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# ENG 1001G-004: Composition and Language

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# ENG 1001: Composition and Language

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## Texts

- *Prentice Hall Reference Guide*, 9<sup>th</sup> ed. Harris and Kunka
- *Writing: A Guide for College and Beyond*, 3<sup>rd</sup> ed. Faigley
- *The Norton Reader*, 13<sup>th</sup> ed. Peterson, Brereton, Bizup, Fernald, Goldthwaite
- Other handouts distributed in class.

## Course Description

This is a course in the reading and writing of expressive, expository, and persuasive essays. Attention will be given to process, structure and organization, adequate development, writing for an audience in a specific genre, research skills and documentation.

## The Official Student Learning Objectives

Students will:

- 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).
- 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).
- 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).
- Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking).
- 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).

## Course Expectations

Students are expected to:

- Come to class every day, prepared, on time, and with the text we will be discussing.
- Have carefully read the assigned reading prior to the class for which it is assigned.

- Actively participate in discussion of reading assignments and planned learning activities throughout the semester.
- Employ each stage of the writing process to craft well written essays that inform, argue, reflect, and analyze with a purpose and attention paid to genre and audience.

## **Office Hours and Email Communications**

I am committed to your success in this class and your growth as a writer. If you find you are struggling with any of the information, readings, assignments, or other aspects of this course please let me know. I am available during my listed office hours to confer with you. If these hours do not work for your schedule, please feel free to contact me to set up an appointment time that works with your schedule. Please do not wait until the last minute, I can serve you better when you approach me early rather than the day before an assignment is due.

If you need to contact me outside of my office hours feel free to email me. I will typically respond to your e-mail within 24 hours. However, if you send your email over the weekend please allow up to 48 hours for a response. Your emails should follow typical business format and include the subject in the subject line, have proper punctuation and grammar, and be edited and proofread.

## **Attendance Policy, Class Participation, and Late Work**

Because of the amount of work you will be required to complete for this class, it is imperative that you attend every class period. Students with excessive absences will inevitably struggle to pass the course. While I will not count attendance toward your final grade, if you exceed more than 6 absences without proper documentation you will be advised to drop the course. Absences for illness, emergency, and official university activities such as athletics will need to provide proper university documentation in order for the absences to be considered “excused.”

Walking in late for class is disruptive not only to your instructor but to the class as a whole. If you arrive to class more than 10 minutes late, you will be counted absent.

Students are required to actively participate in class discussion and activities. If you are absent from class and miss a graded activity you will not be able to make-up the missed work and will lose those points, thereby effecting your overall participation grade. If you submit a major assignment late, I will lower your grade one letter grade for each day it is late. After 3 days past the due date, I will no longer accept the assignment late. What this means is if you turn in a “C” paper one day late, your grade will automatically drop to a “D.” It is in your best interest not to submit work late.

## **Opportunities for Revision and Extra Credit**

Because revision is an important part of the writing process, I will allow you to revise the first three major papers for a better grade if you wish. However, these revisions must be turned in no later than one week from the date the graded assignment is returned, no exceptions. Therefore, if your graded essay is handed back on a Friday, you have until the following Friday at the beginning of class to turn in your revised essay. Attached to your revision should be your original paper with my comments as well as a one page double spaced reflection about your revision. This reflection should touch on your understanding of my comments, significant

changes you made and why, and how you feel the revision is stronger than your original and why.

Throughout the semester there will be three opportunities to receive extra credit. For any three of the six major papers assigned, you can receive extra credit for attending a consulting session at The Writing Center. In order to receive the extra credit, you will need to attend a 30 minute session at The Writing Center, and bring back the session form. The form should be submitted at the same time as your paper. If you attend one session you will receive 3 points of extra credit. A second visit for a second paper will earn you 5 points extra credit. If you attend a third session you will receive 8 points of extra credit.

## **Assignments**

### **Readings**

I have carefully chosen the readings because I feel they, combined with class discussion and activities, will help you grow as a writer and prepare you for the rest of your academic and professional career. Reading should be completed by the class date of which they are listed on the syllabus. I expect you to come to class having read the texts with any questions you may have, and be prepared to put the information from the readings into practice through class discussion and activities.

### **Journals**

Each Friday of every week, you will turn in a journal entry reflecting on the week's activities, readings, assignments, and your individual work. These reflections will be completed outside of class and should address the following: activities you found helpful or enjoyable and why, activities you didn't find helpful or enjoyable and why, and what you have taken from the readings and how you plan to apply it to your growth as a writer. Ultimately, I want to know how you view yourself growing as a writer, how class activities/readings have helped, and what you still feel you need to improve on. These journal entries will not be given a letter grade; rather, you will simply receive a completion grade. I will collect them at the end of class every Friday and return them on Monday the following week. Journal entries cannot be made up. Therefore, if you are absent from class and thereby fail to turn in your entry, you will lose those points. There are a total of 12 entries throughout the semester; however, I will only count 10 toward your grade. So, if you miss two entries due to an absence, it will not affect your completion grade.

