Summer 6-15-2014

ENG 1001G-002: Composition and Language

Angela Vietto

Eastern Illinois University

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Composition: The purpose of this course is to help you develop writing skills that will be useful to you in college, in your profession, and as a citizen. Writing skills are closely related to reading, research, and critical thinking skills. All of these skill sets develop progressively over time with practice. No matter how successful you have been as a writer in the past, more practice and feedback can help you develop new and better skills.

When you think of “writing” you might think of many different activities. For the purposes of this course I’d like you to think of “composition” as extremely thoughtful writing that involves planning, thinking critically, researching, drafting, revising, and editing. I hope you will carry the composition attitude with you to your writing in other settings.

Curiosity: Talk to a young child, between about 3 and 10 years of age, and you are likely to meet a natural learner. They are curious about everything, ask questions of anyone who will answer them, and get excited about new things. They use what they learn spontaneously, often telling each new fact to everyone they meet.

Do you still have that curiosity? Do you still find pleasure in learning? If not, now is the time to re-discover the joy that can come from knowing more about the world tonight than you did this morning, from acquiring new skills and uncovering talents you didn’t know you had.

Books from Textbook Rental: The Norton Field Guide to Writing and Picture This: How Pictures Work

Also required: My Beloved World (EIU Reads selection); materials distributed through D2L

Other Required Materials: A notebook, a pocket folder, and writing implements (bring them every day); access to Microsoft Word outside of class (if not on your personal computer, learn about EIU 360). Please do not use Google Docs for any assignments in this class. If you want free cloud storage, I recommend you use the “locker” in D2L or set up an account at Dropbox.com. (I’ll be happy to explain.)

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Class Format: Each day (unless announced otherwise) we will meet for the first portion of class in room 3120 (lab) and for the second portion in 3160 (classroom). We will take a short break at about 2:45 and re-convene in 3160 at 2:55. Some days we may break and re-start a little earlier. Don’t be late.

[About the break: this is the time to visit the rest room, get a drink, send that text message that just can’t wait, or stretch your legs. Do not hang out in the hallway near our classrooms, because other classes will be in session. If you don’t need a break, go directly to room 3160.]
**Classroom Expectations:** The following are normal operating procedure for college classes. If our class can achieve self-management (100% adherence to the following expectations without any reminders from the instructor) for a complete 2-hour class, I will provide a reward that the class will choose. (Additional rewards may be added later for bonus behaviors.)

- Everyone arrives on time (both at the beginning of class and after break).
- **Before** class begins, students (1) turn off cell phones and put them away inside a bag, (2) take earbuds out and put them away, too, and (3) get out notebook, pen, and relevant textbook(s).
- During class, students listen carefully to whoever has the floor and do not speak when the instructor or another student is speaking.
- During class, students take notes without waiting to be told.
- During class, students give whatever we are working on their full, undivided attention. (That means they spend zero minutes “multi-tasking” on non-class-related activities, including texting, gaming, homework for another class, etc.) This includes lab time.
- Except in the case of medical emergencies, students do not leave the room during class (drinks and bathroom breaks should, 99% of the time, occur before class and during our break—again, except in case of medical emergencies).
- Students avoid distracting nonverbal behavior in class (sleeping, making faces, etc.)
- When students have questions, they raise their hands and ask.
- During the break in the middle of class, students avoid congregating in the hallways near other classes in session and do not create disruptions in any way inside or outside of Coleman Hall.

**Out-of-Class Work:** The work you do outside of class is absolutely essential to your success in college. Expect, for this class, to have both reading and writing assignments between every class session. Complete these reading and writing assignments thoughtfully and come to class with your questions, comments, and observations based on the work you have done. Doing this will enable you to live up to your potential in this and other classes.

**Attendance:** The SIHL requires you to attend all classes. Since lack of attendance is the most common reason first-year college students fail classes, this is an important support to help you succeed. **In addition to following all instructions from the SIHL, here is how I expect students to cope if something unexpected comes up. In case of real but routine sickness** (the kind that makes you sick enough to stay home but not too sick to text or type), you should (a) make sure that work that is due the day you miss class gets turned in on time through the normal submission process if at all possible, (b) check the syllabus and complete whatever it says you need to complete for the next class period if at all possible, (c) check with a classmate to get notes from the class you missed, and (d) speak with the instructor if you have questions after doing these things. **In case of natural disasters or other real emergencies** (your dorm is wiped out by a tornado, you are falsely imprisoned for forgery, etc.), each situation will be handled on a case-by-case basis. If possible, in a situation like that, you should have a friend contact all of your instructors just to let us know what is going on.

