

Fall 8-15-2007

ENG 1091G-094: Composition and Literature, Honors

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English 1091G-094—Composition and Language
Fall 2007

Dr. Campbell
 CH 3572, 581-6974
 Office hours TTH 11:00am-2:00pm
 and by appointment

TTH 3:30-4:45
 CH 3130
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Texts

The Bedford Reader, 8th ed.
A Pocket Style Manual
Bird by Bird, Anne Lamott

Texts on E-Reserves

"Devoid of Content," Stanley Fish
 "Conflict Cuisine," Scott Simon
 "The Taste of Home," Junot Diaz
 "American Like Me," Monique Truong

Other Materials

Notebook and folder
 Email account

Optional, but Fun

Eats Shoots & Leaves, Lynne Truss

Course Description

This course is focused on the reading and writing of expressive, expository, and persuasive essays. The main goal is to develop university-level writing skills. We will especially concentrate on effective expression, clear structure, adequate development of ideas, and documentation of sources. The prerequisite for this course is English 1000 or proficiency in basic skills as determined by the English Department. Throughout the semester, we will be working in both a computer classroom and a regular classroom, so 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, writing, and editing skills. Needless to say—your attendance is crucial to this learning process.

Goals

- To write expository and persuasive papers on a variety of topics in which words, sentences, and paragraphs develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing.
- To write purposeful, adequately developed sentences and paragraphs that are direct, economical, and structurally appropriate for the ideas expressed.
- To develop a clear sense of what is rhetorically appropriate for a given audience.
- To hone your research skills by exploring and analyzing a variety of types of sources.

- To improve your critical reading skills in order to become a discerning reader and editor of your own work as well as that of others.
- To read about writing, investigating the techniques and perspectives of others on the writing process.

Policies

- 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're 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. Papers must be turned in in hard copy form. No electronic versions will be accepted. Missed quizzes, in-class writing responses, and in-class 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) as soon as possible.
- Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll 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 in to your GPA.)
2. Turning in work: You will turn in your essays in a folder. The polished, finished paper will go in the right pocket. The drafts, pre-writing exercises, and source materials used will go in the left pocket. Finished papers will be word-processed and will follow the MLA guidelines for essays. See sample papers in your textbooks.

Essay 1 (diagnostic writing sample, will receive instructor's comments only.)

Essay 2 10%

Essay 3 20%

Essay 4 20%

Essay 5 30%

Research reports, revisions, and other assignments 20%

Note: No final exam

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/>. If you wish to submit a document from this 1091G

course, you must submit the essay to me for review **two weeks** before the semester is over.

Tentative Schedule

T. Aug. 21—Introduction to the course.

For next class: Read the Introduction in *Bedford Reader*, as well as Part One—Reading, Writing and Research. In your E-Reserves packet, read Stanley Fish’s “Devoid of Content,” and read the introduction to Anne Lamott’s *Bird by Bird*.

Th. Aug. 23—**Essay 1, Diagnostic Essay**, in class. Afterward, discuss Fish’s article, as well as the introductory material in *Bedford Reader*. Especially focus on Ch. 2, Writing Effectively.

For next class: In *Bedford Reader*, read Amy Tan’s “Fish Cheeks,” p. 92. In your E-Reserves packet, read “American Like Me,” by Monique Truong and “Conflict Cuisine,” by Scott Simon.

Unit One—Narration, Description, and Example

T. Aug. 28—Discuss Diagnostic Essays. Discuss stories and techniques used, as well as compare/contrast Lamott and Fish’s views on the writing process.

For next class: In *Bedford Reader*, read the introductions to Chs. 4 and 5, Narration and Description. In *Bedford Reader*, also read Joan Didion’s “Marrying Absurd,” p. 159. Come to class with a list of three possible topics for **Essay 2—A Personal Narrative**.

Th. Aug. 30—Discuss writing process and Didion essay. Brainstorming and drafting workshop for Essay 2.

For next class: In *Bedford Reader*, read Brad Manning’s “Arm Wrestling with My Father,” p. 136, and in your E-Reserves packet, read “Taste of Home” by Junot Diaz. In Lamott, read “Getting Started,” “Short Assignments,” and “Shitty First Drafts.”

T. Sept. 4—Discuss stories and techniques used. Consider the idea that “real” writing is always about process and that drafts are not a frill; they are an abject necessity.

For next class: Continue work on drafts and bring them to class.

Th. Sept. 6—Drafting workshop continues.

T. Sept. 11—Groups: Peer Critique of drafts.

For next class: Read in Lamott, “Perfectionism,” “School Lunches,” and “Polaroids.”

Th. Sept. 13—**Finished, polished Essay 2 is due**, with draft(s) and pre-writing work.

For next class: In *Bedford Reader*, read Ch. 7 on Comparison and Contrast, as well as Suzanne Britt’s “Neat People vs. Sloppy People,” p. 223, Dave Barry’s “Batting Clean-up...,” p. 229, and David Sedaris’s “Remembering My Childhood ...,” p. 234.

Unit Two—Comparison and Contrast

T. Sept. 18—Discuss stories and techniques used. Consider Lamott's ideas in light of your attempts with Essay 2.

For next class: Come to class with a list of three possible topics for **Essay 3—A Comparative Approach**. Look closely at suggestions on p. 265 in *Bedford Reader*. Read Ch. 7 in *Bedford Guide*.

Th. Sept. 20—Brainstorming and drafting workshop for Essay 3.

For next class: Bring finished draft to class next time.

T. Sept. 25—**Note: Revision of Essay 2 is due.**

Groups: Peer Critique of Drafts. Sign up for conferences.

