Spring 8-15-2013

ENG 1001G-021: Composition and Language

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Eastern Illinois University

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Course Description:

English 1001 is a course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

Course Objectives:

• To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect an understanding and a command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper will introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.

• To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.

• To develop the ability to evaluate and criticize your own and your peers’ writing.

• To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

Required Materials:

From Inquiry to Academic Writing 2nd ed.
The Norton Reader 13th ed.
a notebook dedicated specifically to this course
a flashdrive (recommended on lab days)

EIU Mission Statement:

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.
Statement of Teaching Philosophy:
In the classroom, I value the following:
- Respect
- Open-mindedness
- Striving
- Connection
- Collaboration
- Academic rigor

I want my classroom to be a place where students feel that they can do honest inquiry and be vulnerable and open to new ideas and perspectives. I want them to understand that part of making the classroom a safe space is respecting others’ opinions and responding with compassion and willingness. I want them to be assertive while mindful of their classmates.

My approach to teaching is casual, but engaged. I like to create a relationship with students where they feel comfortable coming to me with questions or for clarification of concepts. I like to create a dynamic in the classroom where students feel connected to one another and responsible for contributing to communal learning. I invite you to be participants in meaning making, in the creation of knowledge.

Effective learning means that students are able to retain information and apply it to real world situations. They are able to make connections between seemingly disparate situations and pieces of information. They are able to adapt to changing circumstances (rhetorical or discursive situations) and apply the tools in their writing toolboxes to work effectively on different tasks and projects.

What Can You Expect From Me?
As a student of mine, you can and should expect your questions and contributions to class discussion to be met with respect and gratitude. You can expect a timely response to any inquiries you may have about course assignments and/or your grade(s). You can expect to be challenged and stretched as a learner. You can expect me to be available outside of class for one-on-one conferences and clarification of course materials during my office hours or at a prearranged time convenient to both of us. You can expect constructive feedback on your writing and my best efforts to work with you to help you become a better writer by the end of the semester.

What Do I Expect Of You?
I expect willingness and curiosity on your part. I expect you to make a good faith effort to TRY, even when you don’t see the immediate value in a particular activity or assignment, or you just plain don’t WANT to do it. I expect you to show up for class and to respect one another and me by showing up on time, completing assignments, and taking responsibility for your own work. I expect you to listen when someone else is speaking, whether that person is me or a classmate. I expect you to contribute your voice to discussions. I expect you to be mentally present during class time and not on Facebook or texting or Snapchating or playing Candy Crush or gazing out the window or doing whatever else people do when they seek to disengage from their surroundings.

Plagiarism Policy:
The English Department maintains the following policy 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

"Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database."

Electronic Writing Portfolio (EWP):
English 1001 is a writing-centered course. You may choose to submit an essay from this course to the electronic writing portfolio in fulfillment of a portion of your EWP university graduation requirement. Should you choose to submit an essay from this course, you must do so no later than December 2nd. Submission forms and more information on the EWP are available at: http://www.eiu.edu/~assess

Writing Center:
I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers. The Writing Center is open to work with any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the Writing Center (3110 Coleman Hall), or you can call 581-5929. The Center is open Monday through Thursday, 9 a.m. to 3 p.m. and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Visit their website at http://www.eiu.edu/writing

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

Attendance Policy:
You must be here in order to learn and benefit from the class. Absences will be excused only in cases of prearranged university approved absence or documented illness. Absence from class, whether excused or unexcused, does not constitute an excuse for late work or for being unprepared for the next class meeting. Six absences will result in a grade of NC for the course.
Grading:
Grades for English 1001G are A, B, C, or NC (no credit). Therefore, you must have a final grade of at least a C average in order to receive credit for the course and move on to ENG 1002G.
Grades will be based on the completion of the following assignments and activities:

Grading Scale:  
900-1000 = A  
800-899 = B  
700-799 = C  
699 and under = NC (no credit)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1: “This I Believe”</td>
<td>100</td>
</tr>
<tr>
<td>Essay #2: Textual Analysis Comparison</td>
<td>150</td>
</tr>
<tr>
<td>Essay #3: Discourse Community Research Essay</td>
<td>150</td>
</tr>
<tr>
<td>Research Essay Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Writing Process Notebook</td>
<td>200</td>
</tr>
<tr>
<td>Essay #4: Revision of either Essay #2 or #3</td>
<td>100</td>
</tr>
<tr>
<td>Peer Group Revision Work E1</td>
<td>50</td>
</tr>
<tr>
<td>Peer Group Revision Work E2</td>
<td>50</td>
</tr>
<tr>
<td>Peer Group Revision Work E3</td>
<td>50</td>
</tr>
<tr>
<td>Peer Group Revision Work E4</td>
<td>50</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000</td>
</tr>
</tbody>
</table>

Tentative Course Calendar:

August

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK ONE</td>
<td>18</td>
<td>Introduction to course &amp; distribution of syllabus</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Read pgs. 1-14 from <em>From Inquiry to Academic Writing</em></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Diagnostic writing exercise (Who Are You? What Are You Doing Here?)</td>
</tr>
<tr>
<td>WEEK TWO</td>
<td>26</td>
<td>Discuss genre awareness</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Read Sarah Adams's “Be Cool to the Pizza Delivery Dude,” and two other “This I Believe” essays of your choosing (available via D2L)</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Essay #1 assigned</td>
</tr>
</tbody>
</table>

September

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK THREE</td>
<td>2</td>
<td>No Classes—Observance of Labor Day</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Read Penn Jillette’s “There Is No God,” Kathy Dahlen’s “The Elusive Yet Holy Core” (available via D2L) (Discuss rhetorical analysis)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Read pgs. 273-282 from <em>From Inquiry to Academic Writing</em> / meet with peer groups</td>
</tr>
</tbody>
</table>
WEEK FOUR  3120
  9  Continued work with peer groups
  11 Final draft of Essay #1 Due / Read pgs. 1022-1028 from *The Norton Reader*  
      Scott McCloud’s “Understanding Comics”
  13 Read pgs. 776-783 from *The Norton Reader*  Frances Fitzgerald’s “Rewriting  
      American History”

WEEK FIVE  3130
  16 Essay #2 assigned
  18 Read Scientific American article and Hyperbole and a Half blog post (available  
      via D2L)
  20 Bring the two pieces you’ll be analyzing to class / Discuss “Says/Does Chart for  
      Rhetorical Analysis”

WEEK SIX  3120
  23 First draft of Essay #2 due—work in peer groups
  25 Continued work with peer groups
  27 Continued work with peer groups

WEEK SEVEN  We will NOT meet as a class. Individual conferences will be  
            held in my office, CH 3762.
  30 Individual Conferences
  2 Individual Conferences
  4 Individual Conferences

October

WEEK EIGHT  3120 (midterm)
  7 Read pgs. 72-112 from *The Little, Brown Handbook*  Chapter 4: Writing and  
      Revising Paragraphs
  9 Final draft of Essay #2 Due
 11 No Classes—Fall Break

WEEK NINE   3130
  14 Essay #3 assigned
  16 Read Chapter 1 of “Engaging Communities: Writing Ethnographic Research”  
      (available via D2L)
  18 Read pgs. 120 – 138 from *From Inquiry to Academic Writing*    Chapter 6: From  
      Finding to Evaluating Sources

WEEK TEN    3120
  21 Research proposal and annotated bibliography assigned
  23 Discuss collection of primary data / field notes
  25 Read pgs. 139-198 from *From Inquiry to Academic Writing*  Chapter 7: From  
      Summary to Synthesis

WEEK ELEVEN  3130
  28 Work with peer groups
  30 Work with peer groups

November
  1 Proposal and annotated bibliography due
WEEK TWELVE  We will NOT meet as a class. Individual conferences will be held in my office, CH 3762.

4  Individual Conferences
6  Individual Conferences
8  Individual Conferences

WEEK THIRTEEN  3130
11  First draft of research essay is due / Meet with peer groups
13  Work with peer groups
15  Work with peer groups

WEEK FOURTEEN  3120
18  Essay #4 assigned
20  Discuss revision process
22  Final draft of research essay is due

No Classes: November 25-29: Thanksgiving Break

WEEK FIFTEEN  3130
December
2  TBA
4  TBA
6  Final draft of essay #4 due

**There will be no final examination given in this class.**