**Late Work:** We don’t really have time for late work in this class. If you need extra time for a special reason, talk with me before the work is due (face to face or by phone, not email). If you don’t talk with me before the work is due and don’t turn it in on time, expect a hefty penalty for lateness.
Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Homework/Mini-Essays (6-8 pp.)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 1: Analysis of a Text (3-5 pp.)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2: Research Report (5-7 pp.)</td>
<td>15%</td>
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<tr>
<td>Essay 3: Writing with Field Research (5-7 pp.)</td>
<td>15%</td>
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<tr>
<td>Essay 4: researched Argument (5-7 pp.)</td>
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<tr>
<td>Essay 5: Literacy Narrative (3-5 pp.)</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Final Reflection (2-3 pp.)</td>
<td>10%</td>
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Final Grading Scale*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>NC**</td>
<td>69% and below</td>
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</tbody>
</table>

* In addition to achieving the grade level listed, in order to receive a C or higher, students must complete all major essays and must not plagiarize or cheat on any assignment.

** “NC” means “No Credit.” Eng 1000, 1001, and 1002 are all graded A, B, C, or NC. NC is not passing, so it is not an acceptable grade for students in the SIHL who wish to continue at EIU in the fall, and it will not provide transfer credit at other colleges.

Academic Integrity

I can’t lose weight watching someone else eat carrots or run a marathon. By the same principle, you won’t become a better writer by having someone else do your editing or your writing or your thinking.

Writers can get help from others in positive and ethical ways. This course will show you how.

But writers can also make the big mistake of acting like athletes who take performance-enhancing drugs. They do this when they buy papers, when they copy and paste from web sources without quotation marks, when they paraphrase sources without citing them, even when they ask a parent (!) or friend to correct their grammar. The consequences are similar when they get caught—they lose respect, they get reported to the authorities, and it can cost them money (because they fail the class).

*The English Department’s statement on 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 Office of Student Standards.”

*My statement on plagiarism:* I have come to understand that failing a class is the only penalty many students understand. Since learning to be honest in intellectual work is an essential goal for college students, I do fail students who blatantly plagiarize.
Office Hours: Office hours are not only for those times when you feel confused and desperate—although, when you feel confused or desperate, you should definitely start by talking with your instructor. Who actually comes to office hours in college? The top students. The ones who are ambitious, who end up doing interesting and important things after college. I hope you will decide that’s a group you’d like to join. If so, you should make a point of coming to office hours to discuss something that interests you at least once in every course you take.

The Writing Center: Talking with others can be a useful part of the writing process. The consultants in the Writing Center are graduate students in English who have been trained to work with undergraduate student writers to help you develop ideas, evaluate your own writing, and work on aspects of writing in which you wish to improve. Consultants will not proofread your paper for you or otherwise do your work—they will help you improve in the skills that will make you an independent and successful writer.

The Library: The library staff at Booth Library are a valuable resource when you are conducting research. Feel free to ask for help when you need it, but as with the Writing Center staff, be aware that these highly trained professionals know the difference between assisting you and doing your work for you—and, like the faculty, they are committed to helping you learn. So when you ask for help with research, librarians will explain what they are doing and why—and you should be paying close attention and asking questions if you don’t follow what the librarian is doing. You should never find yourself in the situation where a librarian has located a source for you but you can’t explain to me where the source came from or why it’s relevant.

Research Topics for Essays 2, 3, and 4:

A. homelessness and college attendance
B. foster care and college attendance
C. neuroplasticity and learning
D. funding of higher education and access to college in the U.S. compared to another country of your choice
E. human trafficking in the U.S.
F. the Nobel Prize in literature, 2008-2013
G. the Nobel Prize in physics, 2008-2013
H. the Nobel Prize in economics, 2008-2013
I. the Nobel Prize in medicine, 2008-2013
J. the Nobel Prize in chemistry, 2008-2013
K. the Nobel Peace Prize, 2008-2013
L. flash mobs (positive and negative)
M. the effects of video gaming on psychological well-being and learning
N. encyclopedias, before and after the Internet
O. the history and purpose of “general education” requirements at universities
P. “party school” universities
Q. crowdsourcing scientific research
R. the Great Recession
**Schedule (subject to change)**

If reading is assigned in a book, bring that book with you to class.

Reading quizzes may be given on any assigned reading without prior notice.

