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ENG 1001G-005-026: Composition and Language

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English 1001G—Fall 2004
Syllabus

Instructor: Janelle Carey
Office: Coleman Hall 3860
Office hours: 9:30--11:00 Tues. & Thurs.
12:30--2:00 Tues. & Thurs.
After 3:00 by appointment Tues. & Thurs.

Phone: 581-6287 (office)
345-2994 (home)

Texts for the course: Here's How To Write Well, Second Edition, McMahan & Funk
The Bedford Reader, Eighth Edition, Kennedy, Kennedy & Aaron
The Blair Handbook, Fourth Edition, Fulwiler and Hayakawa

Class Policies and Procedures

Attendance: Please be clear about this from the beginning: you must attend class on a regular basis if you expect to earn a passing grade for this course. It is impossible to duplicate class discussions and activities for students who are absent. Since students come to a greater understanding of course materials through these class discussions and activities, those who frequently miss class (whether the absence is unexcused or excused) inevitably find themselves at a serious disadvantage when writing papers, taking exams, or completing class assignments. As a consequence, such frequent absences almost always manifest their effect on the final course grade.

Missed assignments and exams: Missed assignments and exams may be made up for credit only with a verified excused absence. Health Services will supply you with necessary documentation, which must be presented to me the class period immediately following the absence. If you are ill but do not go to Health Service, you must phone me **before class** during my office hours **on the day of the absence--an e-mail message does not constitute an excused absence.** (Students who have an 8:00 class may phone me at home between 7:00—7:30 a.m. or in my office between 7:30—7:50 a.m..) Arrangements for making up missed work must be made with me the class period immediately following the absence. If you have a university recognized anticipated absence (academic or athletic activity), please note that you are to submit any work that is due on that date before the anticipated absence unless we have discussed other arrangements. If you need to speak to me about assignments or missed class work, you may stop by or phone me during my office hours (listed at the top of the syllabus), or you may phone me at home on Monday, Wednesday, or Friday between the hours of 9:00 a.m. and 5:00 p.m.. Do note, however, that I use office hours to provide additional assistance for work begun in class and not as a time to re-teach material for those with unexcused absences.

Late papers: You have ample time for each essay assignment; however, for those of you who have a tendency to procrastinate, note that essays which are turned in late will lose one letter grade for each class meeting that they are overdue.

Submitting essays: All essays should be submitted according to proper MLA format, which may be found in The Blair Handbook, pg. 786. You will need a pocket folder in which to submit your essays

for evaluation (no binders, please). The final polished copy of your paper should be placed on the **right side** of the folder. On the left side of the folder, you should place—in the following order—planning (on top) followed by an outline, rough draft(s), notes on conference and/or peer editing session, revisions, and a revision assessment sheet.. **Papers submitted without all phases of the process will be considered incomplete and will thus lose at least one letter grade, depending on how many stages of the process are missing; note that a missed conference or peer editing session constitutes a missing stage of the process.** Even though you may have your drafts on disk, you must make paper copies of all drafts and include them in your submission folder so that I can see the process of revision from one draft to the next. On the date that they are due, folders should be in proper order and ready for submission when you get to class—**no last minute printing in class.**

Course requirement: Please be aware that you must complete and submit all essays (no matter how late they may be) in order to pass the class. Failure to submit all essays will result in an "NC" (no credit) for the course.

Grading

During this semester you will write numerous essays along with several shorter, directed assignments and exercises to help build skills and develop style. Grades will be assigned on a point system as indicated by the following chart.

Point values for the course:

Sample in-class essay----- 0 points (diagnostic only)

Essay #1-----75 points

Essay #2-----100 points

Essay #3-----150 points

Bulletin Board Posting #1-----25 points

Bulletin Board Posting #2-----50 points

Writing Skills Exercises and Exam-----100 points

The total number of points possible for the course is 500. Grades will be assigned according to the following scale:

450—500 = A

400—449 = B

350—399 = C

349 & below = NC (no credit)

On official transcripts and grade reports, any grade below 350 points will be recorded as "NC" (no credit). Any student receiving "NC" for the course must retake English 1001G before enrolling in English 1002G.

