

Spring 1-15-2015

ENG 1001-002: English Composition and Language

William Feltt
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2015



Part of the [English Language and Literature Commons](#)

Recommended Citation

Feltt, William, "ENG 1001-002: English Composition and Language" (2015). *Spring 2015*. 3.
http://thekeep.eiu.edu/english_syllabi_spring2015/3

This Article is brought to you for free and open access by the 2015 at The Keep. It has been accepted for inclusion in Spring 2015 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Read all of the syllabus – all of it is important – pay closest attention to the highlighted text

Read the plagiarism section first by clicking on the following, On plagiarism.

**English Composition
& Language
(Comp I) – Syllabus (subject to change)**

Section Instructor: William Feltt

Office: CH3033

Office Hours: 9-10 & 12-2 p.m. MWF

Phone: NO PHONE – USE D2L EMAIL ONLY! Print the syllabus and schedule for easy reference.

E-mail: D2L email (works only in D2L), wefeltt@online.eiu.edu; EIU email, wefeltt@eiu.edu (use this email only to report your absence or other urgent issue).

After reading the plagiarism explanation (Error! Reference source not found.) READ the rest of the syllabus carefully. You are required to familiarize yourself with its contents!

Course Description – ENG 1001-G

(3-0-3) Graded (A, B, C, N/C) 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. WC Prerequisites; Notes: 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 CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement. Credits: 3

On Writing:

To learn to write well, you must practice the craft
and read broadly. Those two elements are the best
teachers.

Course Notes:

- D2L will hopefully become your best friend. You will be able to download some assignment materials and post most all of your completed assignments to D2L. If you follow directions carefully and post your essays in the proper dropbox and post them on time, there should be little confusion.
- Outside of class, we will communicate using the D2L built-in email.
- Use my EIU email address (wefeltt@eiu.edu) only in an emergency. But I will check both emails daily.
- DO NOT send your essays as attachments to the either email address. You will post them to assignment dropboxes on D2L, unless I request another delivery method. I will delete emailed essays without reading or replying to the email they are attached to. Essays must be submitted through D2L so that they are processed through the system's originality checker. This facilitates the revision-based process of evaluation of your writing, upon which this course is based.
- I will not accept paper essays in class (more on that later).
- Essays will be due in electronic format no later than 11:59 p.m. of the due date, as announced in class.
- Essays submitted at even a minute past due date/time will receive a 10 percent deduction (see section

on late submissions below) and 10 percent for each additional day late, up to 30 percent.

- Essays more than three days late will NOT be accepted so please don't submit them, even if the appropriate dropbox is accessible. Essays submitted beyond the final course date will not be accepted.
- Use Microsoft Word format (.docx) exclusively as your word processing program. If your computer does not have Word installed, the **library** and **Triad**, along with other campus resources, have computers available with MS Word installed. Any other incorrectly formatted essays will be deleted, not graded, and no credit given. That includes essays written in Pages, MS Works or any other word processing programs.
- I will **NOT ACCEPT** essays pasted into the message window of the email. I will delete those emails without acknowledgement.
- You must also turn in the "marked copies" of your essay to D2L with the revisions marked in yellow highlight, like this. **We will discuss how you will accomplish this miracle in class.** If the revisions are not indicated, an automatic half credit will be assigned to the final draft of the essay.
- Each Sunday, post your journal entries in the appropriate dropbox (more on journaling below).

Assignment details (subject to change)

Journaling

- Required daily. Go to the Journal Forum located on the main content page for more instructions. You must journal daily on D2L. The best way to do this is to create a document using MS Word during each week and store it on your hard drive. Record seven entries and turn them into the designated D2L journal dropbox at the end of the week (Sunday). Other students cannot see your entries so do not be shy. I can, however, but I will not read them unless you ask.

You must post 100 entries (no more than 14 per week – two per day) over the course of the semester to earn the full score of 10 points (i.e., 90 entries = 9 points; 80 = 8 points, etc.). Each entry must be substantial. That means entries must be 100 words in length and delve into something other than your daily itinerary (e.g., "Got up at 10. Brushed teeth. Had cereal. No milk. Had to eat it dry. Yuck" is not a substantial entry.).

Entries must concern something that impacts your life or society. Details are important and will help you understand your thoughts and feelings on a subject.