Except where noted otherwise, homework assignments are due by the beginning of class.

*NFGW = Norton Field Guide to Writing*

### Week 1  Introductions; Generating Ideas; Analysis

**Tues.**  June 17  
**In lab and classroom:** Introductions (you, me, the syllabus, the class, college writing, D2L). Warm-up writings.

**Homework for Wed:**
1. Read pp. 8-91 of *Picture This*.
2. In *NFGW* read chapter 23 (pp. 219-225).

**Weds.**  June 18

**In lab:** Select images for visual analysis mini-essay. Practice working with images in MSWord. Crediting image sources.

**In classroom:** Discuss principles from *Picture This*, key concepts from *NFGW*, and mini-essay assignment. Start generating ideas and drafting mini-essay.

**Homework for Thursday:**
1. In *NFGW* read chapter 34 (pp. 306-313).
2. Finish complete draft of visual analysis mini-essay. Save as **Val.doc** and upload to D2L in the “Visual Analysis” dropbox.
3. In *NFGW* read chapters 1-4 (pp. 3-14), “Reasons and Evidence” on pp. 286-293, and essays on 598-613.
4. Answer questions 1 & 3 on p. 603, 1 & 2 on p. 608, and 1-3 on 612-613. Put answers to all questions in one word document and upload on D2L in the “HW1” dropbox.

**Thurs.**  June 19

**In lab:** Read *NFGW* 622-631 and answer questions 1-4 on pp. 632-633.

**In classroom:** Discuss essays; generate a list of topics for Essay 1; brainstorming activities.

**Homework for Monday:**
1. In *NFGW* review pp. 219-225 and read pp. 226-228.
2. Write a complete draft of Essay 1. Save as **Essay1-1.doc** and upload to “Essay 1” dropbox in D2L.
4. Answer question 1 on p. 695 and question 1 on p. 972. Put answers to all questions in one word document and upload on D2L in the “HW2” dropbox.
<table>
<thead>
<tr>
<th><strong>Week 2</strong></th>
<th><strong>Revising for Content and Organization; Editing for Style and Correctness; Library Research and Reporting Information</strong></th>
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<tbody>
<tr>
<td>*<em>Mon.</em></td>
<td><strong>In lab:</strong> Meet your research topic! Google/Wikipedia exercise, then introduction to Lexis/Nexis searching. Begin working bibliography for Essay 2.</td>
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<tr>
<td>June 23</td>
<td><strong>In classroom:</strong> Peer review and descriptive outlining (Essay 1 and visual analysis).</td>
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<td></td>
<td><strong>Homework for Tuesday:</strong></td>
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<td></td>
<td>2. Revise both visual analysis mini-essay and Essay 1 for content (based on comments from peer review) and to enhance organization and beginnings and endings. Save visual analysis as <strong>VA2.doc</strong> and upload to “Visual Analysis” dropbox; save revised essay 1 as <strong>Essay1-2.doc</strong> and upload to “Essay 1” dropbox.</td>
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<td>3. Take notes from the newspaper articles on your working bibliography for Essay 2, using the notes template provided. Upload to “Essay 2 Notes” dropbox.</td>
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<tr>
<td></td>
<td>4. Take notes from any high-quality web sites you found, using the notes template provided. Upload to “Essay 2 Notes” dropbox.</td>
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<tr>
<td><strong>Tues.</strong></td>
<td><strong>In lab:</strong> Library databases part 2: EBSCO. Add to working bibliography.</td>
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<tr>
<td>June 24</td>
<td><strong>In classroom:</strong> Reading scholarly articles. Intro to prose style.</td>
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<td><strong>Homework for Wednesday:</strong></td>
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<td></td>
<td>1. Read and take notes on one scholarly article on your working bibliography, using the template provided. Upload to “Notes” dropbox.</td>
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<td></td>
<td>3. Revise visual analysis mini-essay and essay 1 for style. Save visual analysis as <strong>VA3.doc</strong> (upload to “VA” dropbox; save revised essay 1 as <strong>Essay1-3.doc</strong> (upload to “Essay 1” dropbox.))</td>
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<tr>
<td><strong>Wed.</strong></td>
<td><strong>In lab:</strong> Read and take notes on another scholarly article. Select a mini-essay from warm-up writings and revise it for content, organization, and beginning and ending. Save as <strong>Mini2-1</strong> and upload to “Mini2” dropbox.</td>
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<tr>
<td>June 25</td>
<td><strong>In classroom:</strong> Editing for correctness.</td>
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<td><strong>Homework for Thursday:</strong></td>
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<tr>
<td></td>
<td>1. Read and take notes on two remaining scholarly articles (upload to “Essay 2 notes.”)</td>
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<tr>
<td></td>
<td>2. Edit for correctness—and proofread—visual analysis mini-essay and essay 1. Save visual analysis as <strong>VA4.doc</strong> (upload to “VA” dropbox); save essay 1 as <strong>Essay1-4.doc</strong> (upload to “Essay 1” dropbox).</td>
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<td><strong>Thurs.</strong></td>
<td><strong>In lab:</strong> Generating ideas and thinking about organization for Essay 2.</td>
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<td>June 26</td>
<td><strong>In classroom:</strong> Discuss readings and what we can learn for Essay 2.</td>
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<td><strong>Homework for Monday:</strong></td>
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<td></td>
<td>1. Write a complete draft of Essay 2. Save as <strong>Essay2-1.doc</strong> (upload to “Essay 2” dropbox).</td>
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<tr>
<td></td>
<td>2. In <em>NFGW</em> read 635-648.</td>
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Week 3 Making It Local with Field Research; Review (Organization, Revision, Style, Correctness)

