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ENG 1001G-033: Composition I

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Eastern Illinois University
Course Syllabus
English 1001G 033—Composition I
Instructor: Aaron White

Important Information
Phone: 618.554.5251 (cell)
Email Address: amwhite90@hotmail.com
Class Location/Hours: 3210 (odd weeks) 3140 (even weeks); MW 3:00 pm to 4:15 pm
Office Location/Hours: CH 2110; MW 5:30 pm to 6:30 pm, or by appointment

Course Description
ENG 1001G is 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. Prerequisite: ENG 1000 or proficiency in basic skills as determined by the English Department. Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and SPC 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.

The main focus of this course is to aid in the development of your skills as a critical thinker and writer. We will critically analyze topics of discussion and respond accordingly using the different genres of writing encountered during a four-year college career. Writing, in this class, is to be treated as a process. Student essays are works-in-progress, not final products. Therefore, the concepts of brainstorming, drafting, revision, proofreading, and editing will be heavily emphasized. This course is reading and writing intensive, and the topics of discussion vary between areas of both social and student interest, from issues of body image in major media to local campus affairs. To fully benefit from this course and emerge successfully at the end of the semester, you are expected to participate in classroom activities such as journaling, which engages one in organic writing that is essential toward a writer's growth.

Course Objective
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 one of their essays for possible inclusion in their electronic writing portfolio (writing, critical thinking).

After successful completion of this course, you will learn the relevance of essay writing at the university level, as well as its importance in everyday life. Also, being able to effectively read and write essays means each student will be able to:

1. Critically analyze/dissect an essay prompt
2. Identify the different parts of an essay
3. Write a clear, concise paragraph in the context of an essay/academic paper
4. Successfully brainstorm essay topics/theses using learned techniques such as outlining, webbing, etc.
5. Construct well-organized expressive, expository, and persuasive essays of 5000 words or more
6. Draft essays several times, paying close attention to higher order concerns, such as the crafting of a quality thesis, audience awareness, consistency/organization, how well the essay effectively responds to the given prompt, etc.
7. Use feedback from a variety of sources to improve writing
8. Proofread and edit essay drafts, paying close attention to sentence fragments, usage/different parts of speech, organizational errors, and other common grammatical errors
9. Conduct research at Booth Library

Methods of Instruction
This class will be taught by lecture, discussion, and “lab work,” or in-class writing time consisting of journaling and many chances to work on essay assignments. The course is driven by assigned readings, videos, journal entries, interactive activities, and teacher/student participation. As well, peer review, class workshops, and writing conferences will be implemented during the drafting process of each essay.

Journals
Journal topics, which vary from class to class, function as exercises in your ability to think critically and creatively. Typically, they prompt you to consider a question or issue in a new way that is challenging, yet enjoyable. For example, a journal prompt may range anywhere from something specific to the assigned reading, “Explain to me any issues, if any, you have with the idea of social stratification. How does the public education system reject/adhere to these divisions?” to “The zombie apocalypse has finally hit. You are alone in your home and you see a horde of the undead stumbling toward the front door. How do you react?” Throughout the course I have established “journal checkpoints.” At these given times, I will be reading your entries and responding accordingly, rewarding you five points per entry. Missed journal entries due to absences cannot be made up. These entries are not graded on lower order concerns, such as punctuation, spelling etc. I am mainly concerned with your progress as a writer, and these short writing assignments are a good measure in your ability to write quickly and effectively.
**ADA**
Please let me know in advance about any documented disabilities. There are ADA-related support services through the Office of Disability Services (217.581.6583).

**Plagiarism**
Note: The English Department’s statement concerning plagiarism—Any teacher who discovers an act of plagiarism, which is “the appropriation or imitation of language, ideas, an/or thoughts of another author, and representation of them as one’s own 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 assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Plagiarism is defined by a student maliciously turning in any work as his or her own that is, in fact, the intellectual property of someone else. Any student who engages in plagiarism will be penalized with a 0 on the assignment. Repeat offenders will be reported and dropped from the class.

**EIU Writing Center**
The Writing Center is open to help any student from any major at any stage of the writing process, and its system of one-on-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 center (CH 3110) or call 217.581.5929. The Writing Center is open Monday through Thursday, 9 am to 3 pm, and 6 pm to 9 pm. Its hours of operation on Fridays are 9 am to 1 pm.

**Electronic Writing Portfolio**
Effective writing is a goal of Eastern’s undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students’ writing in an effort to ascertain that its student population is meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students. You must submit your first two papers by the time you have earned 60 credit hours. The third and final submission must be turned in by the time you earn 105 credit hours.

**Required Texts**
*The Contemporary Reader 11th Edition—Gary Goshgarian*
*Little Brown Handbook*

**Required Materials**
1. Notebook/plenty of loose leaf paper
2. Pen/pencil
3. Pocket folder
4. Access to a computer/internet

**Grades**
This course is comprised of 1000 total points.
- Short papers (500 to 1000 words, or 2 to 4 pages) (4 total)—200 points
- Long papers (3000 to 5000 words, or 12 to 20 pages) (4 total)—500 points
- Journal Entries (20 total)—100 points
- Participation (Being actively engaged with the material, discussion, and in-class activities)—200 points

*Note: Short papers are more like writing exercises, testing your ability to explicate in a specific style/manner with a narrow goal in mind. Long papers are treated as the major essays in this class, written in the style of an acceptable academic essay.

