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ENG 1091G-097: Composition and Language

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English 1091G-097—Composition and Language  
Fall 2013

Dr. Campbell  
Office CH 3572  
Office hours TTH 11am-12:30pm,  
2pm-3:30pm and by appointment

TTH 12:30pm-1:45pm  
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Texts  
The Bedford Reader, 8th edition  
Little Brown Handbook  
E-Reserves online, Booth Library

Course Description  
This course focuses on developing your critical thinking and writing skills through the reading and writing of expressive, expository, and persuasive papers based on library research. The main goal is to develop university-level research and writing skills. We will especially concentrate on effective expression, clear structure, adequate development of ideas, and correct documentation of sources. As students in Honors English, you should already be able to write a coherent, grammatically correct short essay that is clearly persuasive or explanatory in nature. In this course, we want to take those basic skills further by providing writing assignments that will sharpen your research skills and your ability to communicate what you are learning from your research. You will design your projects for specific audiences and target those audiences at every stage of the writing process.

Throughout the semester there will be a workshop quality to our class time. We will work as a large group, in small groups, and one-on-one in conferences to hone your reading, research, writing, and editing skills. Needless to say—your attendance is crucial to this learning process.

Objectives  
--To write rhetorically astute papers in which words, sentences, and paragraphs develop a central idea. These papers should reflect a command of the writing process: to that end, you will practice prewriting strategies for formulating a thesis, methods for planning and drafting a paper, and strategies of revising for clarity and adequate development.
--To develop research skills: you will explore a variety of types of sources and ways to access them. You will analyze those sources regarding their merit for your projects.
--To develop skills in critical reading: you will practice being a discerning reader, as well as a discerning critic and editor of your own work and that of others.
--To practice audience analysis: throughout your university and professional life, you will be writing for specific audiences. You will identify an audience and consider how best to communicate with them for each of your papers, taking into consideration such issues as diction, style, and formality of language.

Note: The prerequisite for this course is English 1000 or proficiency in basic skills as determined by the English Department.
The Writing Center
Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by or call 581-5929.

Policies
--The English Department statement on plagiarism stipulates that 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 assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.
--Hand papers in on time. If you're having problems, let me know. Papers turned in one to two class days late will be docked a letter grade. Papers turned in later than that without a university-approved excuse will not be accepted at all. Missed in-class writing responses and group work cannot be made up.
--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.
--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements and Grades
1. To pass English 1091G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit and will result in you having to retake the course. (An NC is not factored in to your GPA.)
2. Turning in work: You will turn in your essays in a folder. The polished, finished paper will go in the right pocket. The drafts, pre-writing exercises, editing worksheets and notes, and any specifically requested source materials will go in the left pocket. Finished papers will be word-processed and will follow the MLA guidelines for essays. See sample papers in your textbooks.

Diagnostic Essay (diagnostic writing sample, will receive instructor's comments only.)
   Paper 1  10%
   Paper 2  20%
   Paper 3  20%
   Paper 4  30%
Revisions, Revision statements, and other assignments 20%
Note: Paper 4 is your final exam equivalent.

Important Reminder
All students must submit a document from 1091G or 1092G as part of the requirements for their Electronic Writing Portfolio (EWP). This is a University requirement for graduation. For more information, visit the following web site: http://www.eiu.edu/~writcurr/. If you wish to submit
a document from this 1091G course, you must submit the essay to me for review two weeks before the semester is over.

Tentative Schedule

T. Aug. 20—Introduction to the course. For next class: Read Ch. 1 and Ch. 2 in Bedford Reader. On E-Reserve, read Amy Tan’s “Fish Cheeks,” Monique Truong’s “American Like Me,” and Scot Simon’s “Conflict Cuisine,” and Junot Diaz’s “The Taste of Home.” For next class: Write your Diagnostic Essay.

Th. Aug. 22—Turn in Diagnostic Essay. Library tour/research how-to session. Meet in library lobby on south side of library. Our focus will be on learning to access materials in Booth Library. You will be expected to try 3-4 of the searches that you learn to do during this session as you do research for your first project. Be prepared to take notes. For next class: In Bedford Reader, read Ch. 3, “Using and Documenting Sources.” Note: skim the citation examples section, but pay close attention to the Sample Research Paper, 66. Consider Tartaglia’s audience/s. Who would be interested in this essay? Why?

Unit One

T. Aug. 27—Discuss Diagnostic Essays. Introduce the Revision Reflection assignment, which will be used for graded essays. Next, discuss the assigned chapters, and begin discussion of the food-themed essays. For next class: Finish reading food-themed essays.

Th. Aug. 29—Finish discussing food-themed essays. Go over first researched writing assignment: a food and culture-themed article. Consider audience and possible venues for seeing such an article in print. Start the getting-started exercise for Essay 1. For next class: Finish the getting-started exercises for Essay 1 and be prepared to present your work in class.

T. Sept. 3—Based on your responses to the Getting-Started Exercises for Essay 1, “pitch” your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others to define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your Research Strategy. For next class: Do the Research Strategy Exercises for Essay 1 and begin drafting the essay.

Th. Sept. 5—Library Day: complete the first draft of your essay. You will bring three copies of it to next class. During class time today, if you have any questions or need help, I will hold conferences in my office.