You could write about relationship problems and what you will do to solve those problems, or on the military operations of the United States. Perhaps you have served or want to serve as a soldier and are troubled by your experience or excited by the possibilities, or you could write about a loved one or friend who has enlisted. This may seem pointless, but I assure you, it will make you more comfortable with writing and improve your writing skills. That's why you are here. Yes?

Essays

- Four essays: To get an idea of how I will evaluate your essays, see the English Department's master rubric, which you will find at the end of the schedule below. You will also receive a more detailed essay prompt to help guide you in completing a successful essay. I will give feedback on all your essays except for the final essay. If you require feedback on the final essay please let me know, but you may use that essay as one of the university-required essays submitted for the Electronic Writing Portfolio requirement. All essays shall be written in either MLA or APA format – Regardless of which style you use, I like essays to follow these general guidelines: 12 point, Times New Roman typeface, double-spaced top to bottom, one-inch margins all round.

- Peer Review — You will be required to assist your classmates in improving the quality of their

essays. Some of these may be ungraded assignments but nonetheless important. You must also participate in classroom discussion and activities. **You are required to participate in classroom discussion.**

• **Revision-driven grade:** We will take a revision-based, multi-tiered approach to writing. That means, for most essays, you will receive a grade for each of two drafts. The first draft will count for 70% of the essay grade, while the final will be worth the other 30%. That does NOT mean that mediocre will pass for the first draft. The draft should be focused, with all required parts in place, free of all grammatical, mechanical, punctuation and spelling errors. You will post these drafts on D2L. Each of you will sit down with me, in my office (CH3033), to conference over that first draft. I will make suggestions, point out problems and errors in your text, and repost your essay on D2L. You will then make corrections and improvements to your essay and repost your essays in the appropriate dropbox. And, of course, highlight revisions in yellow. Otherwise I cannot readily see or judge your ability to revise or rewrite your essay. Those things – rewriting and revision – round out your ability as a college writer. If the revisions are not indicated, an automatic half credit will be assigned to the final draft of the essay.

More on required essays

Students often try to guess what their instructors want in an essay, and most of them never guess correctly. This section on essay content seeks to shed light on that issue.

Along with other writing assignments, you will write two general types of essays in this class – open and closed form. Open form essays are ... well ... open; they spring largely from personal reflection. The first one will be a descriptive essay whereas the second will be a narrative. Although these essays are open, they will be based on general guidelines that I set (those guidelines can be found on D2L or will be given to you in class).

The other two major essays will be closed form essays. That is, you will follow a preset structure ... to a point. The first will be a comparison and contrast. The final essay will be a persuasive essay with a research component. Both have set formats, to an extent. They both require a thesis statement and must follow a formal style (MLA or APA). Among other characteristics, they should NOT contain contractions, first- or second-person point-of-view ("I" or "you"), slang or informal language in general.

And, open and closed form essays alike must be clean of spelling, grammar and punctuation errors. That means you must make multiple revisions and proofread closely. I will not be kind to essays filled with mechanical errors, so you must utilize the handbook (*Little, Brown*), which was issued you at the beginning of the course, to help you fix these kinds of errors. Worse, if you do not follow the advice I provide, your essays will be graded harshly.

For example, if I mark that you have a problem with comma splices on your first essay, but you continue to make comma splices on subsequent drafts, I will deduct two, perhaps three times the percentage points for these errors as I normally would.

Grading

The following scale may not include all assignments. I will calculate your essay grades according to the following scale:

Points earned	Equals grade earned
9-10/10 (for the shorter essays, 1-3) 18-20/20 (for longer final essay)	A
8-8.9/10 16-17.9/20 (for final paper)	B
7-7.9/10 14-16.9/20 (for final paper)	C
6-6.9/10 12-13.9/20 (for final paper)	D
<5.9 < 11.9 < (for final paper)	F
• Narrative + Descriptive + Compare/Contrast = Total of 30 pts. (10 pts. ea.); + Persuasive/Research = 20 pts. Total of four Essays Score = 50 pts.	

Final-Grade Percentage Scale (point totals may vary and exceed 100): A=90-100%; B=80-89%; C=70-79%. No Credit=69.9% or less. If you receive a NC (no credit) you must retake the course. You will not receive a midterm unless you're in danger of getting a D or an F (NC). Participation can mean the difference between an A and B.

Other assignments and their scores:

- In-Class exercises (5 points each).
- Peer Editing (5 points each)
- Team Presentation (15 points)
- Journaling (Calculated at end of semester, 10 points possible).

