

Summer 6-15-2001

ENG 1001-002: Composition and Language

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English 1001G--Composition & Language
Summer 2015
M/T/W/Th 1:45-3:50 p.m. CH3140

Kathy Olsen
Office: 3055 Coleman

Summer Institute for Higher Learning
email: kmolsen@eiu.edu

office hours: M/T/W/Th 1:20-1:40 & 3:50-4:30 or by appointment

texts:

Faigley's Writing: A Guide For College and Beyond, 3rd ed.

Graff and Birkenstein's They Say, I Say

The Little, Brown Handbook

The Norton Reader, 13th ed.

** You will also need one simple 2-pocket folder.*

COURSE DESCRIPTION

Welcome to your first (or almost-first) college-level class! I am looking forward to getting to know you and helping you learn to navigate the new challenges that await you. Here's some background info about our class:

English 1001G is a writing-centered course for which you will also spend, both in and outside of class, quite a bit of time reading material of varying lengths. Reading assignments will come from professional writers, essayists, and journalists; you will also be exposed to student essays found in textbooks as well as work written by your peers in this class. Knowing how to read critically will assist you when it comes to your own writing, both in and in addition to this course.

The goals of English 1001G are meant to enable you to

-Write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect an understanding and a command of recursive writing processes: generating and prewriting strategies for forming a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper [will] introduce [you] to methods of library, online, and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
- To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
- To develop the ability to evaluate and criticize [your] own and [your] peers' writing.
- To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

Your writing will take place both in and outside of class and will include shorter in-class assignments as well as the various stages of work that lead up to finished essays. During the semester we'll focus on learning how to organize, articulate, and develop your thoughts clearly and effectively in expository, expressive, and argumentative prose; we'll also work with online sources: how to find appropriate ones, how to judge quality, how best to use information from them, etc. Additionally, you will write several papers that will involve research and documentation of outside sources. Finally, some in-class writing as well as one research project will be done collaboratively.

It is your responsibility to keep track of due dates and tasks, both listed on your syllabus as well as those announced in class. On the first day of class you are given this policies statement as well as a syllabus. Additionally, I have posted on D2L (Desire2Learn)/EIU Online copies of your syllabus as well as this policies statement in case you need an extra copy.

There will be quizzes given on the reading material. The frequency of these quizzes can, in part, be controlled by you. If, through discussion, writing assignments, etc., it appears that you are reading and thinking about the assigned material, the number of quizzes will decrease. Slack off on the reading, however, and back come the quizzes....

A college-level course such as this is an opportunity for you to prove to yourself and to others that you are ready for post-high school academics and responsibilities and can demonstrate appropriate attitudes and behaviors. It is imperative that you commit to reading, writing, listening, and taking seriously each assignment for our course.

GRADING

II. In my class the final grade will be determined like this:

10% on quizzes, short homework and in-class writing assignments

10% on class participation, preparation, attitude

10% on Essay # 2 (word count approx. 1,300 words)

20% on Essay # 3 (word count approx. 1,500 words)

40% on Essay # 4 (a collaborative effort: 30% individual grade: 10% group grade) (word count approx. 1,300 words per person)

10% on end-of-semester class presentation

(You will also write an in-class diagnostic essay [aka "Essay # 1", with approx. word count of 500 words] during the first week of class, which will be graded as an in-class writing assignment.)

III. You will have the option of revising either Essay # 2 or # 3. I will average the grade from the original with the grade on the revision. This new grade will replace the original or first grade. (e.g. if on Essay # 2 you first receive a C, and on the revision you get an A, the final grade for Essay # 2 is a B.)

IV. I use the Guidelines for Evaluating Writing Assignments in EIU's English Dept., a copy of which will be given to you. We will review and discuss these standards before your first graded essay is due, as well as throughout the semester.

V. You **MUST** turn in the research paper in order to be considered for a passing or a failing grade. Please understand that **simply turning in a research paper does not guarantee a passing grade**. Failure to turn in a research paper will automatically result in a grade of NC for the semester.

VI. If you fail to turn in one of the non-research essays and do not have a legitimate excuse, the grade for that assignment will consist of two F's instead of one; I don't think it's fair to give equal grades to someone who at least attempted the assignment but may have had problems, and someone who didn't even bother to make the effort.

