

Fall 8-15-2007

# ENG 1001G-005-018-051: Composition and Language

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**Fall 2007 ENG 1001G: Composition and Language (3 credit hours)**  
**T-Th: Sec. 5-3120, 8-8:15 a.m.-3210, Sec. 18, 11-12:15 p.m., Sec. 51, 3:30-4:45 p.m. 3120**

**Instructor: Bill Feltt**  
**E-mail: *cfwef@eiu.edu***  
**Office: CH3734; 581-7011**  
**Home: 217-549-4414 from 9-11 p.m.**  
**Office hours: TTh 8:20-10:55 a.m.; 1:30-3:15**  
**9:15**

Office Hours posted on office door and by appointment.

## **Course Description**

**C**atalogue description of ENG 1001G - Composition and Language. (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. Credits: 3 Prerequisites and Notes ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R 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.

**T**he keywords for my course are process and personality. You will learn how to improve your writing through attentiveness to a process, your process. Of course, I will introduce elements that will help you to imbue your writing with your own personality, if appropriate. We will use some unusual (No, you're not a Guinea Pig!) journaling methods to help you become more comfortable with the process. The more comfortable a writer is with writing, the better for the reader. Does that make sense? I'll strive to clarify if the answer is no.

But, I hope, you learn that writing is NOT a one-shot deal, not a work chiseled in stone, unchangeable and static. On the contrary, you control, through revision, revision, revision what goes into the final project. You will see how, through the development of your papers and journals, during the semester, that good writing evolves in stages, levels of revelation that magically appear to you as you add layer after layer of revision. Oh yes. we will have to sneak in some grammar and other mundane matters, depending on need, along the way.

### **Course Objectives:**

- ☐ To learn how to write purposeful, spectacular paragraphs and stunning sentences that are direct, economic, free of ambiguity, and structurally appropriate for the ideas expressed.
- ☐ To learn how to write standard written English that exemplifies principles of precision and tone, which fits the purpose of the paper.
- ☐ To develop skills in critical reading and listening, to understand and evaluate culturally diverse course materials, and to become more discerning readers and editors of your own writing. The course materials will reflect historically, socially, and culturally relevant

issues.

☐ To use journaling to develop comfort and intimacy with the art, not the science, of writing.

### **Required Textbook and Materials:**

☐ Fulwiler, Toby, Alan R. Hayakawa. *The Blair Handbook*. Upper Saddle River, N.J.: Pearson, 2003 (BH)

☐ Harnack, Andrew & Eugene Kleppinger. *online! A Reference Guide to Using Internet Sources*. Boston: Bedford/St. Martin's, 2001. (online)

☐ Peterson Linda H., Yale University, John C. Brereton. eds. *The Norton Reader*. : W. W. Norton & Company, 2005.

☐ Rosenwasser, David, Jill Stephen. *Writing Analytically*. 5<sup>th</sup> ed. Boston: Thomas Higher Education, 2006.

☐ Webster's Dictionary.

### **Other items:**

☐ A personal journal (black-and-white composition book)

☐ e-mail account (for submitting ALL essays), rewritable CDs or jump drive

### **Course Requirements:**

☐ Journaling daily (explanation to come)

☐ Reading textbook assignments, daily journaling, and participating in class discussion and required workshops.

☐ Three essays: compare/contrast (with some research), descriptive, narrative. Essays will be of varying length and complexity. Plan to put equal effort into all essays while realizing you may wish to choose, in consultation with me, an essay for the Electronic Writing Portfolio, which meets a portion of the University requirement for graduation. If you plan to use one of your essays, you must bring it to me at least two weeks before the close of the semester.

☐ **All papers MUST be submitted in electronic format ON TIME. NO EXCEPTIONS. They MUST be submitted in MS Word format (.doc). I WON'T EXCEPT OTHER FORMATS. You can find Word on most campus computers. They are due by Midnight of the date due. Late papers, unless you make arrangements before hand, will be deleted from my email. However, resubmitted papers will be accepted minus 50 percent of total grade (e.g., a late paper that would have scored 90 will receive a 40 percent.)**

☐ Peer Editing—You will be required to assist your classmates in improving the quality of their essays. This will consist of reading your essays aloud to a classmate(s) and evaluating fellow classmates' work online and off (guidance will be given beforehand).