Mon. June 30

**In lab:** Peer review of Essay 2 for content, clarity, and organization. Revise Mini-Essay 2 for style.

Save as **Mini2-2** and upload to “Mini2” dropbox.

**In classroom:** Discuss readings and Essay 3 assignment; brainstorm possible local angles for each topic and possible field research activities.

**Homework for Tuesday:**
1. Complete enough background research to decide on your local angle for Essay 3 and write a proposal using the proposal form provided (*due by midnight Monday*).

Tues. July 1

**In lab:** Read responses to proposals and work on research for Essay 3. Email requests for interviews should be sent by the end of lab time; online surveys should be posted and invitations sent; surveys or interviews being conducted in person should be planned or scheduled for as soon as possible.

**In classroom:** Style topics. Peer review of Essay 2 for style.

**Homework for Wednesday:**
2. Complete any additional online or library research for Essay 3.

Weds. July 2

**In lab:** Editing Essay 2 and Mini-Essay 2 for correctness.

**In classroom:** Discuss readings; introduce argument and Essay 4.

**Homework for Thursday:**
1. Revise Essay 2 and Mini-Essay 2 for correctness. Save as Essay 2-4 (upload to “Essay 2” dropbox) and **Mini2-4** (upload to “Mini2” dropbox).
2. Continue working on research for Essay 3 (complete interview or survey analysis whenever results are available).

Thurs. July 3

**In lab:** Work on brainstorming and drafting Essay 3. Post progress report by the end of lab time.

**In classroom:** Discuss assigned reading and brainstorm topics for Essay 4.

**Homework for Monday:**
1. Write as close to a complete draft of Essay 3 as possible. Save as EITHER **Essay3-1.doc** (if all research is complete) or **Essay3-0.doc** if an important part of your field research is not yet available. Upload to “Essay 3” dropbox.
2. In *NFGW*, read 671-690 and answer question 1 at the end of each of the three essays. Upload to “HW4” dropbox.
Week 4  Argument & Cumulative Review

Mon.  
July 7  

**In lab:** Brainstorming topics for Essay 4.

**In classroom:** Discuss readings and strategies for argument. Brainstorm potential research needs for possible arguments.

**Homework for Tuesday:**
1. Choose topic and submit topic proposal for Essay 4 (*due by midnight Monday*).
2. If your research for Essay 3 was incomplete over the weekend, revise your draft to make it a complete stand-alone essay. Save as **Essay3-1.doc**. Upload to “Essay 3” dropbox.

Tues.  
July 8  

**In lab:** Peer review of Essay 3 for content, clarity, and organization.

**In class:** Discuss assigned reading. Audience analysis and brainstorming counter-arguments for Essay 4. Identify research needs and other planning for Essay 4.