For next class: know exactly **when** your conference is scheduled and show up accordingly. Bring your draft and the comments from your peer critiques. 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. These questions may come from peer critique comments or your own self-editing ideas. Be prepared to discuss your attention to narration, description, and examples in this paper. Note: grades for conference participation fall under "other assignments" and are based on holistic consideration of your preparedness and participation.

Th. Sept. 27—Conferences on Essay 3.

T. Oct. 2—Conferences on Essay 3.

For next class: Finished, polished Essay 3 is due, with draft(s) and pre-writing work. In Lamott, read "Character," "Plot," and "Dialogue," as well as "How Do You Know When You're Done?"

Th. Oct. 4—**Finished, polished Essay 3 is due**, with draft(s) and pre-writing work.

Discuss Lamott's comments in light of good writing in general.

For next class: In *Bedford Reader*, read the introductions to Ch. 8, Process Analysis, and Ch. 9, Division or Analysis. In *Bedford Reader*, also read Linnea Saukko's "How to Poison the Earth," p. 276, Judy Brady's "I Want a Wife," p. 320, and Jean Kilbourne's "Can an Engine ...," p. 340.

Unit Three—Explaining a Concept: Division, Analysis and Classification

T. Oct. 9—Discuss essays and techniques used. Identify arguments supported by these methods in each of the essays. Consider where the techniques of process analysis and division are used together.

For next class: In Lamott, read "Looking Around," "The Moral Point of View," and "Broccoli."

Th. Oct. 11—Continue with the essays in question. You are now looking at topics that require outside research to support your arguments. How might Lamott's advice be

meaningful for research projects as well as creative projects? What are some basic truths about good writing that apply to both kinds of writing?

For next class: Come to class with a list of three possible topics for **Essay 4**—

Explaining Concepts and be ready to discuss what you know about these topics and the research you would need to do write about them. In *A Pocket Style Manual* and *Bedford Reader*, read sections on documenting sources. Especially review MLA Style.

T. Oct. 16— Discuss topics; consider sources and research techniques that may be useful. Discuss the assignment for **Research Report 1**.

For next class: Understand that you are now doing a new pre-writing exercise—the Research Report. Prepare to make the most of your library time by doing a great deal of work online, as homework, before showing up for class in the library.

Th. Oct. 18— Library research trip. Meet in library lobby area on south side of library.

T. Oct. 23—**Research Report 1 due.** Drafting workshop for Essay 4.

For next class: Bring completed drafts. Be prepared to discuss the range of writing techniques discussed so far that you make use of in this paper. Read in Lamott “Radio Station KFKD,” “Jealousy,” “Index Cards,” and “Calling Around.”

Th. Oct. 25—Discuss Lamott chapters—their relevance to the research and writing process. Bring completed drafts for peer critique. Sign up for conferences.

For next class: Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding your organization and sources that you would like to discuss with the instructor. These questions may come from peer critique comments or your own ideas. Be prepared to discuss your attention to organization, use of your sources, and MLA Style for citing sources. As noted above, grades for conference participation fall under “other assignments” and are based on holistic consideration of your preparedness and participation.

T. Oct. 30—Conferences on Essay 4.

Th. Nov. 1—Conferences on Essay 4.

For next class: Finished, polished Essay 4 is due, with draft(s), pre-writing work, and photocopied sources. In *Bedford Reader*, read intro. to Ch. 13 or Argument and Persuasion, as well as Chitra Divakaruni’s “Live Free...” and Peter Singer’s “The Singer Solution”

Unit Four—Argument and Persuasion

T. Nov. 6— **Finished, polished Essay 4 is due**, with draft(s), pre-writing work, and photocopied sources. Discuss essays and techniques. How do you form a good argument? What are some of the traditional main components of persuasion?

For next class: Bring to class a list of 3 or 4 uses of persuasion that you’ve read or otherwise witnessed. You may want to describe a T.V. commercial, a turning point in a television show, a T.V. journalism story, a politician’s speech, etc.

Th. Nov. 8—Discuss tactics for persuasion and go over the homework examples, dissecting the rhetorical approaches in each.

For next class: Create a list of three possible topics for your last researched essay, **Essay 5—Argument and Persuasion**. Bring your list to class next time.

T. Nov. 13— Brainstorming and drafting workshop for Essay 5.

For next class: Begin work on **Research Report 2**. Prepare to make the most of your library time by doing a great deal of work online, as homework, before showing up for class in the library.

Th. Nov. 15—**Note: Revision of Essay 4 is due.** Library research trip.

For next class: Read in Lamott, “Writing Groups,” “Someone to Read Your Drafts,” “Letters,” and “Writer’s Block.”

T. Nov. 20— Thanksgiving

Th. Nov. 22—Thanksgiving

T. Nov. 27—Consider Lamott’s advice for all kinds of writers. Drafting workshop for Essay 5.

For next class: Complete drafts of Essay 5 are due. Finish Lamott—especially read “The Last Class.”

Th. Nov. 29—**Research Report 2** is due. Discuss Lamott. Peer critiques on completed drafts. Sign up for conferences.

For next class: Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding your organization and sources that you would like to discuss with the instructor. These questions may come from peer critique comments or your own ideas. Be prepared to discuss your attention to organization, use of your sources, and MLA Style for citing sources. Reminder—see sections on MLA Style in your textbooks.

T. Dec. 4— Conferences on Essay 5.

Th. Dec. 6— Conferences on Essay 5.

Thurs., Dec. 13, 12:30pm: Finished, polished Essay 5 is due, with draft(s), pre-writing work, and photocopied sources. (Turn it in at my office.)