ENG 1001G-034: Composition and Language

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ENGLISH 1001G: COMPOSITION AND LANGUAGE
6:00 pm - 7:15 pm    MW    Coleman Hall 3140/3210

CONTACT INFORMATION –
Professor: Dr. Quesada, rmquesada@eiu.edu
Office: Coleman 3562
Skype: skype.quesada
Hours for consultation: M – 2:00 – 3:00 // T – 2:00 – 4:00 (via Skype) // W – 2:00 – 4:00

Course Question:
How does someone use language to clearly and effectively communicate?

Course Description:
This is a course in the reading and writing of expository and persuasive essays. Attention is
given to effective expression, clear structure, adequate development, and documentation of
sources. You may only pass this course with a C or higher.

Course Attendance:
Attendance and participation are necessary. You are permitted two unexcused absences. An
absence after two will lower your final grade by one letter grade. Excused absences are
accompanied by appropriate legal or medical documentation in advance or immediately after.

Course Texts:

Course Reading:
1. Read all assigned texts and resources for major ideas.
2. Keep digital notes of all you read. Save a file for every text for future reference.
3. Create questions about assigned reading material. Share questions in class & online.
4. Ask classmates thoughtful questions about the reading. Then,
5. Ask your professor thoughtful questions about the reading.
6. Re-read reading. Imagine you have to give a presentation on it in the future. Know it.

Course Technology:
1. Using the learning management system (d2l/Pi)
2. Using email (EIU) and Internet
3. Submit files in commonly used word processing programs formats
4. Copying and pasting
5. Downloading and installing software
6. Using Cloud or digital space
7. Video/Audio editing software (iMovie preferred. No knowledge necc.)

Sending Email:
1. SUBJECT LINE with your course number, e.g., ENG2003
2. SALUTATION, e.g., Dear Dr. Quesada
3. CLOSING, e.g., Sincerely, Mary Pleasant
4. COMPLETE sentences
5. DO NOT use abbreviations, slang, or inappropriate language

Course Evaluation:
Performance on writing assignments: 70%
Class discussions/presentations: 20%
Quality of revision and participation in peer review sessions: 10%
Final: One revised essay for electronic writing portfolio

Late Work:
Late work will not be accepted. Work not submitted on time will receive zero credit.

Writing Conduct:
Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

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

Additional Assistance:
Information for students with disabilities: If you are a student with a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services (OSDS) 217-581-6583 as soon as possible.

Student Success Center:
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to Ninth Street Hall, Room 1302.

Student Learning Objectives (a – e):

a. 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)
b. 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)
c. 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)
d. Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
e. 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).
Writing Requirements (70%):

Paper 1 – Diagnostic Essay (required)  Paper 6 – Synthesis Essay (10%)
Paper 2 – Narrative Essay (required)   Paper 7 – Editorial Letter (10%)
Paper 3 – Informative Essay (10%)     Paper 8 – Persuasive Essay (10%)
Paper 4 – YouTube Essay (10%)        Paper 9 – Research Essay (10%)
Paper 5 – Comparison Essay (10%)      

SCHEDULE (subject to change/selected readings will be announced on d2l/Pi):

Week 1 Strategies for critical reading
   Reading: Selected essays for analysis and discussion (Reader)
   Writing: response statement to reading(s) [Paper 1]

Week 2 Stages of writing
   Reading: The writer’s situation, prewriting (Guide, Ch. 1 & 2)
   Selected expressive essays (Reader)
   Writing: Freewriting, journal keeping narrative [Paper 2]

Week 3 – 4 Planning, drafting, revising
   Reading: Exploring a topic, formulating a thesis, writing a draft (Guide, Ch. 10)
   Selected informative essays (Reader)
   Writing: Invention activities: using heuristics
   Informative essay or process analysis [Paper 3]

Week 5 – 7 Methods of organization
   Reading: means/modes of development (Guide, Ch. 3)
   Essays that illustrate rhetorical modes (Reader)
   Improving paragraph coherence (Guide, Ch. 4 & 6)
   Writing: classification or essay of examples [Paper 4]
   Comparison or cause-effect essay [Paper 5]

Week 8 – 9 Reading for writing
   Reading: Selected essays on a general topic (Reader)
   Usage and mechanics (Guide, Ch. 5, 7 & 8)
   Writing: Summarizing and paraphrasing
   Synthesis paper [Paper 6]

Week 10 – 12 Writing persuasively
   Reading: the nature and form of argument (Guide, Ch. 3)
   Selected argumentative essays (Reader)
   Improving word choice (Guide, Ch. 9)
   Writing: short editorial or letter to editor [Paper 7]
   Persuasive essay [Paper 8]

Week 13 – 15 Doing research, documenting sources
   Reading: Documentation (Guide, Ch. 11)
   Writing: Researched essay: notes, outline, bibliography, draft, final copy [Paper 9]