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Fall 8-15-2021

## ENG 1091G-290: College Composition I Honors

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*Eastern Illinois University*

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### Recommended Citation

Campbell, Julie, "ENG 1091G-290: College Composition I Honors" (2021). *Fall 2021*. 52.  
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**English 1091G-290—College Composition I:  
Critical Reading and Source-Based Writing  
Fall 2021**

Dr. Campbell  
Office CH 3572  
Office hours TTH 11am-12:30pm,  
2pm-3:30pm, W 11am-12:00pm,  
and by appointment.

TTH 9:30am-10:45am  
CH 3290  
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**Texts**

*The Bedford Book of Genres*, 2<sup>nd</sup> edition  
*A Writer's Reference*, 5<sup>th</sup> edition  
*Ways of Reading*, 12<sup>th</sup> edition

**Articles**

***Life-Writing and Food Culture***

Monique Truong, "American Like Me," *Gourmet Magazine*, Supplement to *Gourmet*, August, 2006: 6-7. D2L

Scot Simon, "Conflict Cuisine," *Gourmet Magazine*, Supplement to *Gourmet*, August, 2006: 88-90. D2L

Junot Diaz, "The Taste of Home," *Gourmet Magazine*, Supplement to *Gourmet*, August, 2006: 32-35. D2L

***Process Analysis and Innovation***

Dina Mishev, "Standing on Water," *Mosaic*, May/June 2021: 4-6. D2L

Fareed Zakaria, "How to Build a Safer World," *Time*, October 19, 2021: 54-57. D2L

Brock Keeling, "An Oral History of the Parklet," *Dwell*, May/June 2021: 44-47. D2L

Atul Gawande, "Slow Ideas," *Ways of Reading*, 324-339.

Ding-Tzann Lii, "The Cultural Politics of Food: Rice as an Anti-Globalization Project," *Gastronomica*, Fall 2017, 24-35. D2L

***Argument and the World Around You***

Jonathan Kauffman, "The Responsible Burger," *Eating Well*, December 2020: 70-79. D2L

Jenny Price, "Thirteen Ways of Seeing Nature in L.A.," *Ways of Reading*, 473-496.

Anna Tsing, "The Mushroom at the End of the World," *Ways of Reading*, 579-586.

Barry Estabrook, "Politics of the Plate: The Price of Tomatoes," *Gourmet Magazine*, March, 2009: 1-4. *Gourmet Archives*: [Gourmet.com](http://Gourmet.com). D2L

Michael Pollan, "Corn's Conquest," Excerpt from *The Omnivore's Dilemma* (London: Penguin, 2006). D2L

### ***Writing in Your Discipline***

Note: you will be responsible for finding 2-3 articles for consideration in your own discipline.

### **Course Description**

This course focuses on developing your critical thinking and writing skills through the reading and writing of expressive, expository, and persuasive projects. The main goals are to develop university-level research and composition skills through practice with writing in a variety of genres using patterns of development commonly found in many disciplines. We will especially concentrate on audience identification, effective expression, clear structure, adequate development of ideas, and correct documentation of sources. As students in Honors English, you should already be able to write a coherent, grammatically correct short essay that is clearly persuasive or explanatory in nature. In this course, we want to take those basic skills further by providing writing assignments that will sharpen your research skills and your ability to communicate what you learn from your research to different audiences. You will design your projects for specific audiences and target those audiences at every stage of the writing the process. In each unit, you will have two writing assignments, one of them in a genre that is not considered traditionally academic (although this category *is* widening), and one of them in a traditional academic research project format.

Throughout the semester there will be a workshop quality to our class time. We will work as a large group, in small groups, and one-on-one in conferences to hone your reading, research, writing, and editing skills. Your attendance is crucial to this learning process.

### **Objectives**

--To **write rhetorically astute papers** in which words, sentences, and paragraphs develop a central idea. These papers should reflect a command of the writing process: to that end, you will practice prewriting strategies for formulating a thesis, methods for planning and drafting a paper, and strategies of revising for clarity and adequate development.

--To **develop research skills**: you will explore a variety of types of sources and ways to access them. You will analyze those sources regarding their merit for your projects.

--To **develop skills in critical reading**: you will practice being a discerning reader, as well as a discerning critic and editor of your own work and that of others.

