ENG 1001G-025: Composition and Language

Robin Murray
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2014

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2014/25

This Article is brought to you for free and open access by the 2014 at The Keep. It has been accepted for inclusion in Fall 2014 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
English 1001G.025, Composition and Language

Instructor: Dr. Robin L. Murray  Class time: TR, 12:30-1:45
Office and home phone: 581-2428; 549-0199  Email: rlmurray@eiu.edu
Office Hours: M, 1-3 and TR, 2-3:15 (unless in a meeting)

Catalogue Description: English 1001G. Composition and Language. 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. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

Objectives: In successfully completing English 1001G, students will

1) Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)

2) Write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom they are directed (writing, speaking, critical thinking)

3) Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)

4) Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)

5) Develop skills in revising their own writing by participating in peer review workshops and by revising their essays (writing, critical thinking).

EIU Learning Goals: 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:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.
Writing and Critical Reading
EIU graduates write critically and evaluate varied sources by:
1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
7. 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:
1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning
EIU graduates produce, analyze, interpret, and evaluate quantitative material by:
1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. 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:
1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.

**Required Texts:**

*A Pocket Style Manual*  
*They Say, I Say*

**Attendance Policy:** I will be here; you be here, too. Any more than three absences will affect your grade. Perfect attendance will earn bonus points. Classroom participation is an essential part of your grade, so I urge you to make regular attendance a high priority.

**Speaking of Participation:** We learn together by interacting with real dialogue as well as D2L discussions. Often I will start discussions with general questions to make sure the assigned reading was generally understood. But I expect those discussions to take on lives of their own. In other words, classroom discussion does not mean telling me what you think I want to hear or merely responding to my questions. Bring your prejudices, beliefs, complaints, and enthusiasm to these readings. I hope to learn from you, as well. You all will learn from each other.

**Assignments and Grades:** I hate giving grades, but it’s an institutional policy I can’t get around. Grades focus on end products; this course is a course in the writing process. The following grade breakdown is designed to emphasize the importance of discussion, writing improvement, revision, etc. (all elements of the writing process), as well as the polished essays (end-products).

- All work towards paper 1, Summary/Critique (4) 15%
- All work towards paper 2, Analysis (4) 15%
- All work towards paper 3, Researched Position Paper (4) 15%
- All work towards paper 4, Observation (2) 10%
- All work towards your Group Proposal (4) 15%
- All work towards paper 5, Service Learning Artifact 10%
- Portfolio with 2 page reflection 20%

**Grade Policy:**

Grades on papers and at the end of the course express my judgment about a variety of matters:

B and A work shows initiative, skill, and intelligence. Its features are an insightful purpose, effective organization, concrete and well-reasoned development, fluent sentences, and suitable and distinctive diction. A work distinguishes itself from B work because of the sense of voice it reflects.

C writing is adequate and competent. Its purpose is clear. Its development is reasonably appropriate and concrete. It is free of serious and frequent error.

Characteristic weaknesses of writing below the C level result from lack of control over both subject and the conventions of written language. These weaknesses include an unfocused sense of purpose; inadequate development; wordy, awkward, unclear sentences; errors in usage, grammar and spelling.
Requirements: In order to receive a passing grade, you must complete and submit all assignments. You need to attend class regularly, be prepared to participate in activities, and be at scheduled conferences. Poor attendance, tardiness, late papers, or missed conferences will prompt me to reduce a grade.

Assistance: To assure your success and to benefit fully from this course, take responsibility for improving your own writing. Seek personal assistance and direction from me during office hours.

The Writing Center offers determined students opportunities to develop their writing skills. It offers free one-on-one tutorial service to any student at the university. Please call them for an appointment at 581-5929 or just walk-in. Graduate students with English degrees are eager to help you at any point in the writing process.

Electronic Writing Portfolio: Please note that you can submit an essay from English 1001G for your portfolio. This submission to your portfolio is your way to demonstrate your writing competency. I will accept submissions up until Thanksgiving break. Please see me with any exceptions.

Formatting: Always keep a personal copy/e-copy of any polished paper you submit to me. Put your name and the page number in the top right corner of each sheet but the first. On the first page put a title and the following:

Your name
Assignment Number
English 1001, Section 55
My Name
Date

Please document consistently in either MLA or APA format.

Plagiarism Statement: “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—has the right and the responsibility to impose the guilty student an appropriate penalty, up to and including immediate assignment of “F” for the course.”

ADA Compliance Policy: 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.
Tentative English 1001 Calendar--Subject to Change

August


28 Entrance card about reading. Introduce Summary/Critique assignment and discuss. Read Part II and III by group for next Tuesday and choose the essay you would like to summarize and critique.

September

2 Entrance card about reading. Discuss readings and essays.

4 **Rough draft of Summary/Critique essay due** for peer review and conferences

9 Conferences, continued

11 **Final draft of Summary/Critique essay due.** Reflect on your writing. Introduce Analysis assignment. Read chapter 9, “Writing to Analyze,” pp. 223-228, 230-246, and 258-270 and prepare for entrance card. Choose an artifact to analyze.

16 Entrance card about reading. Discuss readings. Practice rhetorical and visual analyses.

18 Entrance card about your chosen artifact. Discuss and model analysis writing.

23 **Rough draft of Analysis** due for peer review and conferencing.

25 Conferencing, continued.

30 **Final Analysis due.** Reflect on your writing. Introduce taking a position assignment. Read first half of chapter 12 in Faigley for Thursday.

October

2 Entrance card about reading. Discuss reading. Read remainder of chapter 12 for Tuesday.

7 Entrance card. Discuss reading and student submitted version.

9 Taking a Position discussion, continued

14 **Rough draft of taking a position piece** due for peer review and conferences.

16 Conferences, continued.
Final draft of taking a **position paper**. Reflect on your writing. Introduce observation and proposal assignments as a “service learning” pieces. Read Faigley 166-187 for Thursday.

Entrance card. Read selections from Chapter 7, Faigley. for Tuesday

Entrance card. Read selections from Chapter 13, Faigley and discuss observation essay and proposal.

**Rough draft of observation due** for peer review and mini-conferences.

**November**

4  **Final draft of observation due.** Reflect on your writing. Introduce proposal assignment, a group project based on one of your observations of an organization on or near campus. You will create a group proposal together. But each of you will also create an artifact for your organization based on their needs—a pamphlet, a blog, etc. Read excerpts from Part III, the Multimodal Writer.

6  Proposal

11  Proposal

13  **Rough draft of proposals** due for peer review and conferencing.

18  Conferencing, continued

20  **Final draft of proposals due.** Reflect on your writing. Talk more about “part three” of the service learning section of this class.

24-28:  Thanksgiving Break

**December**

2  **Draft of your individual artifact due** for peer review and conferencing.

4  Conferencing, continued.

9  **Final draft of artifact due.** Reflect on your writing. Discuss your portfolio.

11  Last Class! **Portfolios due.** Portfolio should include drafts, peer reviews, and final copies of the following: Summary/Critique, Analysis, and two more pieces (could include your position paper, your observation, and/or your artifact), plus a reflection on your writing.