A=90-100
B=80-89
C=70-79
D=60-69
F=Below 60

Late work will not be accepted without an instructor-approved extension. While attainable points only lie in the assignments themselves, participation is weighed heavily in your final grade.

**Participation**
I expect you to be actively engaged during class. Doing so is important for many reasons. It allows you to get the most out of this course. As well, responding to discussion and participating in classroom activities is a common courtesy to both the instructor and your fellow classmates. You must show up to class consistently and prove to me you are engaged with the material through participation and discussion. At the beginning of the semester, each student will be awarded 200 participation points. Every time your participation is lacking or you have an unexcused absence past the allotted 2, I will deduct 10 points from the 200.

**Revision**
All optional revisions may be turned in at any time during this course, but they will not be accepted after Week 16. This is your chance to revise any and all papers written in this course AFTER the assigned grade. If you find yourself unhappy with a final grade on any essay written for this class, revise it for a new grade and turn it in to me. I will accept only 1 optional revision per essay, and will consider the higher of the two grades. This means you may revise any final draft, long paper or short, after a grade is given, but only once. Whichever grade is higher is the one that will be recorded.

**Conferences**
Time slots will be assessed before conference dates, but these meetings typically last 20 minutes at most. The purpose of these one-on-one conferences is for the two of us to discuss whichever assignment you are working on for this class at the time. I will look over your assignment in advance, so I ask that you come up with any questions/concerns you may have ahead of time and bring them to the conference.
Classroom Policies
1. Attendance is mandatory (see Participation/Grades). Each student is allowed 2 unexcused absences. After 2 absences occur, it is the student’s responsibility to arrange any further absences with the instructor.
2. Absolutely no cellphones/translators are allowed during class. All devices must remain off or silent unless arranged with the instructor otherwise.
3. No late work will be permitted unless arranged with the instructor before due date.
4. All scheduled due dates are tentative and may be changed at the instructor’s discretion.
5. Your ideas, comments, suggestions, questions, etc. are welcome. Your discretion in these matters is expected, however.

Course Topics
This tentative calendar merely reflects assigned readings and essay due dates, which are subject to change at any time. It does not outline in-class work or discussion.

CR= Contemporary Reader   LB= Little Brown

Week 1
Mon 8/19: Read CR introduction pgs. 1-39
Wed 8/21: CR “How Men Really Feel About Their Bodies” pg. 72
   Short paper #1 assigned (Perception/Reality)

Week 2
Mon 8/26: LB “Assessing the Writing Situation” pgs. 2-12
Wed 8/28: Short paper #1 DUE (50 points)
   CR “Just a Little Princess?” pg. 97
   LB “Developing and Shaping Ideas” pgs. 16-33
   “Drafting and Revising” pgs. 46-56
   Long paper #1 assigned (personal narrative)

Week 3
Mon 9/2: NO CLASS (LABOR DAY)
Wed 9/4: In-class assignment
   Journal Checkpoint (25 points)

Week 4
Mon 9/9: Long paper #1 DUE (100 points)
   LB “Writing an Argument” pgs. 196-203
   CR “Strapped” pg. 152
Wed 9/11: Long paper #2 assigned (persuasive)

Week 5
Mon 9/16: NO CLASS (CONFERENCES)
   CR “The ‘Responsible’ Child?” pg. 183
   LB “Appropriate Language” pgs. 502-523
Wed 9/18: NO CLASS (CONFERENCES)
   No readings assigned
Week 6
Mon 9/23: Long paper #2 DUE (100 points)
Wed 9/25: CR “‘Twilight’ vs. ‘Hunger Games’” pg. 234
Short paper #2 assigned (a rhetorical mode)

Week 7
Mon 9/30: CR “Crafting Your Image for Your 1,000 Friends on Facebook” pg. 279
Wed 10/2: Short paper #2 DUE (50 points)
CR “Racial Profiling is Poisoning Muslim Americans’ Trust” pg. 387
Short paper #3 assigned (synthesis)
Journal Checkpoint (30 points)

Week 8
Mon 10/7: LB “Essay Exams” pgs. 822-828
Wed 10/9: Short paper #3 DUE (50 points)

Week 9
Mon 10/14: NO CLASS (FALL BREAK)
Wed 10/16: Short paper #4 IN-CLASS (50 points)
CR “Five Non-Religious Arguments for Marriage” pg. 410

Week 10
Wed 10/23: CR “Is Polygamy Really So Awful?” pg. 419
Long paper #3 assigned (cause-and-effect)
Journal Checkpoint (25 points)

Week 11
Mon 10/28: LB “Research Writing” pgs. 548-561
Wed 10/30: In-class assignment

Week 12
Mon 11/4: Long paper #3 DUE (100 points)
LB “Finding Sources” pgs. 561-589
Wed 11/6: LB “Working with Sources” pgs. 589-626
Research paper assigned
Journal Checkpoint (20 points)

Week 13
Mon 11/11: LB “Avoiding Plagiarism” pgs. 626-635

Week 14
Mon 11/18: NO CLASS (CONFERENCES)
No readings assigned
Wed 11/20: NO CLASS (CONFERENCES)
No readings assigned

Week 15
Mon 11/25: NO CLASS (THANKSGIVING BREAK)
Wed 11/27: NO CLASS (THANKSGIVING BREAK)

Week 16
Mon 12/2: In-class assignment
Optional revisions DUE
Wed 12/4: In-class assignment

Week 17
Mon 12/9: Research paper DUE (200 points)