--To **practice audience analysis**: throughout your university and professional life, you will be writing for specific audiences. You will identify an audience and consider how best to communicate with them for each of your papers, taking into consideration such issues as diction, style, and formality of language.

**Note:** The prerequisite for this course is English 1000 or proficiency in basic skills as determined by the English Department.

### **The Writing Center**

Please consider making use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by or call 581-5929.

### **Policies**

--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. The English Department statement on plagiarism stipulates that 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 assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in on time. If you are having problems, let me know. Papers turned in one to two class days late will be docked a letter grade. Papers turned in later than that without a university-approved excuse will not be accepted at all. Missed in-class writing responses and group work cannot be made up.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by McAfee 1210 as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text 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 MacAfee 1301.

--If you begin missing multiple classes or assignments without communicating with me, I will make use of the EIU Early Alert System to help you get back on track. Your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. Use of this system does not mean that you are in trouble; it is a means to help you avoid trouble.

--Be prepared for class. You will get a lot more out of class discussions if you are participating in them, and I will notice if you do not seem prepared to participate.

### **Requirements and Grades**

1. To pass English 1091G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit and will result in you having to retake the course. (An NC is not factored into your GPA.)

**Grading:** Some assignments may be graded with a **check mark system**, which will be weighted as follows:  $\surd+$  = A,  $\surd$  = B,  $\surd-$  = C. Anything lower will be an F.

**Letter grades** will be assessed numerically as follows: A+ = 98, A = 95, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, and so on. Why is there no 100 for writing assignments? Because writing can, theoretically, always be improved.

2. Turning in work: Assignments are due in Dropbox on the dates noted. **See Dropbox in D2L.** If you are having problems, let me know. Late assignments will be reduced a letter grade for each class day that they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity).

Unless otherwise noted in the assignment, traditional research papers will follow the MLA guidelines for essays. See sample papers and MLA guidelines in your textbooks as well as online via the EIU Writing Center website.

### **Assignments**

#### **Unit 1 Life-writing and Food Culture**

Food Memoir: 5%

Food and Culture research essay: 15%

#### **Unit 2 Process Analysis and Innovation**

Blog post: 5%

Innovation research essay: 15%

### Unit 3 Argument and the World Around You

Editorial: 5%

Argument research essay: 15%

### Unit 4 Writing in Your Discipline

Proposal: 10%

Development strategy of your choice research essay: 20%

**Revisions with Revisions Statements (there will be 3):** 6%

**Guided Readings (there will be 2):** 4%

100%

### Important Reminder

All students must submit a document from 1091G or 1092G as part of the requirements for their **Electronic Writing Portfolio** (EWP). This is a University requirement for graduation. For more information, visit the following web site:

<http://www.eiu.edu/~writcurr/>.

### Tentative Schedule

#### Unit 1 Life-writing and Food Culture

**T. Aug. 24**—Introduction to the course. What is rhetoric? What is a rhetorical situation? What are discourse communities? Consider notions of exigence, audience, and constraints. Do Exercise on p. 15, *Bedford* on reading any text rhetorically.

**For next class:** Read Ch. 1 in *Bedford*. In D2L, read Monique Truong’s “American Like Me,” and Scot Simon’s “Conflict Cuisine,” and Junot Diaz’s “The Taste of Home.”

**Th. Aug. 26**—Begin discussing the food-related memoirs from the professional writers. Begin brainstorming your own topics for a food memoir.

**For next class:** Begin writing your **Food Memoir**. Be ready to discuss in class your rhetorical situation—exigence, audience, constraints.

**T. Aug. 31**—Finish discussing food-related memoirs from the professional writers. In class, present your topic and scenario for your food memoir.

**For next class:** Complete your food memoir. Read Estabrook, “Politics of the Plate...” and Pollan, “Corn’s Conquest.”

**Th. Sept. 2—Food Memoirs are due.** Begin discussing Estabrook and Pollan. Go over first researched writing assignment: a food and culture-themed research essay—Unit 1 Research Essay. Consider audience and possible venues for seeing such an article in print. Begin the getting-started exercise for this project.

**For next classes:** Read Ch. 11 on exploring topics and creating a research proposal in *Bedford*. Note that next class we will have a Booth Library tour and research session. Also, complete the getting-started exercises for the first research essay. On Th. Sept. 9, you will pitch your three topic/development ideas.

