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ENG 1001G-012-038: 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 practice editing and revising skills
To develop academic writing style
To conduct research and use MLA style
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. 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. Some will be done in class based on your own opinions or responding to class discussion or viewing material of some sort.

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.

**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.)
2nd draft response essay 15%
(Graded on the thoroughness and effectiveness of changes based on my comments.)
Research Project: Illinois Women Artists 15%
Research Project: New York Times article update 55%
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                  They Say: I Say
Writing: A Guide to College and Beyond   The Little Brown Handbook

Day One  Go over course policies
         DISCUSS: 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?

Assignment: Look through The Contemporary Reader and Writing: A Guide to College and Beyond. Find an essay that pertains to the topic of today's discussion. Note the author, title and page number. Type up a brief summary and notes pointing out what the article has to do with teaching/learning/education. (Tie it to our first day discussion!) Copy a quote you feel is useful in some way. Bring these notes to class Thursday.

Day Two  DISCUSS: Articles you found in the texts. Further questions: What role does writing play in the learning process? How is writing itself a process? Is writing a skill or a talent? How do you approach a writing assignment? What kind of input have you received from teachers? Is good writing something only English teachers are interested in?

Scroll down for first eight-weeks schedule
Schedule for EN 1001 Fall 2012 (First Installment: 8 weeks)

Aug 21  Introduction/discussion of teaching & learning
Aug 23  Discussion of student-chosen articles/role of writing in education
         DUE: Response Essay (see Day One/Two in Course Policies document)

Aug 28  Importance of context/connections
Aug 30  Rhetorical analysis Read “When Handouts Keep Coming, the Food Line Never Ends” in Writing: A Guide for College and Beyond 488-92
         DUE: Response Essay discussing the questions from Guidelines for Response Essays about Readings (see above)
         Bring Writing: A Guide for College and Beyond to class

Sept 4  Discuss assignment for Illinois Women Artists
Sept 6  Meet at Tarble Arts

Sept 11 Practice in describing art works
Sept 13 Discuss assignment for response to panel/lecture

Sept 18 DUE: Research Project on Illinois Women Artists
         my kid could paint that
Sept 20 Continue my kid could paint that

Sept 25 Updates on Marla Olmstead/Amir Bar Lev
Sept 27 Issues raised/directions for inquiry
         Michael Kimmelman on Art

Oct 2   Exit Through the Gift Shop
Oct 4   Continue Exit Through the Gift Shop

Oct 9   Choose topics for New York Times assignment
Oct 11  DUE: Response Essay: Comparison/contrast