

Eastern Illinois University
Course Proposal
ENG 1001G, Composition and Language

1. Catalog Description

- a) English 1001G
- b) Composition and Language
- c) (3-0-3) - Graded (A, B, C, N/C)
- d) F, S, SU
- e) Comp and Lang
- f) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: ENG 1000 or proficiency in basic skills as determined by the English Department. Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and SPC 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.
- g) English 1000 or proficiency in basic skills as determined by the English Department
- h) English 1001G is a writing-centered course.

2. Student Learning Objectives

In successfully completing English 1001G, students will

- 1) write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
- 2) write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom they are directed (writing, speaking, critical thinking)
- 3) develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
- 4) develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
- 5) develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion in their electronic writing portfolio (writing, critical thinking).

3. Course Outline

| <u>Week</u> | <u>Content</u> |
|-------------|--|
| 1 | Part I: The Composing Process Strategies for critical reading Reading: selected essays for analysis and discussion (reader) Writing: response statement to reading(s) [Paper 1] |
| 2 | The first stages of writing Reading: the writer's situation, prewriting (rhetoric) selected expressive essays (reader) |

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|--------------------|--|
| | Writing: freewriting, journal keeping narrative or expressive essay [Paper 2] |
| 3-4 | Planning, drafting, revising Reading: exploring a topic, formulating a thesis, writing a draft (rhetoric) selected informative essays (reader) Writing: invention activities: using heuristics informative essay or process analysis [Paper 3] |
| 5-7 | Methods of Organization Reading: means/modes of development (rhetoric) essays that illustrate rhetorical modes (reader) improving paragraph coherence (rhetoric/handbook) Writing: classification or essay of examples [Paper 4] comparison or cause-effect essay [Paper 5] |
| 8-9 | Part II: Writing from Sources Reading for Writing Reading: selected essays on a general topic (reader) usage and mechanics (rhetoric/handbook) Writing: summarizing and paraphrasing synthesis paper [Paper 6] |
| 10 | Writing under pressure Reading: the essay exam (rhetoric/handbook) selected essays for writing (reader) Writing: extemporaneous essay [Paper 7] |
| <u>Week</u> | <u>Content</u> |
| 11-12 | Writing persuasively Reading: the nature and form of argument (rhetoric) selected argumentative essays (reader) improving word choice (rhetoric/handbook) Writing: short editorial or letter to editor persuasive essay [Paper 8] |
| 13-15 | Doing research, documenting sources Reading: |

the research paper (rhetoric/handbook)
 Writing:
 researched essay: notes, outline, bibliography, draft, and
 final copy **[Paper 9]**

4. Evaluation of student learning

- a) Student learning will be evaluated based on the following:
- 1) performance on writing assignments (with most weight given to writing done later in the semester) 80-100%
 - 2) class discussions/presentations 10-20%
 - 3) quality of revision and participation in peer review sessions 10-20%
 - 4) one revised essay may be included in the student's electronic writing portfolio
- b) English 1001G satisfies the criteria for a writing centered course in that the course's primary focus is to help the student "learn the principles and the process of writing in all of its stages, from inception to completion. The quality of the student's writing is the *principal* determinant of the course grade."

5. Rationale

- a) English 1001G will be in the Language segment of the General Education program. In this course, students write a variety of expressive and persuasive essays (a minimum of 5,000 words), developing an understanding of the fundamentals of clear, cohesive writing and an awareness of writing as a rhetorical act. For each writing assignment, students will engage in prewriting, drafting, and revising activities that will help them become more skilled in invention and the writing process in order to achieve clarity of purpose and to develop ideas.
- b) Prerequisites: All students with an ACT English score of 15 or above (13 on the old ACT) are placed in English 1001G. Students with ACT scores below the cut-off—or with no ACT scores on file—are placed in English 1000. During the first week of the semester, the Composition Committee reviews writing samples from all English 1000 students to assess their skills and confirm the accuracy of their placement. English 1001G instructors also administer diagnostic writing samples early in the semester and confer with the Director of Composition about students who seem unprepared for English 1001G.

6. Implementation

- a) The course will be taught by members of the English Department.
- b) The texts for English 1001G are:

Rhetorics

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. 5th ed. New York: St. Martin's Press, 1997

Clouse, Barbara. *The Student Writer: Editor and Critic*. 4th ed. New York: McGraw-Hill, 1996.

Readers

Miller, George. *The Prentice Hall Reader*. 5th ed. Upper Saddle River, New Jersey: Prentice Hall, 1998.

Stanford, Judith A. *Connections: A Multicultural Reader*. 2nd ed. Mountain View, Calif: Mayfield, 1997.

Handbooks

Fulwiler, Toby, and Alan R. Hayakawa. *The Blair Handbook*, 2nd ed. Upper Saddle River, New Jersey: Prentice Hall, 1997.

Hacker, Diana. *A Pocket Style Manual*. 2nd ed. Boston, Mass: Bedford Books, 1997.

Crump, Eric, and Nick Carbone. *Writing Online: A Student's Guide to the Internet and WorldWideWeb*. 2nd ed. Boston, Mass: Houghton Mifflin, 1998.

- c) There will be no supplementary materials or laboratory experience required.
- d) The course will be first offered in Fall 2000.

7. A community college course may be judged equivalent to this course.

8. Date approved by the department: 10 April, 2000

9. Date approved by CAHCC: 19 April, 2000

10. Date approved by CAA

11. Departmental contact person Dana Ringuette @ 217-581-2428