Please keep all returned papers, exercises, and any other graded assignments in a pocket folder so that you will have a ready record of your progress in the course. I figure letter and percentage grades only

at mid-term and at the end of the semester; however, you can figure your grade in the course at any time during the semester by dividing the number of points you have accumulated by the total number of points possible up to that time; the resulting number will be your percentage total, and grades are calculated on a scale of 90% to 100% equals an "A," 80% to 89% equals a "B," etc..

The best news for you—and for me—is that there is neither a mid-term nor a final exam for this course. Good luck; hope you enjoy the semester.

****Electronic Writing Portfolio****

Remember that the university requires you to submit an essay from either English 1001G or English 1002G to your electronic writing portfolio. I strongly urge you to submit an essay this semester. **I will accept submissions through Thursday, Dec. 9; do not ask me after that date.** For information and instructions regarding how to submit to the Electronic Writing Portfolio, go to the EIU home page, **put the arrow on "Academics," slide over to the menu on the right, and click on "Electronic Writing Portfolio."** When your disk copy and your forms are in order, stop by my office during office hours or immediately before or after class so that I can check your disk and sign the forms. Please don't hand them to me during class and expect me to be responsible for returning them to you the next class period. Your electronic writing portfolio is **your** responsibility; please make sure you understand the requirements and fulfill them in a timely manner. I will be happy to answer any questions you may have.

Enrollment Reminders

Students who have ACT scores 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.

and

Successful completion of English 1001G or its equivalent is a prerequisite for enrollment in English 1002G.

Plagiarism Policy

Please note the English department's statement concerning 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 the immediate assignment 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."

I shall adhere to this policy throughout the semester.

Writing Center

Help is available through the Writing Center in Coleman Hall, room 3110. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center, is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. Don't be afraid to ask for help, and do it before it is too late to salvage your grade. Check the notice on the Writing Center door to find operating hours for the current semester.

Students with Disabilities

Please note the following information from the Office of Disability Services: "If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible."

Course Objectives for English 1001C

These are the guidelines set forth by the English department's composition committee:

Students should receive instruction which will enable them to develop

- expository and argumentative papers in which paragraphs, sentences, and words develop **one** controlling idea. These papers should have a beginning, middle, and end. At least one of them should reflect the principles of documentation.
- paragraphs that are discrete, purposeful units within the paper. Where appropriate, paragraphs should be developed by means of examples, details, and illustrations
- sentence patterns that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.
- standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

Obviously, the goal of this course is to help you improve your writing skills. My hope is that you will become more aware of writing for an intended audience, that you will learn to recognize the needs of and your responsibility to that audience, and that you will increase your knowledge of the writing options you have to help you communicate with that audience. To that end we will concentrate on writing as process, realizing, of course, that not everyone follows the same linear pattern but that in the end **all of the stages must be represented.**

General Overview of Writing Assignments for this Course

This semester I am continuing an individualized approach to writing assignments. I have selected several broad general topics (relevant to everyone) as thematic foundations for the essays you will write this semester. You will be able to tailor writing assignments to your own interests by narrowing the broad general topics in a variety of ways. For each essay, we will spend at least one class period discussing the general topic and brainstorming ways of narrowing and focusing the topic to reflect personal interests. Because the individual topics should be quite varied, you will necessarily generate your own reading "assignments" rather than have me select specific essays from the textbook. You should photocopy any newspaper articles, magazine articles, or essays that you read and bring an extra copy to class to hand to me to help guide our group discussions and brainstorming sessions. Because your essays may rely on others' ideas and/or words, you must have a sound understanding of research and documentation techniques. Please note that we will use MLA documentation for this course, the basics of which may be found in chapters 8-10 (pgs. 117-179) of Here's How to Write Well, Second Edition, by McMahan and Funk.

