Small group work on expository essays: Last chance revision opportunity

Dec. 9: **Expository Essays and Works Cited Due**

Week 17: Pick up final paper Tuesday, Dec. 13th at 12:30pm