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ENG 1091C-093: Composition and Language

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I. Course Description

English 1091 is a course in the writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. The class will meet in CH340 on Tuesdays and in CH302 on Thursdays.


Requirements: You must complete all parts of all assignments to receive credit for the class.

Attendance: One absence will be excused. Each subsequent absence without proof of medical or legal emergency will result in a 5-point grade drop. Ten bonus points will be awarded for perfect attendance.

II. Course Objectives

In this class you will

A. Write expressive, expository, and persuasive papers in which a central idea is developed. These papers should reflect a writing process that includes pre-writing strategies for formulating a thesis, planning and drafting, strategies for revising for clarity and organization, and evidence of polishing. Knowledge of documenting sources will be demonstrated.

B. Write purposeful, adequately developed paragraphs and sentences that are direct, terse, and structurally appropriate for the ideas expressed.

C. Develop a sense of audience by examining and writing for a variety of discourse communities.
D. Develop skills in critical reading for understanding and evaluating source materials toward becoming a more discerning reader and editor of your own writing.

E. Expand awareness of computer data bases for research.

III. Course Format

A. Journaling: Daily journal entries are required. In-class writing will also be required in the journal as will all responses to assigned reading.

B. Discussion: Frequent in-class discussions will focus on writing processes, on computer data bases, on responding to the assigned readings and peer essays, and on questions as they arise.

C. Peer response: Sharing of writing at various stages of the writing process will follow a Praise--Question--Polish (PQP) procedure. The following questions will serve as a guide:

1. What do you like about my paper?
2. Do you have any questions?
3. Any suggestions for improvement?

V. Evaluation

Course grade will be determined by the following:

1. Journal 100 points
2. Essay #1 50 points
3. Essay #2 50 points
4. Research paper 100 points
5. Collaborative essay 50 points
6. Peer response 100 points
7. Oral presentation 25 points
8. Attitude, participation, modeling 25 points

Schedule of Expectations

8/25 Introduction to course. Write about your name. Share.
Assignment: Establish e-mail account TODAY. Student Services: Rm B12. Subscribe to the listproc.

8/25 Introduction to ETIC, desktop, class folders
Diagnostic writing exam
Assignment: e-mail me your
name SS # major(s) and minor
school address and phone number
permanent address and phone number
professional goal(s)
reason(s) why this course has value for you
computer experience
Write a letter defining yourself as a writer. What do you see as your strengths? How might you help others in the class? In what areas of composition do you struggle? Where do you hope to improve in the course of this semester? Do you consider computers essential to the writing process?

9/1 With small group share your letter about you as a writer. Examine prewriting strategies: freewriting, brainstorming, clustering, outlining, picture drawing.
Assignment: Choose one of the prewrites to develop into a longer piece on disk (Max 2 pages). Due 9/3. Bring hard copy to hand in.

9/3 Discuss drafting experience. What do you know about your own writing process? Turn in draft to the class folder. Respond to the essays assigned to you.
Assignment: Polish piece. Discuss in journal the changes you chose to make and why. Define the intended audience for the essay. What indicators in the essay show this? Bring all drafts to class--most polished on top.

9/8 Silent sharing of/response to polished piece. Compare early to later draft in your response. Turn in essays.

9/10 Explore the differences/connections between narration and exposition. For example, how would a narrative (story) about a personal experience differ from a reflective essay on that experience? Which would need a thesis? Construct a brief narrative. Note characteristics. Construct an equally brief reflective essay on the same event. How are they similar yet different?
Assignment: Choose one of these starts to flesh out into a more detailed and vivid account (Min. 3 pages in APA form). If you are disinterested in working further with this piece, you are welcome to start from scratch. Bring hard copy to share on 9/15 and one to submit.
9/15 PQP essays in small groups.
**Assignment:** Polish essay. Attach all drafts (best on top) to submit in a pocket folder by 9/23. Bring journal on 9/17.

9/17 Discuss/Write thesis statements (function, location, style). Turn to one of your journal entries and compose a thesis statement for it. Try reflective, informative, and persuasive thesis statements. How does a thesis serve the audience?