For your convenience, I have provided the table below so that you can track your score throughout the semester:

Assignment	Earned/Possible	Grade
Descriptive Essay (10)	/10	
Reaction Essay (to <i>BFC</i>)	/10	
<i>Bowling for Columbine</i> response essay	/5	
Narrative Essay (10 pts.)	/10	
Comparison/Contrast (10)	/10	
Final: Persuasive/Research (20)	/20	
5 In-class or homework assignments (including Peer Editing) (5 points each)	/25	
1 Presentation (15 points)	/15	
100 Journal Entries (Calculated one-tenth of a point per entry)	/10	
Total	/115	

** Additional points may be added as needed **

Course Requirements

The keywords for this course could be process and personality. You will learn how to improve your writing

through attentiveness to a process – your process – that will yield a clear, cohesive and effective final product.

You may subscribe to the myth that writing is a one-shot deal, etched in stone, static, etcetera, etcetera. Done means done. Right? Not so fast. You will undoubtedly discover more needs to or must be done. That means you will be required to revise your essays. You will revise ... revise ... revise ... and – you guessed it – revise, alas, to fall well short of perfection.

You will also see how through the development of your papers and daily journaling good writing evolves through stages. Oh yes. We will sneak in some grammar and other mundane lessons along the way.

You may not see how D2L can help you achieve the kind of quality of which I speak. But it does help facilitate it by offering the option of uploading draft copies. However, if you are not familiar with D2L, I highly recommend you sign up for one of the D2L orientations available through CATS. You will need to familiarize yourself with D2L to facilitate navigation using the online tools. After all, you will need to log on to D2L to find feedback and grades.

You will submit your essays only in electronic format. I will give you more details on how to do that during class. **Essays attached to emails or pasted in the window of the message window will NOT be recognized or acknowledged.**

Essay assignments:

Four essays:

- Descriptive
- BFC reaction essay
- Narrative Essay
- Comparison-Contrast
- Final Persuasive/research.

Essays will be of varying length and complexity.

Other than writing effective essays, to succeed in this class you must,

- Read textbook assignments participating in class and team discussions.
- Journal.
- Attend class.
- Participate in peer reviews – You will be required to assist your classmates in improving the quality of their essays
- Attend scheduled conferences – Team and one-to-one (with me)

Instructor Policies

• Late Assignments

Submitting assignments: All essays will be submitted electronically no later than 11:59 p.m. (or the time/date due listed in D2L). If you don't know how or have questions about posting essays in D2L, you must ask come to my office and I'll show you how it is done. An essay received at 12 a.m. or later will be subject to percentage deduction, as follows:

For each day late, your paper will receive a 10 percent deduction. Papers will not be accepted beyond midnight (or time slated) of the third day and will receive a zero.

If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. No exceptions. If you are ill, we will make mutually reasonable arrangements to complete missed assignments, but essays will still be subject to these deductions, regardless of the reason.

In the normal course of things, I will not accept any work after the last day of class.

• **Attendance**

Be in class. To gain full benefit from the class, you must be present at all classes. My attendance policy is simple:

If you miss more than five classes (six or more) – for any reason – you will receive NC (no credit) for the course. The only exception would be for University-sanctioned events. Even those would be subject to my approval.

If you know in advance of excused absences (for University-sanctioned events) you must submit work BEFORE the absence.

To pass this course, you must earn a C. Those who earn a D or an F must retake the course.

Unless you are earning a D or an F, you will not receive a Midterm grade.

• **Tardiness** – Please do not interrupt my class with excessive tardiness.

My tardiness: If the occasion arises that I am late for class, **please wait 10 minutes before leaving**. If you leave prior to that, you will be counted as absent. I will make every effort to inform you of my absences well beforehand.

• **Conflicts**

Disagreements among students may and sometimes do occur. But I expect that we all treat each other with respect. That means, you should address the issue, not criticize the person.

• **Use of Technology – personal or classroom**

Do not use smart phones or even dumb phones in class. Keep them put away and silent during class. In addition, computers are to be used only for class-related activities. I will ask you to leave class and count your absence as unexcused for the day, if you,

- Look at or use your cell phone
- Use any computer, including your own laptop or the computer provided for you in the lab, for any purpose unrelated to the current class discussion or task.

Other

• STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).