**T. Sept. 7—**Meet in library lobby on south side of library. Your focus will be on learning to access materials in Booth Library. You will be expected to try 3-4 of the searches that you learn to do during this session as you do research for your first project. Be prepared to take notes.

**For next class:** Recall that you will pitch your three topic/development ideas for Unit 1 Research Essay.

**Th. Sept. 9—**Based on your responses to the Getting-Started Exercises for the Unit 1 Research Essay (and your reading of *Bedford*, Ch. 11), pitch your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your project, and you will begin to consider your research strategy based on what you learned in Booth.

**For next class:** Do research for first research essay and begin drafting. Finish reading Estabrook and Pollan.

**T. Sept. 14—**Finish discussing Estabrook and Pollan, as well as Ch. 11 in *Bedford*. Sign up for small group peer critiques.

**For next classes:** Complete your first draft of the Unit 1 Research Essay. For your conference day, bring your device to class so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Have a list of **at least 3 specific questions** regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss.

**Th. Sept. 16—**Groups: Peer Critique of drafts for **Unit 1 Research Essay**.

**For next class:** Revise and edit your paper. Consider making a Writing Center appointment.

**T. Sept. 21**—Groups: Peer Critique of drafts for **Unit 1 Research Essay**.

**For next class:** Complete and polish Unit 1 Research Essay, due next class. Read Ch. 6 in *Bedford*, as well as Dina Mishev, “Standing on Water” and Fareed Zakaria, “How to Build a Safer World.”

## **Unit 2 Process Analysis and Innovation**

**Th. Sept. 23**—**Turn in Unit 1 Research Essay**. Begin discussing the vastly elastic and often used development strategy of process analysis. Even though *Bedford* does not address directly this writing strategy, it is difficult to find a scholarly or professional discipline that does not require its use. Also begin discussing Michev’s and Zakaria’s essays.

**For next class:** Find and bring to class (on your device is fine, but a print-out will also work) an example of process analysis—genre of your choice—for which you write a **Guided Reading**. See pp. 30-31 in *Bedford*. For the assignment, which you will turn in, you will do the following:

1. Write a paragraph in which you identify your text and summarize its contents.
2. Then complete the Guided Reading categories as exemplified on p. 30:

--Rhetorical Situation & Choices:

Purpose, Audience, Rhetorical Appeals, Modes & Media, Elements

--Genre Conventions:

Elements of the Genre, Style, Design, Sources

**T. Sept. 28**—**Guided Reading on a genre using process analysis is due**. Present your guided readings in class. Discuss **Blog Post** assignment.

**For next class:** Read Brock Keeling, “An Oral History of the Parklet” and Atul Gawande, “Slow Ideas.” Also, brainstorm topics for a process analysis blog post that you might compose. Come to class with 3 ideas to discuss.

**Th. Sept. 30**—Discuss **Revision and Revision Reflection assignments** for Unit 1 Research Essay. Discuss Keeling and Gawande’s essays. Discuss ideas for a blog entry.

**For next class:** Complete Revision and Revision Reflection for Unit 1 Research Essay. **Also**, begin drafting your blog entry.

**T. Oct. 5**—**Revision and Revision Reflection of Essay 1 are due**. Begin discussing Unit 2 Research Essay. This project will use process analysis to explain innovative approaches to current issues in any field, for example, specific environmental, political, or social issues, or issues in your own field of study. Consider audience and venue possibilities for such an article. Begin the getting-started exercises for Unit 2 Research Essay.

**For next class:** Finish the getting-started exercises for Unit 2 Research Essay and be prepared to present your work in class. **Also**, complete your blog entry, which will be due next class.

**Th. Oct. 7—Blog entries due.** Based on your responses to the getting-started exercises for Unit 2 Research Essay, pitch your three topic scenarios in class. Be prepared to take notes on the class discussion and to practice helping others define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your **Research Strategy**. Sign up for Small Group Conferences.

**For next class:** Do the Research Strategy Exercises for Unit 2 Research Essay and begin your drafts.

**T. Oct. 12—Drafting Day. Sign up for small group conferences.** Working either in class or in Booth Library, complete a first draft of Unit 2 Research Essay.

**For next class:** Bring your device to class (the day you sign up for) so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Know exactly **when** your conference is scheduled and show up accordingly. Have a list of **at least 3 specific questions** regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss.