Bulletin Board Assignments

In addition to the more formal essays, you will write two shorter essays which will be posted to the WebCT Bulletin Board; each should be around 300 words. Unlike the longer essays you will be required to submit for the course, these postings will be evaluated only on clarity of focus and vividness of development. I will give you more detailed explanations of the specific writing assignments well in advance of the due dates. When you compose your essay for the first Bulletin Board assignment, make sure that you select "First Bulletin Board Assignment" in the **Topic** box. (For the second Bulletin Board posting you would select "Second Bulletin Board Assignment.") Then in the **Subject** box, create a brief, descriptive title for your posting. It is **important** that you follow these directions so that your classmates and I can easily find and read your posted essays. Likewise, when you go to read your own posting or those of your classmates, in the **Topic** box, select the appropriate Bulletin Board Assignment so that you can easily find what you want to read. If you have questions or problems accessing WebCT or using the Bulletin Board, don't wait until the last minute before the posting is due to tell me; instead, please let me know early so that I can help you since essays posted after the due date will not receive credit for the assignment. **Do not wait until the last minute to post your essay.**

English 1001G--Fall 2004

Course Outline

Please check your syllabus regularly in order to be prepared for class activities and due dates. Also be aware that the schedule may be altered as the needs of the class may dictate, so it is important that you attend class on a regular basis to be aware of such changes. On dates indicated as skills practice sessions, you will need to bring your text Here's How to Write Well to class; otherwise you won't be able to participate in class activities and exercises. If you need additional help with the skills we practice in class, I have listed reference pages in your Blair Handbook which may be useful to you.

Tues., Aug. 24-----Introduction to the course

Thurs., Aug. 26-----Diagnostic essay and group activity

Tues., Aug. 31-----Discussion of writing as process (PODRA)

Thurs., Sep. 2-----Continued discussion of process and topic selection

Tues., Sep. 7-----Planning/drafting session for 1st essay

Thurs., Sep. 9-----Drafting/research session for 1st essay

Tues., Sep. 14-----Skills practice—developing paragraphs with concrete details
(Blair, pgs. 389-403)

Thurs., Sep. 16-----Skills practice—achieving unity and coherence in paragraphs
(Blair, pg. 340--transitional expressions)

Tues., Sep. 21-----Conferences

Thurs., Sep. 23-----Conferences

Tues., Sep. 28-----Skills practice—documenting sources (Blair, pgs. 755-793)
First Bulletin Board Assignment due

Thurs., Sep. 30-----Skills practice—achieving grammatical clarity and correctness
(Blair, pgs. 463-567)

Tues., Oct. 5-----**First essay due**
Planning/drafting session for 2nd essay

Thurs., Oct. 7-----Drafting/research session for 2nd essay

Tues., Oct. 12----- Skills practice—varying sentence structure for improved style
(Blair, pgs. 374-388)

Thurs., Oct. 14-----Skills practice—combining sentences for improved style

Tues., Oct. 19-----Small group conferences

Thurs., Oct. 21-----Peer editing session

Tues., Oct. 26-----Skills practice--achieving grammatical clarity and correctness
Second Bulletin Board Assignment due

Thurs., Oct. 28-----Skills practice—avoiding wordiness (Blair, pgs. 404-416)

Tues., Nov. 2----- **Second essay due**
Planning/drafting session for 3rd essay

Thurs., Nov. 4----- Drafting/research session for 3rd essay

Tues., Nov. 9-----Skills practice—exercises on troublesome words and phrases
(Blair, Glossary of Usage, pgs. 901-939)

Thurs., Nov. 11-----Skills practice—exercises on common spelling/usage errors

Tues., Nov. 16-----Small group conferences

Thurs., Nov. 18-----Peer editing session

Tues., Nov. 30-----Drafting/revision session for 3rd essay

Thurs., Dec. 2-----**Third essay due**

Tues., Dec. 7-----Writing skills assessment exercise

Thurs., Dec. 9-----Writing skills assessment exercise