

Fall 8-15-2014

ENG 1001G-005-030: Composition and Language

Carol Dudley
Eastern Illinois University

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Recommended Citation

Dudley, Carol, "ENG 1001G-005-030: Composition and Language" (2014). *Fall 2014*. 9.
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*Bring this syllabus to class every day so that you may note any
announced changes!*

English 10010- Syllabus Fall / 2014

Carol Jean Dudley

Office Hours: M-W-F 10:00-10:50 or by appt.

E-mail: cjdudley@eiu.edu

Office: 3037 Coleman Hall

[www.ux1.eiu.edu/~](http://www.ux1.eiu.edu/~cjdudley)

cjdudley

Required Texts:

The Little, Brown Handbook, 11th ed., Fowler and Aaron

From Inquiry to Academic Writing, 2nd ed., Greene and Lindinsky

They Say/I Say, 6th ed., Graff and Birkenstein

Course Description: English 1001G is a writing centered course designed to improve skills in critical thinking and analytical expression. It requires reading and writing of expressive, expository, and persuasive essays. Attention is given to each effective expression, clear structure, adequate development, and source documentation. Prerequisite = English 1000 or proficiency in basic skills as determined by the English department. Students who have ACT scores in English of 14 or below, or who have no test scores on file with University, must pass English 1000 before enrolling in English 1001G. During the semester you will be expected to write and revise in and out of class, to complete assigned readings, to participate in class discussions and groups, and to complete all assignments correctly and on time.

The minimum writing requirement for the course is 5000 words and will include work done both in and out of class. Essays will be evaluated according to "Guidelines for Evaluating Writing Assignments in EIU's English Department".

Required Materials: Since all essays must be typed, students are required to have a flash drive on which to save and backup work. You will also need two highlighters and two folders--one in which to keep handouts, returned work, etc., and one in the class designated color (green) in which to keep Responses.

Grading policy: Focus will be on writing and revising. Essays will receive written and verbal evaluation for me at all stages of development. Each essay will receive CREDIT for the original version and a GRADE for the revision. *Note: As part of EIU's Core Curriculum, 1001G will be graded B, C, or NC (no credit). An NC is not figured into a student's GPA, but the student who earns a grade of NC must retake the course.*

Each revision must have an 8-10 sentence (minimum) cover letter reflecting:

- 1. the points you were advised to revise*
- 2. suggestions acted upon,*
- 3. reasons for all revisions,*
- 4. process used, and*
- 5. most difficult part of revision.*

I will keep records of your grades, attendance in class and workshops, and completed Response Sheets. Attached to this syllabus is a form for keeping track of student progress. As the instructor, I have the right to decide if a draft is complete and in compliance with the assignment.

Attendance: Regular attendance is essential. You will have two (2) personal days for the semester. If you miss a day, it is your responsibility to contact a classmate to find out what you missed and/or what changes might have been made in our schedule. A missed day does not give you permission to turn work in late. A scheduled University function--i.e. sports or academic club-sponsored event--is not counted as a personal day, but I must be notified about such situations one class day before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis, but you must notify me about the situation. **If you miss more than TWO (2) personal days, you will receive an NC for the course.**

NAME: _____ PHONE: _____ E-MAIL: _____

NAME: _____ PHONE: _____ E-MAIL: _____

!(your contacts prove to be unreliable, make new contacts!

Plagiarism: Note--The English Department's statement concerning plagiarism: Any teacher who discovers an act of plagiarism--"The appropriation or imitation of 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 course and to report the incident to the Judicial Affairs Office. Any time you use the exact words or paraphrase of another person's work, you must give credit to that person with in text citations that are noted on the Works Cited page that should accompany your essay. Anything listed on the Works Cited page must be used in the paper. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. If you are not sure whether a source needs to be cited in the text and on the Works Cited page, please consult with me.

Plagiarism in any form will absolutely not be tolerated!

Prerequisites: Any student in a section of 1001G who has not completed 1000 or achieved an ACT score of at least 14 is not eligible to enroll in 1001G may not reregister for 1001.

Electronic Writing Portfolio: Completion of the EWP is a University requirement for graduation. Students must take the initiative Instructions in this process are included in this handout. The deadline will be established for submission.

Writing Center: The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This service provides one-to-one conferences with writing Center consultants who can help you with brainstorming, organizing,

developing supports, 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 the value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

Computer and Cell Phone Policy: In class, you are expected to use the computers that have been provided **only** in a scholarly fashion. In other words, you will open only applications related to class discussions. You are absolutely not allowed to check e-mail, news, or box scores; surf the Web; use chat applications; play games; or otherwise distract yourself and/or others from the business of class. I will, at random times, tell everyone who is using a computer to turn the monitor around so that I may see what you are doing on it. If you have distracting applications and events open on your computer, you will receive one warning; if you persist after the warning, you will no longer be allowed to use a computer in class.

