

Fall 8-15-2011

ENG 1091G-098

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10916-098

English 1091G-098—Composition and Language
Fall 2011 (Revised)

Dr. Campbell
CH 3572, 581-6974
Office hours T 10-11am; Th 10-11am, 12:30-3:30pm
and by appointment

TTH 11am-12:15pm
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Texts

The Bedford Reader
Little Brown Handbook

Course Description

This course focuses on developing your critical thinking and writing skills through the reading and writing of expressive, expository, and persuasive papers based on library research. The main goal is to develop university-level research and writing skills. We will especially concentrate on 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 you writing assignments that will sharpen your research skills and your ability to communicate what you are learning from your research. You will design your projects for specific audiences and target those audiences at every stage of the writing the process.

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. Needless to say—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 make 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

--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. 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) 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, editing worksheets and notes, and any specifically requested source materials 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.

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

Paper 1 10%

Paper 2 20%

Paper 3 20%

Paper 4 30%

Revisions, Revision statements, 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. 23—Introduction to the course.

For next class: Read Ch. 1 and Ch. 2 in *Bedford Reader*. Also read Tan's "Fish Cheeks."

Th. Aug. 25—**Diagnostic Essay**, in class.

For next class: In *Bedford Reader*, read Ch. 3, "Using and Documenting Sources." Note—you will skim the Citation examples section, but pay close attention to the Sample Research Paper, 66. Consider Tartaglia audience/s. Who would be interested in this essay? Why?

Unit One

T. Aug. 30—Discuss Diagnostic Essays. Consider what elements of these essays could have inspired or been improved by research. Each person will identify two elements of his or her essay.

Next, discuss Tan and the assigned chapters. Introduce the Revision Reflection assignment, which will be used for graded essays.

For next class: From handouts: read Ayad, "The Capricious Camera," 387, and Keltner, "A Vocabulary of Smiles," 445. Do the journal assignment on 393 in the section on Ayad and answer the questions on meaning, 394, **or** do the journal assignment on 450 in the section on Keltner and answer the questions on meaning, 450.

Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Th. Sept. 1—Library tour. Meet in library lobby area on south side of library. Our focus will be on learning to access materials in Booth Library, both digital and hard copies. 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.

T. Sept. 6—Discuss Ayad's and Keltner's essays. Go over assignment for Paper #1.

For next class: Bring to class two options for the project and be ready to discuss 1) why the topics interest you, 2) the potential audiences and venues for these papers, 3) 2-3 strategies for research for each.

Th. Sept. 8—Each student will present his/her two topics for class discussion. The goal of the class is to help each person narrow down his/her choice and to give direction for the initial development of the paper.

For next class: Bring to class three copies of your first draft of this paper.

T. Sept. 13—Groups: Peer Critique of drafts.

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

finished paper is due next class.

Th. Sept. 15—Finished, polished Paper #1 is due, with draft(s), pre-writing work, etc.

For next class: Read handouts, Pollan's "Corn's Conquest," 337 and Javdani's "Plata o Plomo: Silver or Lead," 472.; in *Bedford Reader*, read Chitra Divakaruni's "Live Free and Starve," 466. For **two of these readings**, your choice, do journal writing and questions on writing strategy for Pollan, 344-45; journal writing and questions on writing strategy for Divakaruni, 469; or journal writing and questions on writing strategy for Javdani, 476.

Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Two

T. Sept. 20—Discuss Pollan's, Divakaruni's, and Javdani's essays and your responses to them in your homework.

For next class: Think of potential research projects that could be inspired by these essays.

Th. Sept. 22—Continue discussing the essays. List the possible research projects. Brainstorming discussion and pre-writing exercises for Paper #2.

For next class: Do your Revision Reflection and revise Paper #1. You will turn them in in your folder with the original, graded essay and grade sheet.

T. Sept. 27—Revision Reflection and revision of Paper #1 are due. Hand out and discuss assignment sheet for Paper #2.

For next class: Bring to class two options for the project and be ready to discuss 1) why the topics interest you, 2) the potential audiences and venues for these papers, 3) 2-3 strategies for research for each.