• STUDENTS WHO HAVE AN ACT SCORE IN ENGLISH OF 14 OR BELOW, OR WHO HAVE NO TEST SCORES ON FILE WITH THE UNIVERSITY, MUST PASS ENGLISH 1000 BEFORE ENROLLING IN ENGLISH 1001G.

Need help with a writing assignment? I encourage you to use EIU's Writing Center located at RM 3110, Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday, hours of operation are 9 a.m. to 1 p.m.

Desired Learning Outcomes (not necessarily all inclusive)**To practice academic writing skills. (writing, speaking, critical thinking)**

Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (All essays will be written in academic format, conforming to MLA style guidelines. You will also learn and practice the format of a formal argument.)

To identify a personal writing process. (writing, critical thinking)

Develop skills in revising their own writing by participating in peer review workshops and by revising their essays. You will be expected to submit multiple drafts, reflecting a process that includes revision and proofing, and you will help your classmates to improve their writing skills. (We will discover how you approach the process of writing – are you a plunger-on or a planner? And, then fine-tune your process to get the most out of it.)

To apply various rhetorical strategies (critical thinking, writing)

You will use narration, description, comparison and contrast, and persuasion to communicate your ideas clearly and succinctly.

To develop skills in critical reading/thinking skills (critical thinking, writing, citizenship)

Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (You will question the writing of authors from culturally diverse course materials as well as the writing of your classmates.)

To collaborate with your classmates on team projects (collaboration)

Develop collaboration skills. You will be placed on a team and prepare a presentation. Expect to function smoothly, cooperatively and equally on your team.

To learn how to navigate and participate in a partial online learning environment. (Developing Technical/Online Skills)

Working in D2L and other online forums (as needed and assigned) will supplement classroom activities, not replace.

To expand your horizons through diverse reading. (critical thinking)

The course reading will reflect historically, socially, and culturally relevant issues. Your reading will also guide you as you develop your writing skills. (We will spend little time on rehashing the reading in class, but you will still be required to read and understand the material. If you have questions about your reading, ask me. I should see the evidence of your careful reading emerge in your writing.)

To develop research skills. (writing, critical thinking)

Develop research skills, including effective use of source materials and principles of documentation.

To improve upon mechanical skills (writing, speaking, critical thinking)

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 (We will discuss these concerns, and you may be quizzed on grammar and sentence structure.)

Textbooks

Title : *Writing: A Guide for College and Beyond*, 3rd ed.

Author : Faigley

Publisher : Pearson Education, Inc.

Edition/Year : 3rd/2012

Type : Required resource

Title : *The Little, Brown Handbook*

Author : Fowler, Ramsey H. & Jane E. Aaron
Publisher : Pearson
Type : Required resource

Title : *The Contemporary Reader*
Author : Goshgarian, Gary.
Publisher : Pearson
Type : Required resource

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 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

If you commit any of the following, you could be plagiarizing:

- Buying a paper from a paper mill (duh);
- Asking someone else to write your paper (double duh!);
- Using a paper with words, phrases, sentences, or ideas found in your or another student’s work (not always so obvious);
- Summarizing or quoting someone else’s words without giving that person proper credit (tricky).

NOTE: Recycling your essays from high school or previous courses may be acceptable IF you include substantial revisions and updating of the material.

If you have any questions about plagiarism, please contact me BEFORE you turn in the paper. Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course – or worse. D2L gives me the ability to compare your writing to millions of other academic essays, published or submitted in thousands of other classrooms. From that process, the originality checker will generate a report consisting of percentages; the higher the percentage, the more closely your essay matches parts of another essay(s).

Course Schedule

(Only a guide to the semester; I will inform you of changes that will likely occur)

