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ENG 1001G-054: Composition And Language

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I. Course Description and Objectives
English 1001G is a course focused on the reading and writing of expressive, expository, and persuasive texts. Class participants will be expected to supply focused attention to a variety of readings that range from instructive and rhetorical to critical and analytical. Particular attention will be given to the development of students as insightful readers and analytical writers. The function of the course work is to enable students to write with effective expression, clear structure, enhanced critical and analytical skills, and the proper documentation of sources. This class will be reading and writing intensive.

II. Texts and Other Resources
4. *Webster’s Dictionary* (Resource)

III. Course Format
The concept for this course is based on individual, small group, and whole class discussion. Individually, students will be expected to read, write, and research as required by daily course work and scheduled assignments. There will be small group work utilized in-class for activities and peer response and review of writing assignments. Also, a great deal of the in-class time will be spent in whole class discussions focused on writing processes, reading responses, specific essay material, and MLA Format and research requirements.

IV. Course Requirements
Successful completion of this Eng 1001G class is dependent on the following assignments and evaluative values:
1. 5-6pg Expository Essay 20% or 200 points
2. 4-5pg Persuasive Essay 20% or 200 points
3. 500 word Expressive Responses 20% or 200 points
4. Class Participation 20% or 200 points
5. In-Class Assignments 10% or 100 points
6. Annotated Bib. / Research 10% or 100 points

Totals: 100% or 1000 points

V. Grading Policies
Work for this course is graded on an A, B, C, D, F scale. ALL writing assignments will be graded in accordance with Eastern Illinois University’s grading rubric. Late essay assignments will be accepted, but there is a letter grade penalty for each day (weekends included) that they are past due. Late in-class assignments, group work, and expressive responses WILL NOT BE ACCEPTED. All essays/responses/revisions will be collected at the end of class on the specified dates in the syllabus. Anything turned in after that will be considered late. Keep in mind that the university requires a passing grade of a C or better in this course!
VI. Electronic Writing Portfolio
Eastern requires all students to submit a document from 1001G OR 1002G to their EWP. Those 1001G students who plan to submit a paper written in this class need to speak to me about the document planned for submission. This meeting must occur before submission and the final weeks of the semester. Students submitting a paper to the EWP should consult Eastern’s Assessment website at http://www.eiu.edu/~assess/ewpmain.php

VII. Attendance Policy
As college students, you are expected to come to class prepared with all materials and required assignments every day. Not only are you required to attend class, you also are required to participate in all discussions and activities. Failure to attend class and participate will result in a loss of participation points that could affect your course grade. Now, I understand that sometimes absence is unavoidable. For this reason, I have made the allowance of 2 unexcused absences available to those who have to miss class. Keep in mind that these are not excused absences. In other words, if they make an essay late or occur during an in-class assignment period, you will still lose points as stated in section V. However, these absences will not affect your participation grade. Excused absences will be accepted and you will not be penalized if you have the university specified documentation to substantiate your absence.

VIII. Plagiarism Policy
The University position on plagiarism is as follows:
“Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s 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 assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of other should encompass all formats, including print, electronic, and oral sources.” Any Act of Plagiarism is Strictly Prohibited in this class. With the internet, plagiarism has become the “easy-out” for a lot of college students, but it has also made detection of plagiarism a click away. So, DON’T plagiarize. If you do, I will discover it, you will fail the course and be reported to the office of Judicial affairs. That being said, if you feel compelled to cheat because you don’t understand an assignment or you think your work isn’t “good enough,” rather than risk your academic career, come see me.

IX. Students with Disabilities
If you are in need of any academic accommodations and have a documented disability, please make sure to let me know in advance. Also, contact the Office of Disability Services as soon as possible so that any necessary arrangements can be prepared properly.