9/20 Paired responding to polished essays. Hand in essays.
**Assignment:** Write a brief letter (Max. 2 pages) to your parent(s)/roommate/significant other/me/anybody! attempting to persuade him/her to do/think something.

9/22 Submit letter to class folder. Respond to assigned letters. What characteristics of persuasive writing are clear? Formulate a thesis statement based on the content of your letter. Discuss persuasive writing.
**Assignment:** Draft a persuasive essay on an issue of importance to you (Min. 3 pages on disk in APA form). Use a minimum of four sources to substantiate your argument. At least one should be from a reputable on-line source. Due 10/1. Bring hard copy to hand in.

9/29 Web search/ERIC/First Search/General Library Access
Karen Whistler from the library will demonstrate
**Assignment:** Run searches using this information in preparation for research paper.

10/1 Turn in essay to class folder. Respond to assigned essays. Submit hard copy.
**Assignment:** Polish draft by 10/6. Bring in hard copy form.

10/6 Silent sharing of essays.
Discuss upcoming research project
**Assignment:** Determine area for research to which you are eager to devote your energy. Begin to gather sources. The end goal is a publishable article.

10/8 Search a variety of data bases/Look for expert to interview on-line--chat rooms?

10/13 Sign up for conference times.
Discuss discourse communities. Define differences. What language/layout/illustration cues establish the intended audience?
Assignment: In groups or individually examine 3-5 periodicals to determine discourse communities. Select at least three journals to analyze. Consider the title of the journal, subjects of articles, kinds of writing, vocabulary, and advertisements. Choose a journal that you think would be appropriate for the type of article you would like to write. Record/photo copy the criteria for publication in that journal. E-mail me a message discussing the discourse community who read this journal, the type of article you believe has a good chance of being accepted for publication to this journal, and your plan for composing an article. For example, one of my students, Stephanie Wade, had a keen interest in horses. She did extensive research on breeding to achieve specific coloring of quarter horses and this summer it was published in the Quarter Horse journal. Another, Sara Groom, wrote an article on U.S. Chief Justices for USA Kids.

Midterm

10/15 Individual conferences
10/20 Individual conferences
10/22 Web search to compose definition
   Compose a 1-2 page essay defining a specialized term or concept you have been researching. Use the discourse community of the journal you have selected as your audience. It will be necessary to first give a literal definition/description and then go on to contextualize. Using specific examples will aid the audience in clarifying. Remember to cite the sources you draw from. This assures the reader that the information is not simply your opinion. This is called "grounding" the essay. Bring second copy to hand in. Due 10/20.

10/27 PQP definitions. Submit one hard copy.
Assignment: Revision of definition essays due 10/22. Read a minimum of 10 articles or a minimum of one book on the issue you have chosen for your article. Find websites to add more current support. Interview an expert on the subject. Respond as you read in your response journal, citing pages you are referencing.

10/29 Hand in revision of definition essay.
Run a new data search on your topic to discover new information. Freewrite as much as you can about your
topic. You may refer to notes, texts, articles, journals if you like but it is not required. The primary goal is for you to write about the topic in your voice.

**Assignment:** Develop this free write into a more organized form, inserting supporting quotations or data to substantiate your claims. Due 11/3.

**11/3**

PQP essay draft.

**Assignment:** Prepare References page due 11/5.

Gather necessary additional information needed to complete the research paper. Final draft due 11/12.

**11/5**

Submit References page.

Finalize searches, interviews, responses, polish. Sign up for oral presentations.

Prepare an 8-10 minute oral presentation on your research. You will be expected to dress and act as a professional addressing the audience for whom your journal article is intended. Define this audience for the class before beginning your presentation. Audio visual aids may enhance your presentation but are not required.

**11/10**

Oral presentations

**11/12**

Research essays due. Silent sharing.

**11/17**

Oral presentations.

**11/19**

Discuss collaborative essay

----------------------Thanksgiving Break------------------------

**12/1**

Meet in groups to plan/begin collaborative essay

**Assignment:** Gather and bring information for co-writing

**12/3**

Write with group

**12/8**

Update on collaborative project. Work in groups.

**Assignment:** Reflective letter and course analysis due 12/10.

**12/10**

Present project

All work for the semester due, including daily journal and all essays, reflective letter, and course analysis.