**Homework for Wednesday:**
1. Work on any identified research needs for Essay 4.

Weds.  
July 9  

**In lab:** Work on drafting Essay 4 / continuing research if needed.

**In classroom:** Review of Essay 3 for style and correctness.

**Homework for Thursday:**

Thurs.  
July 10  

**In lab:** Introduction to Essay 5 and *Digital Archive of Literacy Narratives*.

**In classroom:** Review Essay 4 for content, clarity, and organization.

**Homework for Monday:**
1. Revise Essay 4 for content, clarity and organization. Save as **Essay 4-2.doc** (upload to “Essay 4” dropbox).
2. In *NFGW*, read pp. 560-596.
3. Find one additional narrative from *DALN* that you think is interesting in terms of its writing strategy and upload a link in the discussion board provided on D2L.
**Week 5  Narrative, Literacy Narrative, & Cumulative Review**

**Mon. July 14**

**In lab:** Read class-selected *DALN* narratives.

**In classroom:** Discuss literacy narratives and brainstorm possible topics.

**Homework for Tuesday:**
2. In *NFGW*, read pp. 21-34.
3. Decide on topic for Essay 5 and begin planning.

**Tues. July 15**

**In lab:** Work on drafting Essay 5.

**In classroom:** Discuss readings, writing strategies for narrative, and preparing for essay exams.

**Homework for Wednesday:**
2. Read Preface, Prologue, and Chapter One of *My Beloved World* (up to p. 19).

**Weds. July 16**

**In lab:** Review of Essay 5.

**In classroom:** Discuss reading.

**Homework:**
2. Read Chapters Two and Three of *My Beloved World* (pp. 20-39).

**Thurs. July 17**

**In lab:** Make EWP submission. If desired, make submissions to *DALN*. Write final reflection.

**In class:** Mock essay exam on the opening chapters of *My Beloved World*. What have we learned? What should we take forward? Celebrate!
Essay 1: Analysis of a Text

In this essay, you will analyze a text (or two texts, if you wish to compare them) of your own choosing.

That means you will examine the text closely, including its parts, in order to understand how it operates—what kinds of effects it might have on people who read it—and to explain this operation to your audience.

Just as, in the visual analysis mini-essay, you looked at principles of visual design and how they affect viewers’ responses to pictures, in this essay you will look for principles of writing and language to demonstrate how they affect readers’ responses to a text.

**Topic:** Based on the samples we read in class, we will generate a list of possible topics in class. You are not limited to those topics, but participating actively in that discussion should help you find a topic. Since our time is limited, however, if you find it difficult to choose a topic, let me know and I will help and, if necessary, assign you a topic.

**Thesis:** Your essay should have a clear thesis, presented at the end of the introduction. Based on our readings, in class we will identify some possible templates for a thesis of this kind.

**Audience:** As you write, think of the following people as your readers: your instructor, your classmates in Eng 1001, and judges of the English Department’s Freshman Essay Contest (members of English Club, mostly English majors). Think especially of that last group: because they are part of your audience, you should write in a way that will both interest them and be understandable to them. Speaking directly to me (“As you said in class,” or “Since you wanted us to analyze a text,” for example), would not make much sense to readers who aren’t me and haven’t been in our class, would it?

**Length:** 750 to 1250 words (should be at the high end if you are analyzing two texts)

**Format:** Standard essay format, prepared in Microsoft Word (double spaced, with a single-spaced heading on the first page only; pages numbered in the upper right corner; paragraphs indented; 12-point font; don’t mess with font or spacing to “stretch” the paper to an additional page).
Essay 2: Research Report

In this essay, you will report on an assigned topic using a variety of credible sources. Your job, however, is to do more than just repeat what sources have said. It is to **synthesize** what you have learned and then present the results of that synthesis to your readers.

That means that as you research, as you take notes, and especially as you start to plan and draft your essay, you should be looking for patterns (what do sources agree on?) as well as differences (what does one source emphasize that others ignore? Is there some disagreement among sources?). You might also be looking for change over time (do newer sources focus on a different aspect of the topic than older ones? Have new discoveries been made recently? Is change predicted in the future?)

Finally, you should be using your own judgment to decide what your readers will want (or need) to know and to come up with an informative thesis that you think sums up the "big picture" related to your topic. Our reading will offer models of this kind of writing.

**Topic:** During Week 1, you will rank your topic 5 choices from the list on page 4. I will do my best to assign everyone a topic from their choices, but I would like each of you to work on a different topic, so I might work with some of you to develop different topics if necessary.

**Thesis:** Your essay should have a clear thesis, presented at the end of the introduction. Based on our readings, in class we will identify some possible templates for a thesis of this kind.

**Audience:** As you write, think of the following people as your readers: your instructor, your classmates in Eng 1001, and judges of the English Department's Freshman Essay Contest.

**Length:** 1250-1750 words, not counting Works Cited (which should, still, be part of the same document as the rest of the essay; see below).

