ENG 1001G-005: Composition and Language

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COURSE OBJECTIVES: This course is designed to equip students to become more effective readers and writers during their college career and beyond. Throughout the semester, assignments will ask students to sharpen basic skills of argumentative writing and critical thinking.

REQUIRED TEXTS: The World is a Text: Writing, Reading, and Thinking about Culture and Its Contexts. 2nd Ed. Rader and Silverman
The Blair Handbook. 4th Ed. Fulwiler and Hayakawa
(assigned readings outside these texts will be distributed in class)

GRADE BREAKDOWN: In-Class Activities/Attendance 15%
WebCT Responses 15%
Paper 1: Cultural Experience Narrative 15%
Paper 2: Observational Essay 15%
Paper 3: Argument Analysis 15%
Paper 4: Argumentative/Persuasive Essay 25%

ATTENDANCE POLICY: I will allow two unexcused absences for the semester. All additional absences will need to be documented, and missing more than five classes will result in a zero for the course. Missing a scheduled conference counts as two absences. An excused absence is accompanied by appropriate legal or medical documentation. If participation in a sport, club, or extra-curricular activity will cause you to miss class, proper documentation from the coach or director needs to be produced at the beginning of the semester.

PLAGIARISM POLICY: Any paper with your name on it signifies that you are the author—that the wording and major ideas are yours, with the exceptions indicated by either quotation marks and/or citations. Plagiarism is the unacknowledged use (appropriation and/or imitation) of others' materials (words and ideas). Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F for the course, and a report filed with the Judicial Affairs Office.

LATE PAPER POLICY: For each day a paper is late, the possible score for the assignment will drop by a letter grade. This reduction will be calculated after the paper is initially graded. For example, if a paper receives a grade of B but was turned in two days late, the paper will receive a grade of D. Once the paper is five days late, it will be considered incomplete and will receive a zero.

CLASS PARTICIPATION: Active engagement in class discussion is something I take very seriously. In order to participate fully, considerate responses to both the texts and to your classmates' ideas should be offered as part of our classroom community. This can and should be done in both the classroom and through WebCT responses.

Students with Disabilities: 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.
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Tentative Schedule of Assignments*

August 26 T- Introductions

28 TR- Blair – Ch. 4 “The Writing Process” p. 49-57
   In-Class Writing Exercise

September 2 T- Blair – Ch. 5 “Analyzing the Rhetorical Situation” p. 60-73
   Ch. 8 “Writing from Experience” p. 94-106

4 TR- The World is a Text – Amy Tan’s “Mother Tongue” p. 261

9 T- Documentary – Street Fight
11 TR- Documentary – Street Fight
   Cultural Experience Narrative Due

16 T- Blair – Ch. 9 “Writing to Explain” p. 112-124
   “The Basic Analytical Strategies: From Observations to Ideas” (handout:
to be distributed)
   WebCT Responses Due

18 TR- Michael O’Sullivan’s “One ‘Mean’ Teen Satire” (handout: to be
distributed)
   Rough Draft of Observational Essay Due (Electronically by Midnight)

23 T- Conferences (No Class)

25 TR- Conferences (No Class)

30 T- The World is a Text – “How Do I Argue About Popular Culture Texts? A
   Tour Through the Writing Process” p. 33-42
   Observational Essay Due

October 2 TR- The World is a Text – “TV Can Be a Good Parent” by Ariel Gore p.112-
   115 & “Class and Virtue” by Michael Parenti p.316-318

7 T- The World is a Text – “Let’s Spread the Fun Around: The Issue of Sports
   Team Names and Mascots” by Ward Churchill p.289-291 and “Mock
   Feminism: Waiting to Exhale” by bell hooks p.319-325
   WebCT Responses Due

9 TR- The World is a Text – “The America the Media Don’t Want You to See”
   by David McGowan p.561-566

14 T- Documentary – Sierra Leon’s Refugee All Stars
16 TR- Documentary – Sierra Leon’s Refugee All Stars

21 T- “The Hollywood Campaign” by Eric Alterman (theatlantic.com)
   “Who’s Smarter?” by Cindy Osborn (from truthorfiction.com)
   WebCT Responses Due
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23 TR- The World is a Text – “Society’s Need for a Queer Solution: The Media’s Reinforcement of Homophobia Through Traditional Gender Roles” student essay by Archana Mehta p.142-154

28 T- “Sister Act” by Evan Wright (Rolling Stone) The World is a Text – “Sister Act (Sis·ter Ákt) N. 1. A Destructive Form of Writing” student essay by Arianne F. Galino p.580-583

30 TR- The World is a Text – “Kill-for-Kicks Video Games Desensitizing Our Children” by John Leo p.701-703 and “Hungry for a Scapegoat: A Rebuttal to John Leo’s “Kill-for-Kicks Video Games Desensitizing Our Children” student essay by Dan Walsh p.703-707

WebCT Responses Due

November

4 T- Blair – Ch. 14 “The Revising Process” p. 200-206 Draft of Analytic Essay Due for Peer Response

6 TR- Blair – Ch. 10 “Arguing and Persuading” p. 136-152 Analytic Essays Due

11 T- Library Day (details to come)

13 TR- Blair – Ch. 7 “Strategies of Invention and Discovery” p. 84-92 Ch. 22 “Writing Research Papers” p. 282-292 Ch. 28 “Avoiding Plagiarism” p. 364-368

18 T- Documentary – The 11th Hour

20 TR- Documentary – The 11th Hour WebCT Responses Due

25 Thanksgiving Break

27 December

2 T- Draft of Argumentative/Persuasive Essay Due for Peer Response

4 TR- Conferences (No Class)

9 T- Conferences (No Class)

11 TR- Course Evaluations Hand in Final Draft of Argumentative/Persuasive Essay Have a great break!

*I reserve the right to modify this schedule at any point in the semester.