ENG 1001G-047: Composition And Language

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English Composition and Language: Education, Culture, and Technology
English 1001G, Section 47, Fall 2011, MW 3-4:15, CH 3210

Prof. Caldwell
Email: mcaldwell@eiu.edu
Office: CH 3050
Hours: MWF 10-11, W 12-1, and by appt.

Texts
Writing: A Guide for College and Beyond, ed. Faigley (W)
They Say/I Say, Graff and Birkenstein (TSIS)
A college dictionary
A notebook

Course Description
A good composition course teaches you to be a better writer as well as a better thinker. In this course we will think and write about topics that should be familiar to you already: the education system in America, American culture, and the uses of technology in our society today. You will be asked to draw upon your own ideas and experiences as well as to read and research the opinions of others.

A composition course is one of the most valuable and practical courses you can take in college. Unlike an English literature course, which is a specific major or field of study, a composition course is meant to prepare you for your academic career, regardless of your major field of study. The purpose of this course is to help you develop your analytical thinking and reading skills and to help you become an accurate, effective, and persuasive writer. I want you to write what you mean and to write it well. This course will teach you to develop your ability to analyze and construct arguments, to identify and use rhetoric, and to express yourself with clarity and concision. You will learn to recognize the strengths and weaknesses in your own and your peers' writing as well as to revise and edit your work. These are skills that I hope you will transfer to your future college work and eventually your professional career.

Please read the information below carefully and reread it throughout the semester as necessary. Your enrollment in this course constitutes your agreement to all policies listed below.

Keys to Success in ENG 1001
1. Attend class regularly and be on time
2. Come to class prepared to participate actively
3. Always do all readings and assignments and bring your texts to class
4. Do not use any electronic device in class unless I have asked you to do so
5. Come prepared on workshop days with full drafts
6. Be an active reader/editor of your own work and that of your peers
7. When you have questions, seek out help
8. Know that you are in control of your own education
9. Turn in all work on time

Office Hours and Other Campus Resources
I am absolutely committed to your success in this course and at EIU more generally. Here are some resources available to you.

1. Professor Caldwell's office hours: CH 3050, MWF 10-11, W 12-1, or by appt.
2. Professor Caldwell's email, mcaldwell@eiu.edu
5. EIU's Student Success Center, http://www.eiu.edu/success/
Classroom Expectations, Absences, and Tardiness
You must attend class in order to participate; if you are absent more than 4 times during the semester, your final grade will be lowered by 1/3 a letter grade for each additional absence (so, for example, 5 absences will make a final grade of a B- a C+). If there is a reason why you must be absent from class, please discuss this necessity with me so that we can make sure you do not fall behind in the class. For every two significant tardies (over 5 minutes), you will receive an absence. If you do not have a completed draft on a workshop day, I will mark you absent. If you make a habit of leaving your text or work at home, I will count you absent.

I should never see your phone. Texting or any inappropriate use of electronic devices will be penalized. The first time I catch you texting or chatting or doing other kinds of distracting or irrelevant behaviors, you will receive a warning; the second time you will be asked to leave the classroom and be counted absent.

Plagiarism
Plagiarism absolutely will not be tolerated. If at any point in the semester you find that you are confused about what constitutes plagiarism, it is your responsibility to come talk to me before you turn in an assignment. If you plagiarize, you will be reported to the Office of Student Standards, and you will fail the assignment and/or the course.

Assignments
If you miss a class, make sure to ask another class member for the day’s assignments. All assignments are due at the beginning of class on the day indicated. Late assignments will rarely be accepted unless permission has been granted in advance. All assignments should be typed, double-spaced, with 1-inch margins and in 11- or 12-point Times New Roman font (or a rough equivalent). Each essay should be turned in with all draft and workshop materials.

Reading Notebook
You are required to have a notebook devoted to this class. I will collect and grade this notebook at the end of each unit. The purpose of this notebook is to help you develop your reading and critical thinking skills. For each essay we read, you must write three things: 1.) A 1-2 sentence summary of what you have just read, 2.) 1 quotation fully written out that you found particularly interesting, controversial, or meaningful, 3.) 1 observation about this text. Your observation can point out something about the writer, his/her biases or assumptions, the kinds of evidence s/he uses, the style or tone of the essay and its effectiveness, the purpose of the essay, etc. You may certainly expand your reading notebook, but these three tasks are the bare minimum that you should do for each essay we read. You do not need to do this for the chapters in They Say / I Say. Please bring your reading notebook to every class.

Grades
Grades will be handed back to you and recorded on WebCT. The breakdown of grades is as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essays (3 total)</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Long essays (2 total)</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Final essay</td>
<td>40%</td>
</tr>
<tr>
<td>In class work, reading notebook</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Calendar for Unit 1

M 8/22 Course Introduction. HW: read introduction in TSIS and bring to next class.
In-class diagnostic essay. HW: read selections from Zinsser's *On Writing Well* (on Web CT), Douglass and Franklin essays (NR, p. 228-236). Complete reading notebook for Douglass and Franklin (see instructions on reading notebook above).

**Unit 1: Education in America: Personal Narrative and Response**

**W 8/24**

In-class diagnostic essay. HW: read selections from Zinsser's *On Writing Well* (on Web CT), Douglass and Franklin essays (NR, p. 228-236). Complete reading notebook for Douglass and Franklin (see instructions on reading notebook above).

**M 8/29**

Discuss Douglass, Franklin and Zinsser. HW: Tan essay, "Mother Tongue" (W, p. 101-107). Complete reading notebook for Tan; write 1 paragraph describing an important aspect of your high school education.

**W 8/31**

Discuss Tan. Personal essay and reflective writing. HW: draft short essay 1 and bring to class next time to workshop. Read TSIS, ch. 1 and 2, Zinsser essay, "College Pressures" (NR p. 245-250), complete reading notebook for Zinsser.

**M 9/5**

Labor Day—No Class

**W 9/7**


**M 9/12**


**W 9/14**


**M 9/19**


**W 9/21**


**M 9/26**


**W 9/28**

Essay 1 due (with all drafts and workshop sheets). Turn in reading notebook.

End Unit 1