### **Midterm Portfolio**

There will be no midterm for this class. Instead you will have a portfolio due the week of midterms. For your portfolio you will take the first two papers we have completed and create a growth portfolio that demonstrates how you have grown as a writer. The portfolio should be in a binder with clearly labeled tabs dividing the portfolio into the various stages of the writing process. The portfolio will consist of: a title page, table of contents, prewriting sample(s) from in-class brainstorming/prewriting activities, rough draft, peer-review worksheets, final draft, revised draft (if applicable), and a 2-3 page reflection essay. Also, if you chose to receive extra credit by attending a writing session center for your chosen paper and have notes from your session, please incorporate these into your portfolio as well.

Your reflection essay should be a reflection on how you feel you have improved as a writer during this assignment. It should cite specific examples from the various stages of your writing and also reflect on the writing process and how you feel it did or didn't help you grow as a writer. I will provide more details on this assignment during the second week of classes.

## **Major Assignments and Presentations**

Throughout the semester you will have 5 major writing assignments, one mid-term portfolio, two reflective essays, one group presentation, and one individual presentation. Many of these major assignments require multiple steps (i.e. short proposals). Be sure to look at the syllabus closely and make note of these important dates so that you do not miss anything. Below is a brief overview of these papers; however, I will provide assignment sheets for each major assignment that explains the requirements for each assignment in depth.

Essay 1 - Persuasive Reflection Essay 3-4 pages

Essay 2 – Visual Rhetorical Analysis Essay 4-6 pages

Essay 3 – Film Genre Analysis Essay 4-6 pages

Essay 4 – Argumentative Proposal Essay 4-5 pages and individual analysis paper 2-3 pages

Essay 5 – Career Profile Essay 5-8 pages and Cover Letter 1 page

Other Assignments:

Midterm Reflection Essay 2-3 pages

Final Reflection Essay 2-3 pages

Group Presentation on Essay 4 Business Proposal – 15 minutes

Individual Presentation on Essay 5 Career Profile – 5-7 minutes

## **Plagiarism and Academic Honesty Policy**

Students are expected to maintain principles of academic honesty and integrity as laid out in the student code of conduct. The English Department's official statement on their plagiarism policy states:

“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 own original work” (*Random house Dictionary of the English Language*)—has the right and 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.”

Plagiarism will not be tolerated in this class. If you are found to have plagiarized, the paper will receive a zero and I will report the incident to the EIU Judicial Affairs Office.

Plagiarism includes:

- Copying another person's ideas word for word without putting the passage in quotation marks and identifying the source.
- Taking another person's ideas, changing a few words, and not identifying the source. This is also known as plagiaphrasing.
- Taking another person's ideas, putting them into your own words and not identifying the source.
- Enlisting the help another person to change your writing and attempting to pass it off as your own.
- Purchasing or downloading papers or passages from the internet.

## **Information for Students with Disabilities**

If you are a student with a documented disability in need of accommodation please contact the Office of Student Disability Services located at Ninth Street Hall, Room 2006, or call 217-581-6583.

## **Other Resources**

### *The Student Success Center*

This valuable resource can assist students with time management, avoiding procrastination, test taking skills, note taking, etc. Their consultations are individualized. To make an appointment call 217-581-6696, or go to Ninth Street Hall, Room 1302.

### *The Writing Center*

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. 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.

## Break Down of Overall Grade

### Participation

Peer-review 10 points per session 40 points  
4 sessions x 10 points

220 points total

Conferences 30 points  
3 conferences x 10 points

Presentations 100 points  
2 presentations x 50

In Class Activities 50 points

### Short Writes

Journal Entries 100 points  
10 entries x 10 points

250 points total

Cover Letter 50 points

End of Semester Reflection Essay 50 points

Individual Paper Essay 4 50 points

### Major Assignments

Essay 1 100 points

Essay 2 100 points

Essay 3 100 points

Essay 4 100 points

Essay 5 100 points

500 points total

### Presentations

Essay 4 Presentation 50 points

100 points

Essay 5 Presentation 50 points

### Midterm

Midterm Portfolio 100 points

100 points total

### Total Points

1170 points

# ENG 1001 Syllabus

All due dates and reading are tentative.

Course texts: *The Norton Reader* (N), *Prentice Hall Reference Guide* (PHRG), and *Writing: A Guide for College and Beyond* (W)

\*\*\*On odd weeks we will be meeting in Coleman Hall room 3120. On even weeks we will be in room 3130.