*The following weekly schedule is only tentative. Based on class performance, and/or instructor discretion, the contents of this schedule may be revised.*
X. Weekly Schedule

Week 1: Introduction
Aug. 22:
   Introduction to the course
   Ice-breaker group activity
Aug. 24:
   "Writing about Writing" solo activity
Aug. 26:
   Discussion on the conventions/expectations of college reading and writing

Week 2:
Aug. 29:
   Read/Discuss:  "Thinking Rhetorically About Good Writing," Concepts 2 & 3 in *Allyn and Bacon*, pgs. 11-23
Aug. 31:
Sep. 2:

Week 3:
Sep. 5:
   No Class
Sep. 7:
   Read/Discuss:  "Understanding Strong Response Writing," in *Allyn and Bacon*, pgs.104-114, Expressive Writing Introduction
   -Assign first expressive response over Paul Fussell’s *Thank God for the Atom Bomb* in *The Norton Reader*, pgs. 451-463.
Sep. 9:  **Expressive Response Due**
   -Discuss:  Fussell’s *Thank God for the Atom Bomb* and Responses

Week 4: College Essay Re-Overview
Sep. 12:
   Read/Discuss:  "Thinking Rhetorically about Style and Document Design," Concept 11 in *Allyn and Bacon*, pgs. 67-75, rediscovering the essential components of the college essay and why they are important.
Sep. 14:
   In-class exercise in essay introductions, bodies, and conclusions: From theses to concluding statements.
Sep. 16:
   Read: Mark Twain’s, *Advice to Youth* in the *Norton Reader*, pgs. 389-390. In-class writing assignment: An essay (expository or persuasive) over Mark Twain’s, *Advice to Youth*. 
Week 5: Research and Documentation
Sep. 19:
Introduction to library and database research and evaluation

Sep. 21:
In-class research activity

Sep. 23:
Read/Discuss: “Incorporating Sources into Your Own Writing,” “Citing and Documenting Sources,” and “Writing Project: An Annotated Bibliography,” in Allyn and Bacon, pgs. 558-605, 164-167.

Week 6: Persuasive Essays
Sep. 26:
Read/Discuss: “Writing a Classical Argument” in Allyn and Bacon, pgs. 331-352.

Sep. 28:
Assign persuasive essay assignment and discuss possible topics
Assign second expressive response over John Muir’s, A Wind-Storm in the Forest in the Norton Reader, pgs. 346-351.

Sep. 30: Expressive Response Due
Discuss: Muir’s A Wind-Storm in the Forest and responses

Week 7: *Conferences on persuasive essays: Attend your scheduled time*
Oct. 3-7

Week 8:
Oct. 10:
Lecture and discussion on global vs. local revision

Oct. 12:
Persuasive essay drafts for peer review/response
Annotated Bibliographies Due

Oct. 14:
No Class

Week 9:
Oct. 17:
Assign third expressive response over Regan’s, The Case for Animal Rights

Oct. 19: Expressive Response Due
Lecture on argumentation and persuasion

Oct. 21:
In-class workshop on persuasive essay revision

Week 10:
Oct. 24:
Lecture, discussion, and review of works cited with group activity

Oct. 26:
Small group work on persuasive essays: Last chance revision opportunity

Oct. 28: Persuasive Essays and Works Cited Due
Week 11: Expository Essays

Oct. 31:  
Read/Discuss: “Writing an Informative Essay or Report,” in Allyn and Bacon, pgs. 177-185.

Nov. 2:  
Assign expository essays and discuss possible topics  

Nov. 4:  
Discuss: Petrunkevitch’s *The Spider and the Wasp*

Week 12: *Conferences on expository essays: Attend your scheduled time*

Nov. 7-11:  
Expressive Response Due At Your Scheduled Conference Time!

Week 13:  

Nov. 14:  
Lecture and discussion on audience analysis and address

Nov. 16:  
Expository essay drafts for peer review/response

Nov. 18:  
Discussion of research  
Annotated Bibliographies Due

Week 14: Thanksgiving Break  

Nov. 21-25

Week 15:  
Nov. 28:  
Read/Discuss: Anna Quindlen’s, *Between the Sexes, A Great Divide* in The Norton Reader, pgs. 128-130.  
Assign fifth expressive response over Quindlen’s *Between the Sexes, A Great Divide*

Nov. 30: **Expressive Response Due**  
Lecture and discussion on voice and tone

Dec. 2:  
In-class workshop on expository essays

Week 16:  
Dec. 5:  

Dec. 7:  
Small group work on expository essays: Last chance revision opportunity

Dec. 9: **Expository Essays and Works Cited Due**

Week 17: Pick up final paper Tuesday, Dec. 13th at 12:30pm