VII. Please do not hesitate to ask if you have questions about a grade on an assignment; I do ask, however, that you wait one full day before coming to my office or setting up an appointment for this. This will give you time to fully read and think about the comments I have written throughout the essay that are meant to give you an understanding of an assignment's strengths and/or weaknesses.

ATTENDANCE AND PREPARATION

Much of what you will learn from this class will come from daily discussion, collaborative work, lecture, and, as time permits, individualized attention to your writing questions. Therefore, attendance, preparation, and participation are very important. You are expected to be on time to each class, bring the appropriate material (textbook, rough draft, homework, etc.) listed on your syllabus for that day, and be prepared to discuss and question the material for that day.

Use of phones/texting/headphones/ipads/laptops and other electronic items is prohibited unless you are using them in a manner I deem appropriate (e.g. adding a date to a calendar, typing notes on laptop or ipad, doing appropriate online research when asked or allowed).

Being physically present but not bringing required material, not participating, routinely coming in late, texting, being inappropriately talkative, being disruptive and/or disrespectful toward me or your peers, sleeping, etc. will not help you when it comes to your grade for participation/preparation/attitude.

I determine what constitutes acceptable and unacceptable behavior. Actions such as the aforementioned may get you dismissed from that day's class, especially if the behavior becomes a pattern.

IF YOU ARE DISMISSED FROM CLASS FOR UNEXCUSED LATENESS, REPEATED INAPPROPRIATE PHONE AND/OR TECHNOLOGY USE, LACK OF PREPARATION, OR OTHER UNACCEPTABLE BEHAVIOR, IT WILL COUNT AS AN UNEXCUSED ABSENCE, WHICH WILL LOWER YOUR FINAL CLASS GRADE BY ONE LETTER.

SIGNIFICANT AND/OR REPEATED PROBLEMS IN THE AFOREMENTIONED CATEGORIES MAY BE REPORTED TO THE DIRECTORS OF THE SIHL PROGRAM.

The classroom door will be shut at five minutes after the hour, so make sure to be on time. If you are late the door will not be opened for you. If something results in you being late to class (doctor or advising appointment, for example), you must notify me ahead of time if possible.

LATE WORK AND ABSENCES

Due to the nature of the Summer Institute program, attendance is required for every class meeting. If you are unable to attend class due to illness or a legitimate emergency, **it is your responsibility to contact me about make-up work.** If you are ill or an emergency arises, you must contact me ASAP (via my panthermail account, which is kmolsen@eiu.edu) so that I am aware of the situation. (This is something you should also do with your other instructor[s].) If you have been ill, I am certainly willing to work with you in terms of class assignments as long as you contact me and show documentation. I will not work with or be lenient toward someone who has missed several days (and/or weeks) worth of class and has not been in contact and /or does not have an excuse approved by me.

For each unexcused absence, your final semester grade is lowered by one full letter grade. (e.g. If you have two unexcused absences, your semester grade is lowered by two full letters.)

I will accept late work (homework and essays) **only if you have an excused absence** such as a legitimate illness or true, verifiable emergency. For the first or second essay, you have the option of turning ONE of them in one class day late. (e.g. If it's due on a Tuesday, you have until the start of class Wednesday to turn it in without penalty.) **Other than this one instance, I will not accept late work unless you have an excused absence. Unless prior arrangements have been made, you must be in class to turn in the paper—no emailing it, no having a friend turn it in, no putting it into my mailbox or under my office door.**

Quizzes are given at the start of class, so be on time, as these cannot be made up unless you have the excused absence.

Please note that oversleeping, needing to do work for another class, and rides going home for the weekend are NOT excused absences!

EMAIL contact and OFFICE APPOINTMENTS

While there will be copies of class policies, the syllabus, and possibly other material posted on eiuonline/D2L, I do not use their email or message feature at this time. **Therefore, you need to contact me via my regular panthermail email address at kmolsen@eiu.edu.**

As an incentive to get you comfortable with making appointments at the college level, I offer you the opportunity to earn two "perfect" homework grades (two grades of ten points each) if you set up **ahead of time** an appointment to meet with me in my office during my regularly scheduled office hours to discuss a reading, writing, or research assignment from our class, and/or aspects of college life and transition questions. It is up to you to set up the appointment (e.g. email me about it, ask before or after class, or stop by during my office hours to set it up) and to come prepared with material and/or ideas to discuss. You are welcome to take advantage of this opportunity any class day or week *excluding* the last two class days (Wed. July 15 and Thursday, July 16).