**Th. Oct. 14—**Small group conference day on Unit 2 Research Essay.

**T. Oct. 19—**Small group conference day on Unit 2 Research Essay.

**For next class:** finished, polished **Unit 2 Research Essay is due**. Read in Bedford, pp. 225-231 on editorials and opinion pieces.

### **Unit 3 Argument and the World Around You**

**Th. Oct. 21—Turn in Unit 2 Research Essay.** Discuss argument and persuasion as components of almost all writing. Consider the Sanchez article in light of the questions, p. 230 in *Bedford*. Brainstorm possible topics for your own editorials.

**For next class:** Draft your editorial. Begin reading Kauffman, “The Responsible Burger,” and Price, “Thirteen Ways of Seeing Nature in L.A.”

**T. Oct. 26—**Report on your editorial topic choices. Begin discussing Kauffman and Price essays.

**For next class:** Finish your editorial, due next class, and read Tsing, “The Mushroom at the End of the World.”

**Th. Oct. 28—Editorials are due.** I will be at a conference.

**For next class:** Do the Revision and Revision Reflection for Unit 2 Research Essay.

**T. Nov. 2—Revision and Revision Reflection for Unit 2 Research Essay are due.** Discuss Tsing’s essay. Discuss **Unit 3 Research Essay** and begin the getting-started exercises.

**For next classes:** Complete getting-started exercises for Unit 3 Research Essay. Be prepared to pitch your three scenarios for Unit 3 Research Essay on T. Nov. 9.

**Th. Nov. 4—Library day.** Work on your pitches for Unit 3 Research Essay.

**T. Nov. 9—**Based on your responses to the getting-started exercises for Unit 3 Research Essay, pitch your three topic scenarios in class. Be prepared to take notes on the class discussion and to practice helping others to define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your **Research Strategy**. Sign up for Small Group Conferences.

**For next class:** Do the Research Strategy Exercises for Unit 3 Research Essay and begin drafting it. Bring your device to class (the day you sign up for) so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Know exactly **when** your conference is scheduled and show up accordingly. Have a list of **at least 3 specific questions** regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss.

**Th. Nov. 11—**Small group conference day on Unit 3 Research Essay.

**T. Nov. 16—**Small group conference day on Unit 3 Research Essay.

**For next class:** Finished, polished Unit 3 Research Essay is due. Read pp. 195-200 on proposals in *Bedford*.

## **Unit 4 Writing in Your Discipline**

**Th. Nov. 18—Unit 3 Research Essay is due.** Begin discussing proposals. You will write a proposal for your topic for the Unit 4 Research Essay, which will be on a subject in your field of interest. You will select the approach for development that seems most appropriate for this project. Begin brainstorming your topic, audience, and venue for your Unit 4 Research Essay. Instead of sharing your getting-started exercise results—you will use them to formulate your proposal to share with class. This unit will be largely self-guided, providing you the opportunity to put into practice what you have learned about developing projects.

**For next class:** Begin work on your topic and proposal. Also, find 2-3 peer-reviewed articles in your field to read for this unit. For **one** of the peer-reviewed articles, write a **Guided Reading**, following the categories for a guided reading of a peer-reviewed article, pp. 117-120 in *Bedford*. As before, you will first write a paragraph in which you identify your text and summarize its contents. Then, you will provide brief analyses according to the categories under Rhetorical Situation & Choices, as well as Elements of the Genre.

**T. Nov. 23—Thanksgiving**

**Th. Nov. 25—Thanksgiving**

**T. Nov. 30—Guided Readings are due.** In class, in small groups, share your article with your group members. Take turns going over your Guided Readings, paying particular attention to what you consider the strengths and weaknesses of the work in question. Consider whether or how the article in question might be a source for your Unit 4 Research Essay.

**For next class:** Complete your proposal, due next class.

**Th. Dec. 2—Turn in your proposal for Unit 4 Research Essay.** Sign up for small group conferences.

**For next class:** Work on your Revision and Revision reflection for Unit 3 Research Essay. Also, begin drafting your Unit 4 Research Essay. Bring your device to class (the day you sign up for) so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Know exactly **when** your conference is scheduled and show up accordingly. Have a list of **at least 3 specific questions** regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss.

**T. Dec. 7—Small group conferences. Note: Revision and Revision Statement for Unit 3 Research Essay are due.**

**Th. Dec. 9—Small group conferences.**

**Unit 4 Research Paper is due:** Wed., Dec. 15, 8-10am.