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ENG 1001G-045: Composition and Language

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Eng 1001: Composition and Language
fall 2013 / Section 045 / Coleman Hall 2120
Dr. Chris Wixson

syllabus

course philosophy
English 1001 is designed to improve skills in critical thinking and analytical expression that will better enable you to meet the challenges of future academic tasks. Accordingly, this course will provide you with opportunities to practice strategies for reading texts with understanding, analyzing texts, and writing articulately and insightfully in dialogue with them.

Learning Outcomes

1. To write expository and argumentative papers in which paragraphs, sentences, and words develop a central idea.
2. To read, think critically, and write analytically about texts.
3. To grow as writers by continuing to develop skills of research, process, and expression.

course texts

From Inquiry to Academic Writing, Greene/Lidinsky; A Pocket Style Manual, Hacker; They Say, I Say, Graff/Birkenstein.

contact information

Dr. Chris Wixson
Coleman Hall 3871
Office Hours: T 1:00-2:00 PM; R 8:30-9:30 AM; and by appointment
cmwixson@eiu.edu

Assignments

* Pieces of writing of various lengths and genres that are engaged, engaging, and articulate.
* Active, Engaged Participation in Class Activities.

final grades

Your final grade in the course will be determined by your performance on the following assignments:

Summary / Synthesis 20%
Critical Analysis Paper 20%
TIB piece 10%
Researched Proposal Paper 30%
Final Reflective Essay 10%
In-class Writings/ Active Participation 10%
You must complete all written assignments to complete the course. Failure to complete any one of the components represents incomplete work for the semester and anyone with incomplete work will not receive a passing grade for the course.

**attendance**
Mandatory. I expect you to be in class awake and prepared every Tuesday and Thursday morning. In other words, arrive on time with your reading/writing assignment completed, prepared to participate in discussion. Because so much in this course relies upon in-class work, absences and habitual lateness will adversely affect your course performance. Attendance will be taken at each class session – you are allowed two unexcused absences before your grade is negatively affected. After two, each unexcused absence will lower your participation grade by half a letter. **More than six unexcused absences will result in a “0” for participation. More than eight unexcused absences will result in a grade of no credit for the course. Habitual lateness (beyond once) will also affect your grade negatively since it is disruptive and disrespectful.** Please notify me by email if there is unexpected illness or an emergency that causes you to miss class. Do **not** get in touch asking “for the assignment” or a “rundown of what you missed.” My responsibilities as an instructor lie with the students who do come to class. Excused absences are accompanied by appropriate legal or medical documentation. Any unexcused absence will seriously undermine your success in this course.

**class participation**
Mandatory. To maximize your individual and our collective productivity in class, it is essential that you show up to class with reading and writing activities done and ready to work on assignments in progress. Class activities will include a mixture of informal lecture, discussion, short writing, and process tasks.

**late papers**
These are no fun for me to keep track of and only put you further behind. For each day beyond the scheduled due date, late papers will be penalized a third of a letter grade. **After a week, I will no longer accept the paper, and it becomes a “0.”** Again, if you become ill or the victim of emergency circumstances, please email me as soon as possible and stay in touch.

**cell phone and computer use**
You may bring your computer to class with you, assuming that you use it in a scholarly and responsible fashion. This means that you will only have applications and windows related to the current discussion open. **You may not check email, news, or box scores, surf the web, use chat applications, play games, or otherwise distract yourself and those around you from the class conversation with your computer.** You are likewise expected to use cell phones in a responsible manner: **turn them off when you come in to class.** If you have an emergency for which you must be available, you must discuss it with me beforehand and keep your phone on vibrate. **Under no conditions are you allowed to** text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class. The nature of our scholarly endeavor together necessitates mutual respect and dedicated attention during the too short time we have to discuss these texts. Violating any of these policies will result in your participation grade being lowered by a full letter grade for each violation.

**academic integrity**
Any paper with your name on it signifies that you are the author—that the wording and major ideas are yours, with exceptions indicated by either quotation marks and/or citations. **Plagiarism is the unacknowledged use (appropriation and/or imitation) of others’ materials (words and ideas).** We will discuss how to avoid it. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, and a report filed with the Student Standards Office.

**special needs and situations**
If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.
English 1001

Dr. Chris Wixson

course calendar

** Because this schedule can and probably will change, it is imperative that you bring it to each class meeting so as to make the appropriate revisions.

**

August

20  Course Introduction / COFFEE / Self-assessment
    Langston Hughes' “Theme for English B” (handout)

22  This I Believe (handouts) / E1 Assignment Sheet
    Greene pp. 1-14

27  This I Believe Workshop

29  First Draft of E1 (2 Copies) / Peer Critique

September

3   E1 Revision Workshop

5   Final E1 Portfolio Due / Self-Assessment
    Sherry Turkle's “The Flight from Conversation” (TED Talk and handout)

10  Summary and Synthesis: Greene 29-32; 38; 152-3; 165-70
    Graff (templates) 21-2; 23-5; 36-7
    Clive Thompson, “On the New Literacy” (pp. 144-51)
    John Dickerson, “Don’t Fear Twitter” (pp. 175-6)

12  Veronica Stafford, “Texting and Literacy” (115-9)
    Steve Grove. “You Tube: The Flattening of Politics” (pp. 176-80)
    Summary Due

17  Developing a Response / Graff 22-3; 25-7; 39-47; 51-63

19  Synthesis Workshop / Graff 88-96

24  Synthesis Workshop
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>26</td>
<td>Synthesis Due / E3 Assignment Sheet handed out</td>
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<tr>
<td>October 1</td>
<td>Roland Barthes, &quot;Toys&quot; (handout)</td>
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<td>Anna Quindlen, &quot;Doing Nothing is Something&quot; (pp. 82-4)</td>
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<td>3</td>
<td>Anna DuCille &quot;Multicultural Barbie&quot; (pp. 527-42)</td>
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<td>Emily Prager, “Our Barbies, Ourselves” (handout)</td>
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<td></td>
<td>Katha Pollitt, “The Smurfette Principle” (pp. 544-7)</td>
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<td>8</td>
<td>Mandatory Conferences</td>
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<td>10</td>
<td>Mandatory Conferences</td>
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<td>15</td>
<td>E3 Workshop</td>
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<td>17</td>
<td>First Draft of E3 (2 Copies) / Peer Critique</td>
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<td>22</td>
<td>E3 Workshop / Greene 15-28</td>
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<td>24</td>
<td>Final E3 Portfolio Due – Self-Evaluation / E4 Brainstorming</td>
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<td>29</td>
<td>E4 Workshop</td>
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<td>31</td>
<td>E4 Workshop</td>
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<td>November 5-7</td>
<td>Mandatory Conferences</td>
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<td>12</td>
<td>E4 Workshop (Architecture)</td>
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<td>14</td>
<td>First Draft of E4 (2 Copies) / Peer Critique</td>
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<td>19</td>
<td>Draft returned / Revision Workshop</td>
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<tr>
<td>21</td>
<td>Final E4 Portfolio Due – Self-Evaluation / E5 Brainstorming</td>
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<td>HAPPY THANKSGIVING BREAK!!!!</td>
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<td>December 4</td>
<td>Workshop for Final Paper</td>
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<td>6</td>
<td>E5 Completed (in-class)</td>
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THEME FOR ENGLISH B

By Langston Hughes

The instructor said,

Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---
although you're older---and white---
and somewhat more free.

This is my page for English B.