T. Sept. 10—Groups: Peer Critique of drafts for Essay 1. For next class: Revise and edit your paper. Consider making a Writing Center appointment. The finished Essay 1 is due next class.
Th. Sept. 12—Finished, polished Paper #1 is due, with draft(s), pre-writing work, etc. 
For next class: Read on e-reserves Michael Pollan’s “Corn’s Conquest,” 337 and Marie Javdani’s “Plata o Plomo: Silver or Lead”; in Bedford Reader, read Chitra Divakaruni’s “Live Free and Starve,” 529.

For two of these readings, your choice, do the journal writing and questions on writing strategy for Pollan; journal writing and questions on writing strategy for Divakaruni; or journal writing and questions on writing strategy for Javdani. Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Two

T. Sept. 17—Discuss Pollan’s, Divakaruni’s, and Javdani’s essays and your responses to them in your homework. Begin to think about research topics these readings inspire. 
For next class: be ready to brainstorm further on potential topic ideas.

Th. Sept. 19—Finish discussing Discuss Pollan’s, Divakaruni’s, and Javdani’s essays and your responses to them in your homework. Discuss Essay 1 and prepare to do the revision and the revision reflection—both due next class. 
For next class: Think of potential research projects that could be inspired by these essays. Revise Essay 1 and write the revision reflection.

T. Sept. 24—Revision and revision reflection of Essay 1 are due. Discuss assignment for Essay 2, on specific environmental or social issues. Consider audience and possible venues for seeing such an article in print. Start the getting-started exercise for Essay 2. 
For next class: Finish the getting-started exercises for Essay 2 and be prepared to present your work in class.

T. Sept. 26—Based on your responses to the Getting-Started Exercises for Essay 2, “pitch” your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others to define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your Research Strategy. 
For next class: Do the Research Strategy Exercises for Essay 2 and draft the essay. Bring to class three copies of your first draft of this paper.

For next class: Revise and edit your draft. Know exactly when your conference is scheduled and show up accordingly. Bring three copies of your revised draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss. These questions may come from peer critique comments or your own self-editing ideas.

Th. Oct. 3—Small group conferences on Essay 2.
T. Oct. 8—Small group conferences on Essay 2.

Th. Oct. 10—Finished, polished Paper 2 is due, with draft(s), pre-writing work, etc.  
For next class: read in e-reserves Charles Fishman’s “The Squeeze,” Sowell’s “Needs,” and Kingsolver’s “Rural Delivery.” For two of these readings, your choice, do journal writing and questions on writing strategy for Fishman, journal writing and questions on writing strategy for Sowell, or journal writing and questions on writing strategy for Kingsolver.

Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Three

T. Oct. 15—Discuss Fishman’s, Sowell’s, and Kingsolver’s essays and your responses to them in your homework. Discuss Essay 2 and prepare to do the revision and the revision reflection—both due next class.  
For next class: Think of potential research projects that could be inspired by these essays. Revise Essay 2 and write the revision reflection.

Th. Oct. 17—Continue discussing Fishman’s, Sowell’s, and Kingsolver’s essays. Revised Essay 2 is due, with revision reflection. Discuss assignment for Essay 3, on contemporary culture.  
For next class: Do the getting-started exercises for Essay 3 and be prepared to “pitch” your ideas.

T. Oct. 22—Based on your responses to the Getting-Started Exercises for Essay 3, “pitch” your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others to define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your Research Strategy.  
For next class: Do the Research Strategy Exercises for Essay 3 and draft the essay.

Th. Oct. 24—Library Day: complete the first draft of your essay. You will bring three copies of it to next class. During class time today, if you have any questions or need help, I will hold conferences in my office.

For next class: Finished, polished Essay 3 is due, with draft(s) and pre-writing work.

Th. Oct. 31—Finished, polished Paper #3 is due, with draft(s), pre-writing work, etc.  
Note: Journal writings should be 1-2 pages, typed, double-spaced. Short answers for the questions are fine.

Unit Four

T. Nov. 5—Discuss Fraser’s, Wenke’s, and Gould’s essays and your responses to them in your homework. Discuss Essay 3 and prepare to do the revision and the revision reflection—both due next class.
For next class: Think of potential research projects that could be inspired by these essays. Revise Essay 3 and write the revision reflection.

Th. Nov. 7—Continue discussing the essays exploring phenomena. Discuss assignment for Essay 4. Revision of Essay 3 and revision reflection are due.
For next class: Do the getting-started exercises for Essay 4 on exploring phenomena and be prepared to “pitch” your ideas.

T. Nov. 12—Based on your responses to the Getting-Started Exercises for Essay 4, “pitch” your three topic ideas in class. Be prepared to take notes on the class discussion and to practice helping others to define and refine their ideas, as they will help you with yours. During this class period, you will refine your notes and ideas regarding getting started on your essay, and you will begin to consider your Research Strategy. Sign up for group conferences over Essay 4.
For next class: Do the Research Strategy Exercises for Essay 4 and draft the essay. Note that this essay stand in for your final exam. It is a bit longer than the previous three.

Th. Nov. 14—Library Day: complete the first draft of your essay. You will bring three copies of it to next class. During class time today, if you have any questions or need help, I will hold conferences in my office.
For next classes: Know exactly when your conference is scheduled and show up accordingly. Bring three copies of your revised draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding organization, sentence structure, and diction or any other issues with the paper that you would like to discuss. These questions may come from peer critique comments or your own self-editing ideas.

T. Nov. 19—Group conferences
Th. Nov. 21—Group conferences

T. Nov. 26—Thanksgiving
Th. Nov. 28—Thanksgiving

T. Dec. 3—Catch-up Day.
Th. Dec. 5—Catch-up Day.
Final Essay 4 is due Mon., Dec. 9, at 12:30pm.