I also encourage you to schedule an appointment or just stop by my office throughout the semester if you have questions or difficulties with any assignments. I can usually meet at times other than my "official" office hours.

ESSAYS and DEADLINES

Papers need to be double-spaced with one-inch margins and a size 10-12 font. Include name, essay number, date, and a creative title. You also will need to include additional material such as peer editing sheets and essay reflection page. (These will be discussed in class before your begin your first essay.) **Essays are due at the beginning of class. They must be printed out before you come to class. If you are late to class on the day an essay is due, the first time it will count as your one "free" late essay. After that, if you are late again on the day an essay is due, it will not be accepted unless I consider it a valid excuse. Waiting until the last minute to finish writing or printing your essay, running out of printer ink, a jammed printer, waking up late, not being able to open your document, etc. are not considered valid excuses. Give yourself plenty of time to get this stuff done early!**

EIU POLICY 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"--has the right and 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

We will spend time discussing how to avoid inadvertent plagiarism and how to properly document sources using MLA guidelines.

Please, please be careful when having a friend, relative, or tutor help you with and/or proofread your paper or other writing assignments. While of course it's helpful to have someone point out problem areas, it can be considered plagiarism if that person (instead of you) is the one who actually makes the changes. Actions such as this take away your "ownership" of the paper, especially when much of the wording is no longer yours. Work on making suggested changes yourself, ask questions during class or my office hours, look in your textbook (e.g. check out the

Little, Brown Handbook if you're not sure about a punctuation situation) and/or visit the Writing Center.

FINAL EXAM

Yahoo! There is no final exam in English 1001!

ELECTRONIC WRITING PORTFOLIO

As an EIU graduation requirement, you are required to submit one essay per year to the electronic writing portfolio. The first EWP document (e.g. during your freshman year) must come from a 1000-level class, and it must be a traditional-style essay (e.g. no collaborative work, no creative writing, etc.). If you wish to submit an essay that you have written for my class, you must do so *during the semester that you are enrolled in the course*. **Essays submitted from my class for the EWP must be turned in to the EWP site by the deadline I announce in class and/or on the syllabus. I cannot accept or score any essays turned in after this date.** You will receive more EWP details during the semester, and/or you can check out the website at www.eiu.edu/~access for further information.

DOCUMENTED DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please let me know about it; you should also contact the Coordinator of the Office of Student Disability Services (581-6583) as soon as possible.

I look forward to working with and getting to know you this semester! Please feel free to make an appointment or just stop by during my office hours if you have any questions.

English 1001G sec 002
M/T/W/Th 1:45-3:45 p.m. in CH 3140
Campus office: 3055 Coleman hall (third floor)

Kathy Olsen
Summer 2015
Campus email: kmolsen@eiu.edu

COURSE SYLLABUS

PLEASE NOTE: This is a tentative syllabus; changes may be made as needed and will be announced in class.

Assignments are due at the start of class on the date on which they appear on the syllabus.

Remember that you are required to bring appropriate material(s)(e.g. particular textbook if a reading assignment from it is due that day, a rough draft, etc).

Read each day's requirements carefully; often, several different assignments or activities are planned for one day.

Also, remember that some assignments (including pop quizzes) and/or due dates are not listed on this syllabus but will be announced in class as needed. It is your responsibility to record and keep track of any additional assignments and due dates not listed here.

TEXTBOOKS FOR THE COURSE:

TSIS = *They Say, I Say*

LB = *The Little, Brown Handbook*

WAG = *Faigley's Writing: A Guide For College and Beyond*

Norton = *The Norton Reader*

WEEK ONE

M(6/15): Student orientation—no English class

T(6/16): First class day. Review syllabus, course policies, write diagnostic essay/Essay # 1.