## I. Writing as a Process

### Week 1

- Aug 24 Course Introduction
- Aug 26 Read pages 1-5 (PHRG)  
Read pages 5-7 (W)
- Aug 28 Read pages 60 – 65 (W)  
Read Sections 2a, 2c, 2e, 2f (PHRG)  
Journal Entry 1 Due  
Assign Persuasive Reflection Essay 1

### Week 2

- Aug 31 Conferences  
**Chosen Quote Due**  
Read Sections 2b, 7a, 7b (PHRG)  
Read pages 36-37 (W)
- Sept 2 In-class Composition Day  
Conferences
- Sept 4 **Rough Draft Due**  
In-class Peer-review  
Journal Entry 2

### Week 3

- Sept 7 No Class – Labor Day
- Sept 9 Read Handout “The Case Against Smartphones”  
Read Sections 3a, 3b, 3c, 3d, 3e (PHRG)  
Read pages 46-48 (W)
- Sept 11 Journal Entry 3  
**Persuasive Reflection Essay 1 Due**



## II. Thinking about Audience

### Week 4

- Sept 14 Read pages 14 - 17 (W)  
Assign Visual Rhetorical Analysis Essay 2
- Sept 16 222-227 and 258-263 (W)
- Sept 18 Journal Entry 4  
**Proposal for Essay 2 Due**

### Week 5

- Sept 21 Read Sections 8a, 8b (PHRG)
- Sept 23 In-class Composition Day
- Sept 25 Journal Entry 5  
**Rough Draft Due**  
In-class Peer-Review

### Week 6

- Sept 28 Read pages 1022-1028 in (N)
- Sept 30 In-class Composition Day
- Oct 2 Read handout "Good Writers Write for a Purpose, to an Audience, within a Genre" pages 19-27 from *The Allyn and Bacon Guide to Writing*  
Journal Entry 6  
**Visual rhetorical Analysis Essay 2 Due**

## III. Understanding Genre

### Week 7

- Oct 5 Read Introduction Pages xxxvii-xxvii (N)  
Read 10-13 (W)  
Assign Film Genre Analysis Paper
- Oct 7 Read Sections 5a, 5b, 5c (PHRG)  
Assigned Group Reading from pages 1187-1191 (N)  
Conferences
- Oct 9 Read Sections 10b (PHRG)  
In-class Composition Day  
Journal Entry 7  
Conferences

Week 8

- Oct 12      **Rough Draft Due**  
In-class Peer-review
- Oct 14      Read “What is horror Fiction” Handout  
**Midterm Portfolio and Reflective Essay Due**
- Oct 16      No Class – Fall Break

Week 9

- Oct 19      In-class Composition Day
- Oct 21      Read handout “Proposals” from *Everything’s an Argument*.  
**Genre Analysis Essay 3 Due**  
Assign Argumentative Proposal Essay 4
- Oct 23      Read Pages 552-555 (W)  
Journal Entry 8

Week 10

- Oct 26      Read Pages 530-543 (W)  
**Topic Proposal Due**
- Oct 28      In-class Group Work
- Oct 30      Journal Entry 9

Week 11

- Nov 2      Read Pages 544-547 (W)
- Nov 4      In-class Group Work
- Nov 6      Journal Entry 10

Week 12

- Nov 9      Class Canceled for Outside Group Work
- Nov 11      Group Presentations
- Nov 13      Group Presentations  
**Argumentative Proposal Essay 4 Due**

#### IV. Research and Practical Application of Writing

##### Week 13

- Nov 16      Read Pages 558-565, 586-591 (W)  
Read Sections 65a, 65b, 9d (PHRG)  
Assign Career Profile Research Essay and Cover Letter
- Nov 18      Read Pages 566-576 (W)  
Read Sections 62a, 62b, 63a, 63b, 64a, 64b
- Nov 20      Read Pages 578-583 (W)  
Read Sections 66a, 66b, 66c, 66d (PHRG)  
**Proposal and Sample Interview Questions Due**  
Journal Entry 11

\*Thanksgiving Break\*

##### Week 14

- Nov 30      In-class Composition Day  
Look Over Pages 604-633 (W)  
Look Over Pages 398-440 (PHRG)  
**Interview Due**  
Conferences
- Dec 2      In-class Composition Day  
Look Over Pages 634-657 (W)  
Look Over Pages 442-472 (PHRG)  
Conferences
- Dec 4      Journal Entry 12  
**Rough Draft of Career Profile and Cover Letter Due**  
In-class Peer-review

##### Week 15

- Dec 7      Class Presentations
- Dec 9      Class Presentations
- Dec 11      Class Presentations  
**Reflective Essay due**

**Final Paper – Career Profile Essay 5 and Cover Letter due TBA**