You are likewise expected to use cell phones in a responsible manner; turn them off when you come in to class. If you have an emergency for which you must be available, you should leave your phone out on your desk with the ringer ON. In the event that it rings, you may retrieve it and then leave the room to take the call. Under NO conditions are you allowed to text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories 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. (See attached)

Academic integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Students with disabilities – If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center – Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to Ninth Street Hall, Room 1302.

RECORDS

NAME _____

PAPERS:

PAPER #1 _____ Revision _____

PAPER #2 _____ Revision _____

PAPER #3 _____ Revision _____

RESPONSE SHEETS: _____

Research Project: #1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____ #7 _____

EXTRA CREDIT POINTS: _____

WRITING WORKSHOPS ATTENDED AND DATES:

WORKSHOP #1 _____ WORKSHOP #2 _____ WORKSHOP #3 _____

I, _____ (Print), have read and understand the syllabus.

Signed, _____

**Eastern
Illinois
University**

Electronic Writing Portfolio

what you need to know

What is the purpose of the Electronic Writing Portfolio?

Effective writing is a goal of Eastern's undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students' writing to ascertain that Eastern's students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students.

What does Eastern consider effective writing?

Competent writing at Eastern displays the following skills: establishing and maintaining focus and appropriate voice; organization that enhances presentation of material/ideas; development of ideas supported by details; use of effective sentence structure, syntax, and diction; and the use of correct mechanics.

What courses are eligible for paper submissions?

Any document that is written for a writing-centered or writing-intensive course may be submitted to the EWP. Courses are designated as writing-centered or writing-intensive by faculty in the department and are approved by the Council on Academic Affairs (CAA). A list of approved courses is available at www.eiu.edu/~assess; courses are also designated as writing-centered or writing-intensive in the University catalog.

Students are encouraged to talk to their advisors concerning courses they need to take that will also help them to fulfill this requirement. Students should discuss submitting particular documents with their faculty member.

When do I need to submit?

Students should make every effort to submit a document the semester a writing-intensive class is taken. Graduating seniors should submit their final document at least 3 weeks prior to the end of the semester in which they intend to graduate in order to allow certifying officers to approve completion of their requirements.

The first essay/document will come from a writing-centered course in the General Education curriculum, ENG 1001G, ENG 1002G, ENG 1091G, or ENG 1092G (generally completed before the student has earned 30 hours).

The second essay/document will come from a writing-centered or writing-intensive course at the 1000, 2000, or 3000 level (generally completed when the student has earned between 30 and 59 hours).

The third essay/document will come from an upper-division, writing-centered or writing-intensive course at the 3000 or 4000 level (generally completed when the student has earned between 60 and 89 hours).

The fourth essay/document will come from the Senior Seminar (generally completed after the student has earned 90 hours).

**Center for
Academic
Support &
Achievement**

Ninth St. Hall

Room 3001

**tel
217-581-8384**

**fax
217-581-7100**

**[www.eiu.edu/
~assess](http://www.eiu.edu/~assess)**



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

RECORDS

NAME _____

PAPERS:

PAPER #1 _____ Revision _____

PAPER #2 _____ Revision _____

PAPER #3 _____ Revision _____

RESPONSE SHEETS: _____

Research Project: #1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____ #7 _____

EXTRA CREDIT POINTS: _____

WRITING WORKSHOPS ATTENDED AND DATES:

WORKSHOP #1 _____ WORKSHOP #2 _____ WORKSHOP #3 _____

I, _____ (Print), have read and understand the syllabus.

Signed, _____

EIU PLANNING CALENDAR

English 1001 / Dudley

FALL 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
August 25 Intro-Thesis FIRST CLASS DAY	26	Thesis-Describe 27	28	Diag Essay due 29 Correction Symbols
September 1 LD/NO CLASSES	2	Cor Sym/Group They 3 Say/I Say-Part #1	4	Continue 5
8 D/L- DROP w/o Grade Group formation	9	Essay #1-Inform Th 10 IN-Class Work	11	12
15	16	Essay#1/peer eval 17 Cover Letter	18	Essay#1/Inform due 19
D/L to Withdraw 22 from University and be charged only 50% (plus insurance)	23	They Say/I Say 24 Part #2	25	26
29	30	October 1	2	3
6	7	They Say/I Say 8 Part #3	9	Essay#2/Cp-Cst due 10
Library/Research 13 # ONE	14	15 Little, Brown Handbook MLA MID-TERM	16	17 FALL BREAK NO CLASSES
R#Two 20	21	22	23	24
27	28	29 R#Three, Four, Five	30	31
November 3 Essay#3/Argue due	4	5	6	7 D/L for W for Course Withdrawal
R# Six 10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
←----- THANKSGIVING RECESS -----→				
December 1	2	3	4	5
Research Paper due 8 # Seven	9	10	11	12 LAST CLASS DAY
15	16	17	18	19
←----- FINAL EXAMINATIONS -----→				

Semester closes/Grades due 4:00 pm – **December 22**

D/L – Deadline

