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ENG 1001G-005: Composition and Language

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ENGLISH 1001G-005: COMPOSITION AND LANGUAGE

Spring 2010

T/TH 9:30-10:45

CH 3120 (LAB) and CH3130 (CLASSROOM)

INSTRUCTOR: LEANN ATHEY**OFFICE HOURS:**

T/TH 12:00-2:00 pm and by appointment

OFFICE PHONE: 581-6288**OFFICE: CH 3033****MAILBOX: CH 3155****E-MAIL ADDRESS: lathey@eiu.edu**

COURSE DESCRIPTION: 1001G is a course in reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

GUIDELINES: All students with an ACT English score of 15 or above (13 on the old ACT) are placed in English 1001G. Students with ACT scores below the cut-off—or with no ACT scores on file—are placed in English 1000, Fundamental English, before enrolling in English 1001G. If you are not sure of your status, consult with the Director of Composition.

OBJECTIVES: This course enables students:

- ◆ 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 formulating 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 should introduce students 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 their own and their peers' writing.
- ◆ To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

REQUIRED TEXTS AND MATERIALS: Must be obtained before next class session.

Allison and Gediman, *This I Believe*

Goshgarian, *The Contemporary Reader* 12th ed. (Readings from this text are available online with my comments/notes)

Graff and Birkenstein, *They Say/Say: The Moves that Matter in Academic Writing*

Fowler, *The Little, Brown Handbook* 11th ed.

Ramage et al., *The Allyn and Bacon Guide to Writing* 5th ed.

A standard college-level dictionary

3 Notebooks/Folders:

- ◆ class notes and ongoing papers/drafts/peer reviews, etc (SIMPLE NOTEBOOK WILL SUFFICE)
- ◆ writing portfolio (POCKET FOLDERS, ACORDIAN FOLDER--ANYTHING BUT A 3-RING BINDER)
- ◆ Removable drive to transfer documents between the ETIC and your personal computer

COURSE OVERVIEW: You will be required to write often both in and out of class, to read selections from the text, to participate actively in classroom discussion and peer group/review exercises, to complete all classroom exercises, and to complete all formal essay writings. You are also required to attend all conferences when scheduled. Keep track of **all** of your work—activity writings, pre-writings, essay drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! You will submit to me a midterm and final writing portfolio that should include the final copies of the writings as well as **all** accompanying materials.

SPECIFIC ACTIVITIES INCLUDE: See Course Outline and Assignment Sheets for more detailed information:

Quizzes: Pop quizzes may be given when necessary, and in no case can one be taken after it has been given to the class. Points missed on quizzes will deducted from your course point totals. Correct answers will not be added to the overall point scores. Thus, pop quizzes only HURT your grade.

Conferences: Throughout the semester, I will schedule conferences to discuss the progress of your work. Also note: there are no scheduled classes for a portion of this time. You **must** sign up and attend these conferences. Please bring with you the following in order to receive your points:

To earn the total possible conference points at each meeting, you MUST do the following:

1. Have produced complete drafts that exemplifies substantial revisions
2. Be able to discuss with me the revisions made thus far and any anticipated changes to drafts
3. Take notes on my comments as we discuss and later use these notes in your self assessment essay
4. Have prepared a list of questions and concerns about the drafts

****If you do NOT attend, you receive NO points, ONE absence, and NO feedback on your paper.**

****If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

Due to the large number of students/conferences that I have in a given week, conferences cannot be "made up"; likewise, conference points cannot be "made up". NO EXCEPTIONS. Therefore, it is important that you sign up for a time that best fits your schedule and make every possible effort to attend.

Peer reviews: For your revised essays, you will be doing two different types of peer activities: In class writing workshops and out of class peer editing. The first is an exercise that we will do together in groups. Directions will be given. The second is a detailed written critique that you will do for a peer. I will receive a photocopy of the edit (the second activity) that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a peer review is not submitted to me on time, the reviewer will suffer a reduction of points.**

Various exploratory writings, writer's statements/Q's, course readings and other assigned activities: What may seem to you like "busy work" is all part of the writing process. These activities will be done both in and out of class with the purposes of guiding you through the writing and revising processes and aiding you in becoming a better, more conscientious writer and editor. Keep **ALL** of these materials, for they will be evaluated as part of your writing portfolio. **If items collected are not submitted to me on time, the reviewer will suffer a reduction of points.**

Midterm and Final Writing Portfolio:

The Midterm Portfolio will include all polished essays written up to midterm. I will collect, review, and give feedback on your writing, but I WILL NOT GRADE these essays. You may continue to revise these after you receive the portfolio back. There are points awarded for the portfolio; however, the points are not awarded based on the quality of the writing, for more revisions will still be made. Points will be awarded:

- If all materials are included
- If revisions are substantial and not missing or carelessly attempted.
- If the portfolio is neat, organized, and thoughtfully compiled.
- If it was submitted during class on the due date.

The Final Portfolio will be a final representation of your writing for 1001 and should be compiled and presented as carefully as possible. It will include ALL essays written over the course of the semester. Essay #5 will coincide with the final portfolio, for it will document your growth as a writer and will accompany the portfolio itself. This essay will be written, in part, during class, with limited time to revise.

Additional guidelines for preparing the portfolios will be given later in the semester. If you keep your materials, label items, and remain organized, the portfolio will be compiling itself as you move through the course of the semester. **In the event that you do not hand in a portfolio by its due date, the portfolio grade will be lowered one full letter grade. I will not accept a portfolio if it is more than 3 calendar days late. In the event that a student does not hand BOTH of these portfolios, regardless of point totals, s/he will receive a NC for the course.**

LATE WORK AND REVISION: All assignments are to be submitted at the BEGINNING of the class period in which they are due. Please see the course outline and individual assignment sheets for said dates. In the event of an absence, it is expected that you will get your work to me ahead of time or send your assignments with a classmate for submission. **In the event that you do not hand in a portfolio by its due date, the portfolio grade will be lowered one full letter grade. I will not accept a portfolio if it is more than 3 calendar days late. In the event that a student does not hand BOTH of these portfolios, regardless of point totals, s/he will receive a NC for the course.** IF an absence is "excused", you may be permitted to make up assignments at the convenience and discretion of the instructor.

NOTE: Revision is on-going throughout the semester. Items submitted in the Midterm portfolio are expected to be further revised. Items in the Final Portfolio cannot be further revised after submission. In-class writings, too, may not be revised. Revisions will not be graded unless the original essay is submitted with it. If you choose to revise, **deep revision, not just surface editing, is expected.**

EVALUATION: Students will submit to me a MIDTERM and a FINAL writing portfolio. The portfolios will include ALL process materials including but not limited to: invention, self assessments, peer reviews, instructor comments, drafts, and final copies of each writing assignment. Therefore, it is important to keep EVERYTHING. DO NOT THROW ANYTHING AWAY! Further directions will be given for each submission. Constant revision throughout the course will strengthen your writing skills. The MIDTERM portfolio will be collected, and feedback will be given for further revision. The writing that is evidenced in the FINAL writing portfolio will be formally evaluated by me in order to determine whether your writing is ready for ENG 1002.

Failure to complete all 5 essays, the mid-term portfolio and/or the final portfolio will result in a grade of N/C for the course regardless of point totals! Note: There is no final examination in ENG 1001. If you are curious, nervous, frustrated, overwhelmed, confused, or just plain ticked, I'm the one to talk to FIRST! Come see me to discuss your work, your grade, or any issue with me anytime. A point breakdown is as follows:

Midterm Portfolio		100 points	13.33%	
Writer's Statement/Q's	3@ 15 points each	45 points	8%	648-720 = A
Conference points	2 @ 50 points each	100points	13.33 %	576-648 = B
Peer Review Sheets	3 @ 15 points each	45 points	8 %	504-576 = C
Final Writing Portfolio		400 points	53.3 %	504 and below = NC
Class Participation/Effort/Enthusiasm		30 points	4%	
COURSE POINT TOTAL:		720 points	100%	

