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ENG 1001G-020: Composition and Language

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ENGLISH 1001
COMPOSITION
& LANGUAGE
PROFESSOR M. LEDDY
FALL 2014

Photocopied pages to go with our reading will be available from an envelope on my office door.

LATE WORK, MAKE-UP WORK
Missed work cannot be made up. Late work is acceptable only if you have my okay in advance.

OFFICE HOURS
Talking to professors is one of the smartest things a college student can do. Please, come in to ask questions and talk about your work in the class. If office hours don’t work for you, make an appointment.

If you feel uneasy about talking to professors, read “How to talk to a professor” for potentially helpful advice: goo.gl/VYSkv.

E-MAIL
Please read and follow the guidelines in “How to e-mail a professor”: goo.gl/4n6Eh. These guidelines are read all over the world and will serve you well in e-mailing any professor (assuming that your professor answers e-mail).

One guideline that you don’t need to follow: you need not add your class number and meeting time to your signature. I’ll know who you are.

DECORUM
The atmosphere in our class should be serious—not somber or pretentious, but collegiate and genuinely intellectual. No eating, sleeping, talking, texting, or doing work for other classes. No headphones, iPods, or phones. Electronic devices should be off and out of sight before class begins. Please show proper respect for our community of learning.

DISCUSSION
Consider what the writer Thomas Merton says about a teacher he admired (Mark Van Doren, Columbia University):

Most of the time he asked questions. His questions were very good, and if you tried to answer them intelligently, you found yourself saying excellent things that you did not know you knew, and that you had not, in fact, known before.

I like to ask questions that invite thinking. I also like it when people ask me such questions. Try to think of an in-class question not as having an answer you’re already supposed to know but as an invitation to think. I know that this suggestion might go against the grain of much of your experience in classrooms. You should be asking relevant questions too, or me and perhaps of one another. That helps to make the class less like a quiz show and more like a conversation.

One more observation on discussion, from the cultural critic Randolph Bourne:

A good discussion increases the dimensions of every one who takes part. Being rather self-consciously a mind in a group of minds means becoming more of a person.

As you can see, I’m optimistic about discussion. For more on questions and discussion, read “How to answer a question”: goo.gl/DE2aG.

GRADING
Your grade will be based on your essays (60%), day-to-day work (20%), and participation in class and conferences (20%).

Essays receive letter grades. Other assignments receive numerical grades, from zero to 100. Missing work receives a zero. Participation and conferences receive an numerical grade, an overall evaluation of the extent to which you’re prepared and contributing: 100 (always).
**ACADEMIC INTEGRITY**

The University’s statement on academic integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

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 the representation of them as one’s original work” (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course.

And my statement concerning academic integrity:

Any breach of academic integrity—from a single sentence cut and pasted into a dinky little assignment to a stretch of “reworded” prose to a wholly unoriginal essay—is a serious matter and will get you a serious penalty. The Office of Student Standards recommends an F for the course. You will also be required to take a course in ethics administered by Student Standards, whose staff will keep your misconduct on record and notify your other professors that one of their students has violated academic integrity.

You should be familiar with Eastern’s statement on academic integrity and should ask if you have any questions about quoting from and/or documenting sources. But because the work of the course is to be an expression of your ideas in your words, aside from words and ideas from properly acknowledged sources, questions of plagiarism and collusion should never arise.

Do not “borrow” work or give your work to anyone (allowing someone else to make use of your work is also a breach of academic integrity and will also get you a serious penalty, up to and including an F for the course).

**PROVISIONAL OUTLINE (WEEKS)**

1. Thinking about writing, Flowers and Zinsser on good writing
2–3: Thinking about words, sentences, and paragraphs: clarity, concision, and coherence
4: Readings on writing, high school, and the workplace, first essay
5: Conferences
6: Readings on the Beloit Mindset List
7: Punctuation work, sentence work, second essay
8: Conferences
9: Readings on college
10: Assorted writing issues, third essay
11: Conferences
12–13: Finding and evaluating sources, documentation, fourth essay
14: Conferences
15: Fifth essay, last things

Essays should run three to four typed pages. Provisional due dates: 9/19, 10/10, 10/31, 11/21, 12/10. Other modest pieces of writing, one to two pages, will be assigned as in-class writing or on a due-next-class basis.

**THREE THOUGHTS**

We learn to write well, if we ever do, by reading good prose, paying close attention to our own words, revising relentlessly, and recalling the connections between written and spoken language.


* Writing requires a high degree of inner alertness, especially when things are going wrong.

Verlyn Klinkenborg, Several Short Sentences About Writing (2012)

* 職人気質 (shokunin katagi) in Japanese culture, the spirit of the craftsman or artisan, a dedication to work for the sake of work, a devotion to getting things right for the sake of getting them right.
As of Fall 2014, syllabi must include catalogue descriptions and a statement of Eastern Illinois University Learning Goals:

**ENG 1001G - Composition and Language.**

(3-0-3) Graded (A, B, C, N/C) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Cl 900R WC

**Prerequisites & Notes:**

ENG 1000 or proficiency in basic skills as determined by the English Department. Cl 900R Note: A grade of ‘C’ or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement. Credits: 3

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

**Critical Thinking**

EIU graduates question, examine, evaluate, and respond to problems or arguments by:
- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights.
- Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

**Writing and Critical Reading**

EIU graduates write critically and evaluate varied sources by:
- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well-organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

**Speaking and Listening**

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:
- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

**Quantitative Reasoning**

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:
- Performing basic calculations and measurements.
- Applying quantitative methods and using the resulting evidence to solve problems.
- Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
- Critically evaluating quantitative methodologies and data.
- Constructing cogent arguments utilizing quantitative material.
- Using appropriate technology to collect, analyze, and produce quantitative materials.

**Responsible Citizenship**

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:
- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.