ENG 1001G-058: Composition and Language

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\textbf{Composition and Rhetoric}  \hspace{1cm}  \textbf{Michael Loudon}
\textbf{English 1001G}  \hspace{1cm}  \textbf{TR 3:30 (1530)–4:45 (1645)}
\textbf{Section 058}  \hspace{1cm}  \textbf{CH 3290 (337)}

\textbf{Course Description:} This course will offer practice in several modes of discourse, including expression, reflection, analysis and persuasion. While the emphasis is primarily on expository and persuasive writing, the course will also offer an extensive review of and practice in grammar, mechanics, sentence structure and paragraph organization.

Our focus will be on the process of composition: how we begin, invent, present and develop, organize and expand, draft, revise, document, edit and proofread. We shall aspire to writing that is clear, concise, coherent, intelligent and imaginative.

\textbf{Texts and materials:} (Abbreviations refer to the syllabus.)
Axelrod and Cooper, \textit{The St. Martin's Guide to Writing (SMG)}, 6\textsuperscript{th} ed.
Colombo, et al, \textit{Rereading America (RA)}, 5\textsuperscript{th} ed.
Fulwiler and Hayakawa, \textit{The Blair Handbook (BH)}, 3\textsuperscript{rd} ed.
\textit{Webster's New World Dictionary}
A journal (preferably bound if handwritten and legible!)
A folder with pockets: keep all assignments, exercises, handouts, drafts, graded essays, syllabus and so on until the completion of the course...copies of formally submitted essays are a good idea—electronic or hardcopy or both—for your own protection.
Handouts (distributed in class)

\textbf{Course format:} I shall use discussion as the primary means of coming to terms with the course readings and offer mini-lectures to provide views supplemental to those in the texts. Exercises, in-class and as assigned homework, will be used on an ongoing basis as necessary. Small group workshops will be used to develop revision skills. Conferences are optional—unless specifically requested in which case they are mandatory. Please note that the \textit{syllabus} is merely a guide and subject to change to suit whatever needs arise: if you cannot attend, you should check with a classmate or me to keep track of any changes.

I encourage you to request a conference whenever you feel that one might be useful in improving your writing abilities or enhancing your participation in the course. Those of you who discover lingering, particularly troublesome problems should make use of the Writing Center (Coleman Hall 3110 [301]) and may be requested to do so.

\textbf{Course requirements and grading:}

\begin{tabular}{|l|l|l|}
\hline
\textbf{Mode of discourse and length:} & \textbf{Due date:} & \% of Grade: \\
\hline
\textbf{Essays:} & & \\
#1: Expression (2–3 pp) & R 9/6 & 5\% \\
#2: Reflection (2–3 pp) & R 9/13 & 5\% \\
#3: Description (2–3 pp) & R 9/20 & 5\% \\
#4: Narration (3–4 pp) & R 10/4 & 10\% \\
#5: Process analysis (3–4 pp) & R 10/18 & 10\% \\
#6: Definition (3–4 pp) & R 11/1 & 10\% \\
#7: Comparison and contrast (3–4 pp) & R 11/15 & 10\% \\
#8: Argument and persuasion (5–6 pp) & R 12/6 & 15\% \\
\hline
\end{tabular}
Journal: Throughout the semester and on at least a weekly basis (more frequently will be better practice), you should develop 45-50 pages in which you practice expressive and reflective writing. Record details of your observations about anything that interests you; reflect on and focus them; explore and expand on your ideas; probe your feelings; elaborate your “hunches and notions.” I shall evaluate the journal as draft writing—no revision is necessary. You may keep them on a computer but have a back-up copy, and print it out periodically or as requested for submission. You may keep a handwritten journal, but it must be legible if you wish credit for it.

These will be requested periodically throughout the semester with at least one class day’s notice—you do not need to bring them to class. Final submission is on Thursday, December 6.

Participation and involvement: Ongoing evaluation (15%)

This component of the grading includes exercises, quizzes, participation in workshops and discussions, thoroughness of revision, degree of improvement, and other minor but crucial tasks and considerations as are pertinent to the constant and consistent development of your writing skills. Attendance, in this respect, would seem a necessity for your participation.

Office Hours: Phone: (217) 581-6312 e-mail: cfmdl@eiu.edu
                MW 10-11; TR 11-12; or by appointment

General Policies:

Grading Standards: I shall follow the EIU English Department Guidelines, distributed in class. In all cases, I shall use a plus and minus system to distinguish, say, a high B from a low one.