<u>Overall Course Scale:</u>	<u>All writing will be assessed analytically according to the following 5 categories:</u>
100-90%=A	Focus
89-80%= B	Development
79-70%= C	Organization
69% and Below=N/C	Style, Grammar, Mechanics, Spelling and Documentation
	Process (evidence of invention, peer editing, revision) and Audience Consideration

By the end of the course, a student must be writing at a "C" level (or a 70%) and possess the skills competent enough to advance to Eng 1002. If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student's grade on in-class work alone.

ATTENDANCE AND LATE POLICY: Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, your grade will be affected.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. The end of the semester is NOT the time to bring in documentation. By that point, your absences have already been documented as "unexcused".**

Note: a document from Health Services merely showing that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- ◆ Letter from university activity director
- ◆ Doctor's note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- ◆ Court documents, police reports, etc. that coincide with class time.
- ◆ ER visit notification that coincides with class time
- ◆ Other documentation accepted at my discretion.

I will allow 2 "unexcused" absences. After 2, your overall grade will be reduced at the end of the course.

Example: If you have a B average at the end of the course and 3 unexcused absences, you then have dropped to a C for the course. If you have a B average at the end of the course and 4 unexcused absences, you then have dropped to an NC for the course.

Likewise, if you are more than 15 minutes late for class, you will receive an unexcused absence.

**** Please contact me as soon as possible in regards to ANY absences so that we may discuss its nature.**

ACADEMIC HONESTY AND PLAGIARISM: To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

Academic honesty:

- ◆ Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- ◆ Putting quotation marks around the words that were written or spoken by someone other than oneself.
- ◆ Applying this standard to all assignments (papers, take home exams, presentations, etc.).

Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- ◆ copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- ◆ taking someone else's writing, changing some of the words, and not identifying the source;
- ◆ taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- ◆ having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- ◆ purchasing or downloading papers or passages from the Web.

The English Department's statement concerning plagiarism is this: 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 immediate assignment of a grade of F for the assignment 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.

INFORMATION FOR STUDENTS WITH DISABILITIES: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

IMPORTANT FOR GRADUATION: EIU students MAY submit essays from ENG 1001, a "writing centered" course, for inclusion in a university-required electronic portfolio. See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

WRITING CENTER: The Writing Center offers help with writing and related skills. The experienced staff can help you brainstorm for ideas, develop support for your points, organize your thoughts and polish your writing. You may drop in any time the center is open. This service is free. It is located in CH 3110. Its hours are Mondays through Thursdays 9-3 and 6-9. Fridays 9-1. The phone number is 581-5929. WWW address: <http://www.eiu.edu/~writing/>

ADDITIONAL INFORMATION:

- ◆ Make sure that you save your work often (use RTF) and in more than one place to prevent loss of material.
- ◆ Save documents with last name, essay number, and draft number. Example: athey1:1 (last name, essay 1, draft one) -- athey1:2 (last name, essay 1, draft 2) -- athey 2:final (last name, essay 2, final draft) and so on.
- ◆ Whenever you email me, be sure that your subject line has your full name and section number.
- ◆ When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see the *Little, Brown Handbook* for proper page formatting).

ALSO NOTE: Anyone who is found tampering with a computer and its set up or who is found using the computer for anything that is not course-related is subject to course dismissal.

ALSO NOTE: Anyone who is found using any electronic device (cell phone, MP3, Texting device, etc.) during class time will be asked to leave and will receive one unexcused absence for that class period. The only exception is if EVERYONE'S phones vibrate as a result of a university emergency. Then, we'll read these together and respond accordingly (probably with shock and awe).