☐ Attending workshops (you'll need copies for every student)—Individual conferences as needed.

## Grading

❑ Essays will be scored a maximum of 100 points. The journal can earn you up to 150 points. Your grades will be based on three essays and daily journaling (checked each class) and other assignments, as needed. All papers must include **MULTIPLE DRAFTS IN ADDITION TO THE FINAL DRAFT**. You may choose one essay to revise after final grading. That's right. If you're unhappy with **one** essay, you may choose to revise it for a better grade. If you choose the final essay, you must submit it three weeks before the final draft is due (TBA).

❑ Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought and logical structure. Emphasis will also be placed on grammar, punctuation and spelling. Research sources and correct MLA format will play a role as well. However, papers submitted in the wrong format will not be accepted and deleted from my email.

❑ Journaling—anything goes, as long as it's more than 100 words daily. I will NOT read journals, unless you want me to (more on that later). That way you will feel freer to create. **Look for entries that could be the seed for your narrative and descriptive papers later on. You could already have a bare-bones draft and save yourself some work.**

## Instructor's policies:

❑ **Attendance:** You can miss three days without significant penalty, although generally you won't be able to make up in-class assignments, **unless a University-excused event or illness excused by a physician (excuse or not all illnesses may not be excused.** I will use discretion. However, keep infectious illnesses at home) kept you from class.

If you miss more than three classes, your final grade will be reduced by one letter grade for each day over three absences. For example, if you miss four classes and earn an A, your final grade falls to a B, five absences and your grade falls to a C and so on. If you are ill and miss an in-class assignment or fail to turn in an assignment on time because of illness, the only way you can make it up is to present to me an excuse from the university's Health Service or personal physician (**see above**), or I will accept proof that you will or have attended a university-sanctioned event. However, those who don't come to class will suffer lower grades.

❑ **Tardiness:** Please don't interrupt class with excessive tardiness. My tardiness: If the occasion arises that I am late for class, **wait 10 minutes before leaving.** If you leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of my absences.

## 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 (obviously).
- Asking someone else to write your paper (duh!).
- Using a paper with words, phrases, sentences, or ideas found in a previous student's work (not always so obvious).
- Summarizing or quoting someone else's words without giving that person proper credit (tricky).

If you have any question at all 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

### **Grading:**

I'll calculate your final grade according to the following point accumulation:

**A=450-405 pts. B=404-400 pts. C=399-350 pts. NC=314 or below.** 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).**

Papers will be rated on the following scale: A=100-90; B=89-80; C=79-70; D=69-60  
F=<60.

### **Point values per assignments:**

**Three papers (including all drafts) and journal = 450 pts. (100 pts. each, except the journal, which equals 150 points)**

**In-class writing/exercises = 50 pts.**

**Total = 500 points**

### **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.

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

## Reading and Assignments

*(Subject to change)*

**Week 1 – Aug. 21, and Week 2 – Aug. 28 -- We'll start with week 1 then, each Friday, I will schedule relevant readings for the next, based on the order of the following rhetorical modes:**

**=> Journaling: The Backbone of Writing – You must make a daily entry to receive full credit (150 points, 122 entries, or 1 point each. If you make all points, then you receive 150 points, 120 entries = 102 points, 75 entries = 50 points and so on by percentage). I check entries each day (you must show me your entry), but I won't read them unless you ask. If you have no entry for the day, you won't receive points for that day. The journals will be loose and yours to flex your creative muscles. Don't be surprised if you actually like writing in them. Substantial entries (entries that count) consist of 100 words per day, roughly one-third of a page. We'll watch the movie *Freedom Writers* to establish a base and to understand the assignment more fully. It should also answer most questions you will have.**

**Remember, a journal entry could turn into a topic for your descriptive and/or narrative paper later in the semester. In fact, I encourage it, and you'll already have a bare-bones draft of your essay.**