Th. Sept. 29—Each student will present his/her two topics for class discussion. The goal of the class is to help each person narrow down his/her choice and to give direction for the initial development of the paper.

For next class: Bring to class three copies of your first draft of this paper.

T. Oct. 4—Groups: Peer Critique of drafts. Sign up for a conference.

For next class: Revise and edit your paper.

--Know exactly **when** your conference is scheduled and show up accordingly. Bring three copies of your revised 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.

Th. Oct. 6—Small group conferences on Paper # 2.

T. Oct. 11—Small group conferences on Paper # 2.

Th. Oct. 13—No in-class meeting. Finish your papers, making use of the feedback you received in the small-group conferences. Note: This would be a good day to use our class time to make a Writing Center appointment.

For next class: Finished, polished Paper # 2 is due, with draft(s), pre-writing work, etc.

Read handouts, Fishman's "The Squeeze," 487; Sowell's "Needs," 530; and Kingsolver's "Rural Delivery," 534. For **two of these readings**, your choice, do journal writing and questions on writing strategy for

for Fishman, 490; journal writing and questions on writing strategy for Sowell, 532; or journal writing and questions on writing strategy for Kingsolver, 538.

Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Three

T. Oct. 18— **Finished, polished Paper #2 is due**, with draft(s), pre-writing work, etc.

Discuss Fishman's, Sowell's, and Kingsolver's essays and your responses to them in your homework.

For next class: Think of potential research projects that could be inspired by these essays.

Th. Oct. 20—Continue discussing the essays. List the possible research projects.

T. Oct. 25—Hand out and go over assignment sheet for Paper #3. Brainstorming discussion and pre-writing exercises for Paper #4.

For next class: Do your Revision Reflection and revise Paper #2. You will turn them in in your folder with the original, graded essay and grade sheet on T. Nov. 1. For Th., Oct. 27, there will be no meeting in class. You should use your time to go to the library and begin researching two options for Paper #4 to present in class on Nov. 1.

Th. Oct. 27—No in-class meeting. Library Research Day.

T Nov. 1—**Revision Reflection and revision of Paper #2 are due.** Each student will present his/her two potential topics for Paper #3 for class discussion. The goal of the class is to help each person narrow down his/her choice and to give direction for the initial development of the paper.

For next class: Bring to class three copies of your first draft of this paper.

Th. Nov. 3—Groups: Peer Critique of drafts.

For next class: Finished, polished Paper #3 is due, with draft(s), pre-writing work, etc. Read handouts, Danticat's "Not Your Homeland," 598, and Anderson, "The Rise and Fall of the Hit," 494. In *Bedford*, read Saukko, "How to Poison the Earth," 308; For **two of these readings**, your choice, do journal writing and questions on meaning for Danticat, 601-02; journal writing and questions on writing strategy for Saukko, 310-11; or journal writing and questions on writing strategy for Anderson, 499-500.

Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Four

T. Nov. 8—Finished, polished Paper #3 is due, with draft(s), pre-writing work, etc. Discuss Danticat's, Saukko's, and Anderson's essays and your responses to them in your homework.

For next class: Think of potential research projects that could be inspired by these essays.

Th. Nov. 10—Continue discussing the essays. Hand out and go over assignment for Paper #4.

For next class: Bring to class two options for the project and be ready to discuss 1) why the topics interest you, 2) the potential audiences and venues for these papers, 3) 2-3 strategies for research for each.

T. Nov. 15—Each student will present his/her two topics for class discussion. The goal of the class is to help each person narrow down his/her choice and to give direction for the initial development of the paper.

For next class: Do Revision Reflection and revision of Paper#3. Bring to class three copies of your first draft of Paper #4.

Th. Nov. 17— Revision Reflection and revision of Paper #3 is due. Peer Critiques of Paper #4.

For next class: Sign up for individual conferences on Paper #4.

T. Nov. 22— Thanksgiving

Th. Nov. 24—Thanksgiving

T. Nov. 29—Individual conferences, Paper #4.

Th. Dec. 1—Individual conferences, Paper #4.

T. Dec. 6—Individual conferences, Paper #4.

Th. Dec. 8—Finished, polished Paper #4 is due, with draft(s), pre-writing work, etc.