**LEANN
ATHEY**

**Tentative
Course
Schedule
1001**

**Spring
2010**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
L	Jan 11	12 IN CLASS: Course Overview, Syllabus and Outline. For 14 th : Get ALL course materials.	13	14 IN CLASS: Diagnostic Writing	15
C	18 M.L. King NO CLASSES	19 FOR CLASS: Have Read: <i>Contemporary Reader</i> Introduction p.1-41 TAKE NOTES!	20	21 FOR CLASS: Have Read: <i>Allyn and Bacon</i> Ch 1 p. 5-27 TAKE NOTES	22
L	25	26 IN CLASS: Write ESSAY #1 Essay (in-class NON revisable)	27	28 IN CLASS: Introduce Essay #2	29
C	Feb 1	2 IN CLASS: Essay #2 Continued	3	4 IN CLASS: Essay #2 Continued	5
L	8	9 FOR CLASS: #2 DRAFT DUE Bring your Writer's Statement with your draft. IN CLASS: Peer Groups.	10	11 FOR CLASS: Have Read: <i>They Say/I Say</i> Intro: p1-14 Submit Peer Review you did for a classmate. IN CLASS: Prewriting and Drafting for Essay #3	12 LINCOLN NO CLASSES
C	15	16 FOR CLASS: Have Read: <i>They Say/I Say</i> p.17-47 IN CLASS: Revise/Finish Essay #3 (in-class revisable writing) Homework: Type Draft #3	17	18 FOR CLASS: #3 DRAFT DUE Bring your Writer's Statement with your draft. IN CLASS: Peer Groups SIGN UP FOR CONFERENCES	19
L	22 CONFERENCES IN MY OFFICE	23 NO CLASS CONFERENCES IN MY OFFICE	24 CONFERENCES IN MY OFFICE	25 NO CLASS CONFERENCES IN MY OFFICE	26 CONFERENCES IN MY OFFICE
C	March 1	2 FOR CLASS: MID-TERM PORTFOLIOS DUE @ BEGINNING OF CLASS Submit Peer Review 3 that you did for a classmate. Begin Essay #4	3	4 FOR CLASS: Have Read: <i>Allyn and Bacon</i> Ch. 16 p 447- 484 IN CLASS: Discussion and Prewriting Essay #4	5

L	8	9 IN CLASS: Discussion and Prewriting Essay #4	10	11 IN CLASS: Discussion and Prewriting Essay #4 Homework: Research and Draft over break.	12
C	15 SPRING BREAK	16	17	18	19
L	22	23 IN CLASS: Essay 4	24	25 FOR CLASS: Continue work Essay 4. IN CLASS: Lecture Homework: Research and Do Appeals.	26
C	29	30 FOR CLASS: Have the appeals and research done. Draft as you can. IN CLASS: Lecture and Draft. Homework: DRAFT	31	April 1 IN CLASS: Lecture SIGN UP FOR CONFERENCES Homework: DRAFT and Do writer's Statement.	2
L	5	6 FOR CLASS: Draft #4 Due for Peer Group Bring your Writer's Statement with your draft. IN CLASS: Peer Groups	7	8 <u>NO CLASS</u> CONFERENCES IN MY OFFICE	9 CONFERENCES IN MY OFFICE
	12 CONFERENCES IN MY OFFICE	13 <u>NO CLASS</u> CONFERENCES IN MY OFFICE	14 CONFERENCES IN MY OFFICE	15 FOR CLASS: All Extra Credit DUE Have Read: <i>Allyn and Bacon</i> Ch 25 p 677-689 Submit Peer Review 4 that you did for a classmate. IN CLASS: Draft Essay #5: Self-Reflective Letter. (In class: Revisable)	16
C	19	20 Revise Essay #5	21	22 <u>LAST CLASS DAY</u> <u>in 1001</u> <u>PORTFOLIOS DUE</u> <u>beginning of class</u>	23

Final Conference Schedule:

1001- 05

Monday, May 3rd

10:15-11:15

NOTE: ASSIGNED READINGS WILL BE ADDED WEEKLY AND ITEMS ON