**=> Read: Joan Didion, "On Keeping a Notebook" and "Woody Allen, Selections from the Allen Notebooks." (see table of contents for page numbers.) We will start here first to avoid the temptation to procrastinate.**

**=> Diagnostic essay due by Thursday midnight – One page on "My most difficult paper?" How did you overcome those difficulties?**

**Week 3 – Sept. 3 -- Discussion of C/C paper**

- ⇒ **Compare and Contrast/Research/Persuasive – You'll be required to choose a topic to write about and hand it in for an in-class assignment grade (20 points max). See attached paper prompt below.**
- ⇒ **Read Ch. 6 & 12 in *Writing Analytically*. We'll discuss the chapters Tues and Thurs. We'll also talk about your topics.**
- ⇒ **Description – (2-3 pages/1 revision) – Describe your most peaceful setting and your most chaotic setting (more assignment detail to come). First draft due Tuesday IN CLASS for peer editing. YOU WILL NOT turn these in.**
- ⇒ **What makes good description?**

**Week 4 – Sept. 11 – Peer editing of Descriptive and Word study**

- ⇒ **Descriptive due for peer editing**
- ⇒ **Microsoft Word – Its powers and weaknesses. Tuesday, you will divide into groups and examine certain of those aspects of MS Word. Thursday, you will present to the class using the overhead projector, PowerPoint and any other tools that will help you illustrate the functions you are assigned.**

⇒ **We'll begin Narration**

**Week 5 – Sept. 18 – Descriptive papers due**

⇒ **Final Descriptive due.**

⇒ **Oral presentation of MS Word functions.**

⇒ **Internet Sources – Sorting through the guts of the Net for valid sources.**

⇒ **Begin Looking at Narration (2-3 pages/1 revision)**

**Week 6 – Sept. 25 – First Draft of narrative due for peer editing (YOU WILL NOT TURN IN THIS PAPER TO ME. YOU MUST BRING YOUR PAPER TO SHARE WITH A CLASSMATE. YOU WILL NOT RECEIVE A GRADE IF YOU DO NOT BRING A PAPER. I'LL ALLOW ONLY RARE EXCEPTIONS FOR MAKEUP).**

**Week 7 – Oct. 1 -- Final draft and selected readings of essays.**

⇒ **First Draft of Narration Due for Peer editing (bring a paper or you will not receive a grade.**

⇒ **Readings as assigned**

**Week 8 – Oct. 1 – Library Week**

⇒ **Readings will be assigned.**

⇒ **Library assignment.**

**Week 9 – Oct. 8 – Sources – Midterm Oct. 10**

⇒ **Research – where to find what you're looking for.**

⇒ **How to know if the source is a good one.**

⇒ **Group presentations of valid Internet sources.**

⇒ **Midterm – You'll get a midterm grade only if you're getting a D or an F**

**Week 10 – Oct. 15 -- MLA Format – What is it? Why is it important?**

⇒ **PowerPoint demonstration on MLA**

⇒ **In-class quiz on MLA style.**

**Week 11 – Oct. 23 – On Revision**

⇒ **Choose to revise either Narrative or Descriptive**

⇒ **Bring draft for in-class revision**

**Week 12 – Oct. 30 – In-class Research**

⇒ **Guidance on locating sources**

⇒ **Final revised (your choice) draft due.**

**Week 13 – Nov. 6 – In-class Research**

⇒ **Open class for help on research papers.**

⇒ **Readings as assigned.**

**• NOTE:**

*⇒ First turn-in date of Compare and Contrast/Research/Persuasive will be midnight Monday, Nov. 12. (Those who want a chance to revise must turn in their papers three weeks before due date, which is MIDNIGHT MONDAY, DEC. 3, of the last week of school.)*

**Week 14 – Nov. 19-23 – NO CLASSES • THANKSGIVING BREAK**

**Week 15 -- Dec. 3 -- Last Week**

⇒ **Monday, Dec. 3 -- Final chance to turn in final revision of C/C/research/Persuasive Paper**