Attendance: I do take roll, and I evaluate attendance only indirectly in the context of your participation in the course.

Conferences: These are at your request unless I ask to see you. Please ask for help as soon as you feel you need it; please don't wait until the last couple of weeks of class.

Submission of work: Essays should be typed, double-spaced, on one side of the paper only, titled and indicate the following: name, date, course and section number. Exercises and quizzes must be legible.

Late Essays: For each day that the essay is late, the letter grade will fall by one full grade: an A essay due on Friday will be an F by the next Thursday. If there are particular difficulties, please see me.

Plagiarism: The English Department Policy

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and the representation of them as one's own original 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.
If I discover an act of plagiarism, I shall exercise the right to the fullest extent possible. (See the Handbook, pp. 251-54, for a further discussion of what constitutes plagiarism and how to integrate properly your material from sources.)

**Academic Dishonesty:**
Obviously, any act of cheating other than plagiarism will also carry an academic penalty, that to be determined by Judicial Affairs, depending upon the dishonest act and the circumstances.

**Information for Students with Disabilities:**
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.
Composition and Rhetoric: Syllabus

August

T 21: Course introduction
Diagnostic essay with No More Prisons as context

R 23: Overview of revision process
Revision of diagnostic essays
In The St. Martin’s Guide to Writing: “Introduction” (1-20); Chap. 2, Dillard (28-30); Chap. 6, Statsky (255-58); Chap. 11 (515-527): Invention (unless specified, further readings are in The St. Martin’s Guide to Writing [SMG])
[Please note: complete readings by the day they are assigned.]

T 28: Revision and Invention (continued)
R 30: Essay #1: Expression (assigned); SMG, Chap. 8 (351-405 especially 351-363) Note that you do not need to do exercises unless specifically assigned; you should peruse the chapter readings for content, including the exemplary essays.

September

T 4: (continued)
R 6: Essay #1 Due. Essay #2: Reflection (assigned)

T 11: Attack on World Trade Center and Pentagon–class optional
R 13: Open discussion and reflection

T 18: No class–illness
R 20: Essay #2 Due. Discussion of common errors

T 25: Essay #3: Description (assigned)
In Rereading America: Mike Rose, “I Just Wanna Be Average” (162); Malcom X, “Learning to Read” (223)
R 27: In Rereading America: Sherman Alexie, “Assimilation” (625); SMG, Chap. 12 (529-554)

October

T 2: In Rereading America: Judith Ortiz Cofer, “The Story of My Body,” (423); Gary Soto, “Looking for Work” (39); SMG, Chap. 15 (589-600)
R 4: Essay #3 Due. Essay #4: Narration (assigned); SMG, Chap. 14 (473-581)

R 11: Essay #4 Due. Essay #5: Process analysis (assigned)
Handout: W.S. Merwin, “Unchopping a Tree”; SMG, Chap. 14 (582-86)

T 16: In Rereading America: Deborah Tannen, “The Roots of Debate...,” (233); Lynne V. Cheney, “Politics in the Schoolroom,” (265)
R 18: Essay #5 Due. Essay #6: Definition (assigned); SMG, Chap. 16 (601-608); Sign up for conferences; Journals due.
T 23: No class—individual conferences
R 25: No class—individual conferences

T 30: In Rereading America: Gregory Mantsios, "Class in America...," (318); Studs Terkel, "Stephen Cruz," (335); James Fallows, "The Invisible Poor," (356)

November
R 1: Essay #6 Due. Essay #7: Comparison and contrast (assigned)
SMG, Chap. 18 (617-622)

T 6: In Rereading America: Holly Devor, "Becoming Members...," (414); Jackson Katz, "Advertising...," (466)
R 8: Susan Faludi, "Girls Have All the Power..., (510); Joan Morgan, "From Fly-Girls...," (527)

T 13: Vincent N. Parrillo, "Causes of Prejudice," (548); Mary C. Waters, "Optional Ethnicities...," (642)
R 15: Essay #7 Due. Essay #8: Argument and persuasion (assigned);
SMG, Chap. 19 (623-638)

Thanksgiving Recess
T 27: Library tour
R 29: In Rereading America: Wallace Stegner, "The Twilight of Self-Reliance...," (694); Michael Bellesiles, "The Origins of Gun Culture...," (792)

December
T 4: Patricia Limerick, "The Adventures...," (755); Jennifer Price, "Looking for Nature at the Mall," (836)

There is no final examination for English 1001G.