Summer 6-15-2013

ENG 1001G-003

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Eastern Illinois University

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ENG 1001G –Summer 2013

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Cell Phone – 549-4669

Office Hours
M and W 3:05-4:00
Other times by appt.

Texts

Course Objectives
This course will focus on various modes of writing, paying particular attention to revision and peer editing methods. Our goals are to produce effective, competent essays, using prewriting, peer editing, self-evaluation, and conferences to achieve the best essay possible. We will be centering the whole course on what constitutes “great writing.” We must be readers of great writing before we can be great writers ourselves. Through the semester we will be looking at great speeches, essays, and fiction in hopes of finding our own individual voices and styles that will be the great writing of the future!

Stuff You'll Need
You'll need a thumb drive or compatible disk for your home computer. You also need a pocket folder to hold your revisions, essays, and handouts.

Class Policy
You will work through several stages of writing prior to submitting a final draft. You must complete all stages of the writing process, and I must see an essay in all stages. I will not accept a final essay I have not seen through the first draft and peer-editing stage.

Revision Assessment Letters
A revision assessment letter must accompany every stage of your writing. Before I will read any draft of an essay, you must include a typed letter discussing the writing of the essay. For example, a letter accompanying a first draft might discuss areas in which you struggled. The letters are a way for you to communicate things you want me to take a closer look at or concerns you want to address that will aid you in revision. Each revision must have a letter that discusses what you have revised and any aspects of the paper that need further work. To me these letters are a valuable tool in our revision process. I expect the letters to be several paragraphs long and not merely a summary of changes. They should discuss the on-going development of your essay.

All essays must be turned in in order to pass the course.

Attendance
Regular attendance is essential. Due dates are in bold on the syllabus. If you are sick, you need to make arrangements to get your essay to me. Do not email or call the office “after the fact.” Do not email me to ask what we did in class or email to tell me you will be gone. I do not check or respond to student emails. Call my cell phone. If you know you are going to miss a class, let me know ahead of time. If you are ill, go to Health Service during our class period to obtain an excused absence. If you are absent, it is your responsibility to inquire the next class session if there were any missed assignments. Missed assignments can be made up only if you have an excused absence.
**Peer Editing and Revision Workshops**

You are expected to attend peer editing sessions. **If you fail to show up for peer editing, you will lose one letter grade off the final grade for the essay.** If you come without a paper to offer into the editing process, you will be asked to leave, and you will be marked down one letter grade for not participating in that session.

**Late Work**

Essays turned in after scheduled due dates will be marked down one letter grade for every class period they are late. No exceptions.

**Late to Class**

If you come in late and a quiz is in process, you will not be able to take the quiz. I will not keep starting a quiz over for late arrivals. Usually, I will close the door and reopen it after the quiz is finished. If you arrive after peer editing has started, you will not be allowed to enter into the paper rotation. Missing peer editing is a letter grade reduction.

**Grading**

All final drafts will be given a numeral grade.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>270-300</td>
<td>A</td>
</tr>
<tr>
<td>240-269</td>
<td>B</td>
</tr>
<tr>
<td>210-239</td>
<td>C</td>
</tr>
<tr>
<td>0-209</td>
<td>NC</td>
</tr>
<tr>
<td>Letter</td>
<td>50</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>75</td>
</tr>
<tr>
<td>Research Essay</td>
<td>100</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>25</td>
</tr>
<tr>
<td>MLA Quiz</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Vocabulary Exercise</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>300 pts.</td>
</tr>
</tbody>
</table>

This is an A, B, C, NC course. If you do not fulfill the minimum requirements for a C grade, you will receive an NC and will have to retake the course.

**Disabilities**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism**

Note: The English department's statement concerning plagiarism.

Any teacher who discovers an act of plagiarism – “The appropriation or imitation of 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 course, and to report the incident to the Judicial Affairs Office.
Policies

- During class time, give class your undivided attention. That includes everyone who speaks in class, and every activity. Undivided means 100%, by the way. No “multi-tasking” during class time, please.
- Plagiarism will result in a grade of F for the course. No exceptions.
- No food or drink in room 3120, please. Beverages are welcome in 3140, but don’t leave trash in the room.
- Leaving the room (for “bathroom breaks,” “to get a drink of water” etc.) should be incredibly rare. We will take a short break in the middle of our 2-hour class session, which is the time you should reserve for bathroom breaks, texting breaks, etc. If you are genuinely ill during class, of course, that’s another matter.
- Feeling dizzy or faint? Don’t stand up! Let someone know you are sick.
- When you want to talk with me outside of class, come to office hours or call me. If calling is too intimidating, you may text me, but don’t be surprised if I ask if I may phone you. Some conversations are simply more efficient and effective that way.
- Late work loses 25% of its value for each calendar day it is late.