**Week 18 – Dec. 10 -- 14 FINALS WEEK • No final for this class**

**(The final paper will be due near the end of the semester.)**

**(NO FINAL IN THIS CLASS • NO FINAL IN THIS CLASS)**

## **Compare and Contrast/Research/Persuasive Paper**

### Objectives:

- To learn the basic format of a comparison and contrast paper
- To use research skills to search out sources and evaluate their credibility.
- To learn how to use MLA format properly.
- To become informed on the issues of the rapidly approaching presidential race and the stances of two of ONLY two presidential candidates (more won't fit in the required six pages, including Works Cited).
- To learn how to read critically.
- To learn rhetorical techniques of persuasion.

Your job is to convince the audience to vote for one of the other candidates. The caveat is you must choose a candidate you do not agree with. For you independents, that means you must come down off the fence on one side or the other.

Compare and contrast (Using block or point-by-point format) two candidates for the next presidential election (limit the number of issues examined to three or four). We'll discuss the C/C format in class. Look at their stands on important issues. On what points do they agree? What conflicts do they have? Look at newspaper and magazine sources. Limit your use of the Internet to valid sources (we'll discuss). You'll be required to cite four sources done in strictly MLA format. Don't lose points for silly errors on your Works Cited page. Be very careful of giving credit where credit is due, and, for heaven's sake, be loyal to your source by getting direct quotes correct and word for word. You will also want to avoid plagiarism at all cost.

This is also an analysis of the candidates and their stands on issues. Speak to your audience not only about what the issues are, where the candidates stand, but also research why they have taken that stand. Have they changed their minds midstream? Why did they change? Is this typical of this candidate? Is the change justified, given the circumstances? In other words, is it a legitimate change of heart based on the facts? Or are they simply changing stances to suit the unpersuaded, or to manipulate those in the middle, who aren't sure who to believe. The conclusion should strongly state why your candidate is the best just as in the thesis statement.

You are writing for an audience of high school graduates without college, probably first-time voters, so consider closely the need for more explanation, word choice, and sentence and paragraph length. Remembering your own experience as a senior in high school may help. What would have made sense to you in high school? However, because you are writing for high school graduates, shorter sentences, paragraphs and simple words (leave the thesaurus in your desk, use it as a doorstop, or throw it out the window at the clown playing his or her stereo too loudly) are probably best.

The paper will be no more or less than six pages, including the Works Cited page, 12 point typeface—Arial or Times New Roman—have one-inch margins all round, .5 inch indentations of paragraphs, and the front page will be set up in MLA format. Subsequent pages must have your last name and page numbers. You'll lose one point for each error, so format carefully. I will grade you based on the English Department's rubric, which I will provide for you a copy. Do NOT use a cover pager. **Remember ALL papers must be submitted via email. I won't accept paper submissions.**

All rules of good writing—if there really are such things—which we will explore throughout the semester, will apply and count heavily toward your grade. I will grade papers not so much on individual mistakes in punctuation and grammar *fo pauxs* but, rather, on trends. However, grammar, punctuation and other mechanics will count toward your grade. So if you have comma issues, and who doesn't, then you will need to closely study comma usage. But I will determine the bulk of your grade from logical organization, clarity of thought, logical thinking, structure and creativity. I WILL NOT PENALIZE YOU FOR YOUR VIEWS OR BECAUSE YOU CHOOSE A CANDIDATE I DON'T LIKE OR ISSUES I AGREE OR DISAGREE WITH. Feel free to insert graphs and even relevant photos. Just make sure to use MLA format for graphics of any sort. I will tell you a secret: I like the use of graphic elements; however, they are NOT included in the page count. See me if you need further explanation on their placement.

We will discuss this paper, which is the crux of the course, along the way, but this detailed prompt guide you through the dark but not completely. Those turned in three weeks before the last class day will have a chance to revise. Those who procrastinate, like me, will not. They will turn them in on the Tuesday (stamped midnight on my email; those stamped later will be deleted from my email) of the final week of classes.