ENG 1001G-010: Composition and Language

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EN1001 Composition and Language

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Note that I can be reached only via e-mail.

Course Objectives:
To improve critical thinking
To develop academic writing style
To conduct research and use MLA documentation
To practice editing and revising skills
To gain awareness of effective language use

Course Policies:
You must complete all major assignments, participate in at least some class activities, and have at least one conference in order to pass the course. It is your responsibility to schedule a conference during my office hours during which you discuss a draft you are working on.

Work done in class cannot be made up, so missing a lot of classes will result in a low average for that portion of your grade. Missing a scheduled conference will result in a 10-point deduction in your participation grade. (This penalty will be waived only with written documentation of illness on the conference date.)

Late assignments will be marked down 10% each calendar day.

You are expected to remain electronics-free unless asked to bring and use your laptop for a writing assignment. Use of such devices will result in an immediate deduction of 10 points from your grade. Since there are 100 points total for the course, this is a significant deduction.

In addition to discussion and group work, your participation grade includes a series of response essays. Pay attention to when these are due,

Guidelines for Response Essays about readings
Read the article all the way through to get the full meaning/effect, then consider the following questions on a second reading. Incorporate your responses into an effectively organized essay. Don't simply answer the questions in order one by one.
1. What overall point does the writer make?
2. What is the writer's attitude? (Give specific evidence.)
3. What new insights on the topic do you get from reading this?
4. Why do you agree/disagree with the writer's point? What in your personal experience parallels/differs from the experience shown in the essay?
5. How is the essay structured? What techniques does the writer use to get attention, clarify, elaborate and organize? How are transitions created?

**Manuscript Form:**
Assignments completed outside of class must be typed and double-spaced throughout. Put your first and last name in the upper right corner. Center your title using the same font and size as the text in the body of the essay. 11-point type is sufficient. Do not leave extra space between your name and the title or the title and the body of the essay. Do not leave a blank line between paragraphs. Indent five spaces to show the paragraph break.

Save your document in Word. Name the document with your last name, and whatever else you like: EXAMPLE: Smith1-21.docx or SmithFrustration.docx

**Grade Determination:**
Earning a grade of C means you were competent in fulfilling requirements for the assignment. You turned the essay in on time, followed instructions for the manuscript form, used correct grammar spelling and syntax, met the minimum length and included the content asked for in an organized manner.

To receive an A or B, you must go above and beyond the basic requirements for the assignment. This might involve having an extremely well developed thesis, using especially effective sentence structure and/or organizing with seamless transitions. I will make comments on your papers to help you understand areas you can improve upon in writing subsequent papers. It is your responsibility to utilize the comments.

If you believe a grade you receive is lower than you deserve, you can submit a written explanation of why you think you have been misjudged. Refer to standards from the departmental rubric and demonstrate specifically why your essay should be scored higher in relationship to these standards. I will reconsider, but not necessarily change your score.

**Assignments are weighted as follows:**
Participation/completion of response essays 15% (Several assignments averaged.)
Research Project: Hostess 20%
Research Project: Credit 20%
Research Project: New York Times article update 45%
Total points for the class: 90-100=A, 89-80=B, 79-70=C, Below 70=NC
Policy on Plagiarism:
The Random House Dictionary of the English Language defines plagiarism as “the appropriation or imitation of the language, ideas and/or thoughts of another author and representation of them as one's own original work.” Plagiarism is cheating. If you turn in another person's work or material cut and pasted from the Internet, you will achieve an F for the course. You will be reported to the Judicial Affairs Office, and the incident will become a part of your academic record.

Disabilities:
If you have a documented disability and wish to receive academic accommodations, you must contact the Office of Disability Services at 581-6583.

Texts:
The Contemporary Reader
Writing: A Guide to College and Beyond
They Say: I Say
The Little Brown Handbook

Jan 8
Go over course policies
DISCUSS: "Why is Learning Frustrating?"
What does it mean to learn something? Are teaching and learning merely "two sides to the same coin"? Is it possible to put forth a lot of effort and still not learn anything? To learn without being taught? What constitutes good teaching? How much control do teachers have over whether or not students learn?

Jan 10
DISCUSS: "Games, Not Schools Are Teaching Kids to Think" 436-8 in
Writing: A Guide for College and Beyond
DUE: Response essay on this article (see questions on page one of this document. Essay should be about two pages long.

Jan 15
Discuss: "Introduction: Entering the Conversation" 1-13 and
"Her Point Is; The Art of Summarizing" 28-36 in They Say: I Say.
Be able to explain the advice given in these chapters. The idea of a "conversation" among sources and the use of summary as a basis for longer work are central to this course.

Jan 17
Discuss: "Live and Learn" (electronic handout)
DUE: Summary of "Live and Learn"
Jan 22  Continue discussion of summary/ "Live and Learn"
DUE: Response essay on "Live and Learn" (about two pages)
Jan 24  Excerpts from Declining by Degrees
Generate list of issues in education prompted by readings/film/personal experience.
Jan 29  Consider the myth of the "savior" teacher in
Stand and Deliver and Lean on Me
DUE: Response Essay on one of the comments about Declining by Degrees (decliningbydegrees.org)
Jan 31  Session on Data base usage Booth Library (Tentative)
Using summary as a basis for the research project

Feb 5  Proposal arguments Writing: A Guide for College and Beyond 463-4, 504-6, 510-11, 514-19
  7  Discussion of group project
DUE: Research project on education
Feb 12  Work on group projects
Feb 14  Work on group projects
Feb 19  Discuss "Generation Debt" The Contemporary Reader 135-9
  Be able to answer the Critical Thinking questions
Feb 21  Secret History of the Credit Card
DUE: Group Project
Feb 26  Discuss "Strapped" The Contemporary Reader 156-60
  Be able to answer the Critical Thinking questions
DUE: Summary of "Strapped"
Feb 28  Discuss "Maxed Out" The Contemporary Reader 153-6
  Be able to answer the Critical Thinking questions
Mar 5  Discuss New York Times Research Project
Mar 7  DUE: Research project on Education
Mar 12  Spring Break
Mar 14  Spring Break

All class periods after break will relate to the research project which is due the last day of class.