The Electronic Writing Portfolio: You may use any of our major essays (Published Narrative, Analytic Essays, or Proposal) to submit to the Electronic Writing Portfolio.

Letters of Recommendation: One of my hobbies is writing really great letters of recommendation for deserving students in support of scholarships, internships, and other opportunities. If you earn an A in this class and display effective and positive interpersonal skills, please feel free to come back to me at any time to request a letter of recommendation (or even to serve as a reference for a job, though that’s probably a few years away).

1. If you’ve done good work in the course, be sure to keep samples of your best work, so that you can remind me how great you were in class.
2. Request letters of recommendation at least two weeks before they are needed.

The English Department’s statement on plagiarism: “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 Office of Student Standards.”
## Schedule

Graded exercises and reading assignments will be assigned daily in class as needed. Expect to have both reading and writing to do in preparation for every class meeting.

The schedule below indicates only due dates for major assignments, along with the general topics we will cover in our class meetings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 6/18</td>
<td>Introductions: You, me, the class, writing process, audience, purpose</td>
</tr>
<tr>
<td>W 6/19</td>
<td>Analysis; visuals in writing; visual analysis; narrative</td>
</tr>
<tr>
<td>R 6/20</td>
<td>Analysis; database research; quotations vs. paraphrase in narrative and in analysis</td>
</tr>
<tr>
<td>M 6/24</td>
<td>Field &amp; web research; description, narrative, and analysis compared</td>
</tr>
<tr>
<td>T 6/25</td>
<td>Complete draft of Visual Analysis due; peer review; revision and editing compared; showing vs. telling in narrative</td>
</tr>
<tr>
<td>W 6/26</td>
<td>Editing and proofreading; persuasion (implicit &amp; explicit); literacy narratives</td>
</tr>
<tr>
<td>R 6/27</td>
<td><strong>Final version of Visual Analysis due;</strong> audience analysis; narrative, analysis, and persuasion</td>
</tr>
<tr>
<td>M 7/1</td>
<td>Research, analysis, and persuasion; documentation</td>
</tr>
<tr>
<td>T 7/2</td>
<td>Peer review, editing and proofreading; publication</td>
</tr>
<tr>
<td>W 7/3</td>
<td><strong>Final version of Published Narrative due;</strong> focus, metalanguage, and audience awareness in analytic writing; visuals in analytic writing</td>
</tr>
<tr>
<td>M 7/8</td>
<td>Organization, quotations and paraphrase, documentation</td>
</tr>
<tr>
<td>T 7/9</td>
<td>Complete draft of Analytic Essay due; persuasion, narrative, and analysis</td>
</tr>
<tr>
<td>W 7/10</td>
<td>Peer review, editing and proofreading</td>
</tr>
<tr>
<td>R 7/11</td>
<td><strong>Final version of Analytic Essay due;</strong> persuasion, research, audience analysis</td>
</tr>
<tr>
<td>M 7/15</td>
<td>Pulling it all together</td>
</tr>
<tr>
<td>T 7/16</td>
<td>Complete draft of Proposal due; peer review and revision</td>
</tr>
<tr>
<td>W 7/17</td>
<td>Peer review; editing and proofreading; additional revisions</td>
</tr>
<tr>
<td>R 7/18</td>
<td><strong>Final version of Proposal due;</strong> assessment of improvement</td>
</tr>
</tbody>
</table>
Course Work

June 18  
Course Introduction, Diagnostic Writing, Thesis statements, Cubing

June 19  
Words, Sentence Structures, Paragraphing

June 20  
Setting up The Letter
Reading Assignment – “The Sullivan Ballou Letter”
“The Jourdon Anderson Letter”

June 24  
**Peer-editing Workshop**

June 25  
Visit Tarble Arts Center - Revision Workshop

June 26  
Setting up Descriptive Essay
Reading Assignment – “Confessions of Nat Turner”

June 27  
**Final Draft of The Letter due**
Visit Tarble for Observations and Reflections

July 1  
**Peer-editing for Descriptive Essay**

July 2  
Revision Work – **Vocabulary Assignment due – 25 pts.**
MLA Review

July 3  
**MLA Quiz – 25 pts.**
Library Tour and Guide to Research Strategies

July 8-9  
**Final Draft of Descriptive Essay due**
Setting up Research Essay
Reading Assignment – Assortment of Research projects

July 10  
Writing Workshop

July 11  
**Peer-editing for Research Essay**

July 15  
Revision work

July 16  
**Final Draft of Research Essay due**
Setting up Personal Reflection
Reading Assignment – “Let It Snow”

July 17-18  
Mini-conferences- **Personal Reflection due on 18th**