Week	Assigned Reading/Activity (ALL SUBJECT TO CHANGE)	Deliverables See the textbook key at the end of the schedule
Week 1 – Jan. 12	<ul style="list-style-type: none"> • Overview of syllabus • Read the section on plagiarism by clicking on, Error! Reference source not found. <i>revised in orig.</i> • Questions and answers • Movie: <i>Freedom Writers</i> (123 min) • Read: <ul style="list-style-type: none"> - Part I "The Writer as Explorer," Chs. 1-5 *, in <i>Writing</i>. - Introduction of <i>The Contemporary Reader</i>, pps. 1-37. <p>* Complete ALL reading assignments; they will provide you with the tools to succeed in this course and beyond.</p>	<ul style="list-style-type: none"> • Diagnostic paper written and due in class this week. Guidelines follow: In a one-page essay, discuss your most difficult writing assignment. What made it difficult? How did you solve those difficulties? What would you have done differently? (This is not a graded assignment, but it is required.) • Begin journaling the first day of class and every day afterward.
Week 2 – Jan. 19 NO CLASS MONDAY – MLK Jr.'s Birthday	<p>NO CLASS MONDAY – MLK Jr.'s Birthday</p> <ul style="list-style-type: none"> • Discuss movie • Make sure you read last week's reading. • For next week, read: <ul style="list-style-type: none"> - Part 2: Ch 6 "Reflections" and - Ch 7 "Observations," both in <i>Writing</i>. - Format and guidelines of descriptive paper provided (Paper is due in Peer Editing sessions next week). 	Descriptive essays due for Peer Editing next week
Week 3 – Jan. 26	<ul style="list-style-type: none"> • Discuss challenges you may be have encountered while writing descriptive paper. • Descriptive papers due for peer editing (Peer review forms will be graded). • We'll schedule conferences for next week. • Group discussion questions – to be completed before the movie <i>Bowling for Columbine</i> is shown after individual conferences. 	<ul style="list-style-type: none"> • Peer review form (Share comments with writer but turn in peer review form). • FINAL PAPER PROPOSAL: This final persuasive-research essay will not be due until the end of the semester, but you must decide on a topic now; three-page topic proposal, due next week in the dedicated D2L dropbox.

	<ul style="list-style-type: none"> • Also, assignment to teams. <p>NO CLASS NEXT WEEK.</p> <p>* Remember to post your essay electronically BEFORE YOUR CONFERENCE with me. I will tell you how to do it beforehand. Also bring a hard copy of your essay to your conference.</p>	<p>Include a preliminary thesis statement, why you want to choose this topic and include at least three possible sources (5 required for final essay).</p> <p>* Descriptive Paper – First draft of essay due in D2L by 11:59 p.m., Sunday.</p>
Week 4 – Feb. 2	<ul style="list-style-type: none"> • Required individual conferences <p>NO CLASSES – CONFERENCES</p> <p>– You will meet with me individually on the second draft (graded during conference) of your descriptive paper. These conferences are mandatory. Make sure you post your essay electronically, as directed, before your conference.</p>	<ul style="list-style-type: none"> • One page proposal for final persuasive-research paper topic, due Feb. 6 in D2L.
<p>Week 5 – Feb. 9</p> <p>NO CLASS Friday, Feb. 13, Lincoln's Birthday</p>	<ul style="list-style-type: none"> • Before Viewing <i>Bowling for Columbine</i>, <ul style="list-style-type: none"> --Monday: Prepare to view the film by completing group exercises. • Wednesday: Movie: <i>Bowling for Columbine</i> (120 min). • Read examples of narrative: <ul style="list-style-type: none"> -- "Weight of the World" (50), -- "The Men We Carry in Our Minds" (313) and (TCR). • Begin Narrative essay (due date to be announced) <ul style="list-style-type: none"> -- Download paper guidelines from D2L. -- Review Ch. 6 "Reflections" in <i>Writing</i>. • Time permitting, begin discussion of <i>BFC</i>. 	<ul style="list-style-type: none"> • To wrap up this film, you will write a one-page reaction essay to <i>BFC</i> – it will include a short introduction, including a thesis statement, three body paragraphs, each explaining a reason you reacted in the way you did, and a short conclusion. The paper is due next week for peer review (bring paper copy of your essay).
Week 6 – Feb. 16	<ul style="list-style-type: none"> • Continue class discussion of <i>BFC</i>. • Peer editing of <i>BFC</i> reaction essay. • Group discussion of <i>BFC</i> in preparation for group activity. • Read, <ul style="list-style-type: none"> -- Chs. 5 & 26-28 on "Writing as Editor" in <i>Writing</i>. 	<ul style="list-style-type: none"> • Peer review of <i>BFC</i> reaction essay due. • Final <i>BFC</i> reaction essay due.