**Format:** Standard essay format (just like Essay 1) plus we will use MLA style to document sources. Your list of Works Cited must appear as the last page of your essay (not a separate file); it must be separated from the essay by a hard page break and continuously numbered with the rest of the essay; and it must be formatted with a hanging indent for each entry and with each entry in the same font and font size as the body of your text.

**Sources:** Your essay must use at least two articles from news sources and at least four articles from scholarly journals. These required sources should be carefully selected for relevance. You may use additional news articles or scholarly articles. In addition, you may use high quality information from highly credible sources found online. We can't ignore such sources, but we must distinguish between them and the sea of junk available online. For some topics, very important sources might be found through a Google search; for other topics, the information available through such a search may be of little use or even provide misinformation.

**Plagiarism:** We will discuss this more in class, but be aware: you must CITE all sources you PARAPHRASE or QUOTE. Yes, including sources you paraphrase and including sources found online. You must also include all sources you use in the list of Works Cited.
Essay 3: Making It Local, Writing with Field Research

In this essay, you will develop a local angle on the topic you reported on in Essay 2. That is to say, you will find some connection between your broader topic and EIU, Charleston, or Coles County. We will brainstorm ways to do this in class.

To learn more about this local tie, you will use at least one form of field research: interviewing, surveying, observing, or otherwise collecting information first-hand.

You should also use relevant printed or online sources, such as relevant parts of the EIU web site, web sites from Charleston or Coles County government or the U.S. census, relevant articles from the DEN or the Times Courier. Again, what will be helpful will depend on your topic—but remember to keep track of where information comes from so that you can cite it appropriately.

In addition, you may re-use sources from Essay 2, and in fact you might need to use them to provide necessary context for your local story—but you must not re-use paragraphs or sentences from the essay you wrote. This is a new essay with a new focus, so the sentences and paragraphs should be written for that new focus.

Thesis: Your essay should have a clear thesis, presented at the end of the introduction. Again, based on our readings in class, we will identify some possible templates for a thesis of this kind.

Audience: As you write, think of the following people as your readers: your instructor, your classmates in Eng 1001, and judges of the English Department’s Freshman Essay Contest.

Length: 1250-1750 words, not counting Works Cited.

Format: The same as Essay 2.

Sources: Your essay must use at least one “field” source of information: an interview or small survey you conduct, your own observation of a place or object, or other direct gathering of information. In addition, you should use any and all credible sources you need to explain your topic well. This may include sources you used in Essay 2 or new sources you identify, but remember—re-using sources is not the same as re-using sentences or paragraphs. Adapt your use of sources from Essay 2 to the focus of Essay 3.

Plagiarism: Keep on not plagiarizing! Never stop!
Essay 4: Argument

Based on the research you completed for Essays 2 and 3, in this essay you will present an argument to an appropriate audience. That is to say, you will need to decide on something you think a specific group or individual should do or a belief you think they should change based on what you have learned. Then you will write an essay to try to convince this group or person to do what you believe they should do, presenting strong reasons and evidence to support your argument and addressing any counter-arguments the audience is likely to have.

Thesis: Your essay should have a clear argumentative thesis. Where you present it in your essay will depend on the distance between your audience’s current beliefs or attitudes and your argument. We’ll discuss this in class.

Audience: You will determine your audience (and should clearly identify them in your title or in a direct address).

Length: 1250-1750 words, not counting Works Cited.

Format: The same as Essays 2 and 3.

Sources: You may re-use sources from Essay 2 or 3, and you may add new sources if you think they are needed. Use whatever sources you think will help persuade your audience (and if you use a source, of course, cite it).

Plagiarism: Keep on not plagiarizing! Never stop!
Essay 5: Literacy Narrative

Write your own literacy narrative—that is to say, a story about some aspect of your relationship to written or spoken language.

What kind of story can you tell? Use both the "classic" and the "contemporary" literacy narratives we read to help you get a sense of the range of possibilities. Here are just some ideas: Your story might involve digital literacy, print literacy, learning a second or third language or growing up bilingual; it might involve reading, writing, or both; it can be a story about a specific event related to language or it might cover a longer span of time.

Audience: Write as if you will submit this essay to the Digital Archive of Literacy Narratives at Ohio State University (we will be reading samples from the DALN). Who reads the DALN? Other students like you all around the U.S., college teachers like me, and researchers at Ohio State who are studying literacy.

Sources: Don’t use any sources for this essay. Tell your own story. (Exception: You may provide images to supplement your writing if you like, and if you are not the creator of the images, you should credit the sources.)

Length: 750-1500 words.

Format: Standard essay format.