W(6/17): By the start of class today, read WAG Chapter 1 pp 5-17 and type or legibly write a summary of what you read (should be between one paragraph and one page long). Discuss audience, purpose, genre, medium.

Th(6/18): Turn in "genre and medium" homework. Read WAG pp 116+ "Monster in a Ryokan." Discuss grading standards, angle of vision, sensory details, and Essay # 2 topic.

WEEK TWO

M(6/22): Discuss reflection statements, points of view, introductions and conclusions. In-class work and mini-conferences on Essay # 2 draft. Bring observation notes, and on a separate sheet of paper, a written statement of location chosen plus either an outline or a bullet list of your planned organization of ideas for Essay # 2.

WEEK TWO continued on next page....

WEEK TWO continued

T(6/23): Read *Norton* pp 443+ Stephen King's "On Writing." Also, read LB pp 50-61 and WAG Chapter 5 pp 51-57. Bring required rough draft materials (2 print copies of your completed draft) for in-class peer editing. Discuss revising, editing, self-evaluation.

W(6/24): ESSAY # 2 DUE at start of class. Read WAG chapter 2 pp 19-31. Discuss critical thinking and reading, annotating, double-entry journals.

Th(6/25): Read WAG pp 437 + "Games, Not Schools, Are Teaching Kids to Think." Do a DEJ (double-entry journal) of this article and bring to class. Begin discussion of citations. Discuss Essay # 3 topic.

WEEK THREE

M(6/29): Read WAG pp 85-91 Amy Tan's "Mother Tongue" . Be sure to bring WAG for in-class group activity for this essay. Continue discussion of summary, paraphrase, direct quoting, Works Cited page, etc. Work in-class on rough draft of Essay # 3.

T(6/30): In-class practice with summary, paraphrase, and quoting. Bring two print copies of at least 75% completed rough draft of Essay # 3 for in-class peer editing/outlining.

W(7/1): ESSAY # 3 due at start of class. Read TSIS pp 17-23. Introduce collaborative research/argument project (aka Essay # 4). If possible, bring laptops to use for in-class work.

Th(7/2): NOTE: Do not go to the classroom. Instead, meet in the south lobby of Booth Library (clock tower side) for session in e-classroom. Read TSIS Ch. 6 pp 74-86. Read WAG chapters 19 pp 561-566 and ch 21 pp 579-583. Discuss notecard requirement.

WEEK FOUR

M(7/6): Group topic proposal due at start of class. (One per group.) Read in *Norton* pp 226+ Nicholas Carr's "Is Google Making Us Stupid?" Answer question # 2 on page 234 to turn in at start of class. Bring *Norton* for in-class work. Also bring materials for in-class work on group research project and notetaking.

T(7/7): Read WAG pp 584-585 (annotated bibliographies). Turn in individual and group work plans. Look at sample student group argument/research paper. Work in class on research and notetaking. Bring appropriate materials(TBA), including completed notecards for 1st day of notecard check.

W(7/8)Notecard check today—bring required materials, as well as research materials to work on during notecard checks. Also, in-class work on individual outlines for project. Each person must have at least one full page of his or her rough draft completed (including *correct* MLA-STYLE parenthetical citations where needed) by the end of class for progress check.

Th(7/9): DEADLINE TO TURN IN OPTIONAL REVISION. Remember to turn in both the new and original versions. At the start of class, you are required to have at least 2 full written pages (including correct parenthetical citations). During class, you will read and write a summary, critique, and outline of each of your partner's drafts. Bring appropriate materials, including sources for possible work on annotated bibliography.

WEEK FIVE

M(7/13): in-class checking of each other's sources and citations—bring or bookmark copies of sources and your rough draft—at least 3 full pages per person. Information about group presentations .

T(7/14): ESSAY # 4 (and all required materials!) due at start of class. Sign up for presentation date and time. Punctuation review. Work in-class on creating presentation, practice timing, delivery, etc. By the end of class today, turn in an outline of your group's presentation plan.

W(7/15): Possible work in-class on presentations. Begin presentations on research topics, including discussion of good and bad sources encountered.

Th(7/16): Last day for in-class presentations. In-class editing work. Your group research papers and final grades will (hopefully) be returned to you by the end of class, or by Friday morning.