Week 7 – Feb. 23	<ul style="list-style-type: none"> • Group activity all week. • Peer editing of narrative essays due. 	<ul style="list-style-type: none"> • Narrative drafts due for peer editing (Share comments with writer but turn in PR form). • Final <i>BFC</i> reaction essay due Monday. • Final draft of narrative essays due next week.
<p>Week 8 – March 2</p> <p>MIDTERM WEEK (Oct. 15) – THIS CLASS DOES NOT REQUIRE A MIDTERM EXAM*</p> <p>*You will not receive a midterm grade unless you are receiving a D or lower.</p>	<ul style="list-style-type: none"> • On research: Read Chs. 19-22 in <i>Writing</i>. • Seeking valid sources for your final essay. • Library Week (if able to schedule tours) – We will visit the library for direction on research and how to use the library. • The principles of MLA documentation (Ch. 24, "MLA Documentation") and its importance (You may use APA style format, but we will not cover it in depth in class). 	<ul style="list-style-type: none"> • Narrative essays – Final draft due.
Week 9 – March 9	<ul style="list-style-type: none"> • Begin movie Monday after peer editing: <i>An Inconvenient Truth</i> (100 min) [This movie fits the structure and is an example of persuasion]. • Examples of comparison-contrast: in <i>TCR</i>, read, <ul style="list-style-type: none"> -- "For Better, for Worse" (405) -- "Why Gay Marriage is Good for Straight America" (414). • Comparison-contrast essay <ul style="list-style-type: none"> -- Description of comparison-contrast essay, due Monday for peer editing. 	<ul style="list-style-type: none"> • Draft copy of Works Cited due Friday (graded). This is a preliminary list of sources that will support your thesis of your final paper, and may change. • Peer review of Comparison-Contrast essay Monday (peer edit graded).
Week 10 – March 16 – SPRING BREAK – NO CLASSES this week	NO CLASSES THIS WEEK	NO CLASSES THIS WEEK
Week 11 March 23	<ul style="list-style-type: none"> • All week: Team presentations – As a member of teams, you will search for documentation supporting and refuting <i>AIT</i>'s claims. 	<ul style="list-style-type: none"> • Peer editing form due Wednesday - comparison-contrast essay (Share comments with writer but turn in PE form). • Comparison-contrast 2nd draft due next week for conferences with me.
Week 12 – March 30	<ul style="list-style-type: none"> • Conferences on comparison-contrast essay – essays scored. • NO CLASSES THIS WEEK BUT 	Comparison-contrast essay.

	one-on-one conference attendance required.	
<p>Week 13 – April 6</p> <p>Schedule in shaded weeks will be finalized as end of class draws closer</p>	<ul style="list-style-type: none"> • Discussion over <i>A/T</i>. • Workshops: Final Persuasive-Research essay, you have already chosen your topic so see me before switching. 	<p>Comparison-contrast essay – final draft due (TBA).</p> <ul style="list-style-type: none"> • Bring enough copies of your persuasive-research essay to share with each member of your group.
Week 14 – April 13	Second round of workshops, which are different than peer editing. Bring in a copy for each member of your team. One-on-one conferences next week!	
Week 15 – April 20	<p>One-on-one Conferences on second draft of final paper (graded).</p> <p>Preparation for Electronic Writing Portfolio (if desired).</p>	Conferences
Week 16 – April 27 (LAST CLASS DAY May 1)	Final drafts of essays turned in by Monday receive 10% bonus. Final essay due Friday at the latest. I will not accept essays after the final class day.	Tying together loose ends.
Week 17 – May 4 – Finals	NO FINAL EXAM IN THIS CLASS	NO FINAL IN THIS CLASS
Key to textbook abbreviations:	<p><i>Writing</i> = <i>Writing: A Guide for College and Beyond</i></p> <p><i>TCR</i> = <i>The Contemporary Reader</i></p>	<i>LBHB</i> = <i>The Little, Brown Handbook</i>

The following are illustrations of the Works Cited page and first page of your essay in MLA format (as they appear in *Purdue OWL* presentations):

Works Cited

Dickens, Charles. *Bleak House*. 1852-1853. New York: Penguin,
1985.

---. *David Copperfield*. 1849-1850. New York: Houghton Mifflin
Company, 1958.

Miller, J. Hillis. *Charles Dickens: The World and His Novels*.
Bloomington: U of Indiana P, 1958.

Zwerdling, Alex. "Esther Summerson Rehabilitated." *PMLA* 88 (May
1973): 429-439.

Smith 1

Pete Smith

Dr. B. Boilermaker

English 106

12 October 2008

Building a Dream: Reasons to Expand

Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead . . .

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, Punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback