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ENG 1001G-006: Composition and Language

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English 1001: A course description and syllabus

Instructor: Keith Spear, MA
Office: Coleman Hall 3840
Phone: 581-6301 or 345-6819 (home)
e mail: kdspear@eiu.edu
Office Hours: 10:00-11:00, 1:00-2:00, and 3:00-3:30 MWF and by appointment

Required purchases:

a binder to be used as a journal for this class only
two exam booklets (available at the Union Bookstore)

Writing as a Process:

Writing is a teachable skill, like carpentry or painting or playing the guitar. The big difference is that you can have a wonderful life without ever becoming a carpenter or painter or musician, but effective writing is an indispensable skill that will help you along in whatever role you create for yourself. Rumor has it that good writing is the product of inspiration, but this is for the most part a fallacy. Good writing is not really even a product at all; it is a process. And, as Linda Flower says in *Problem Solving Strategies for Writing*, "If a writer's method relies on waiting for inspiration, she may have a long and uninterrupted wait."

The process theory of writing also does away with the old notion that "first you think it up, then you write it down." What happens more often than not is that you write your way toward what you believe: you discover new ideas *as* you write. Writing becomes a thinking process that improves with practice. That is why we will be keeping journals. The journal writing technique is a way of practicing the necessary skills in a way that adds up to many pages without demanding eight or ten page papers from you. It also gives you a no-pressure environment in which to warm up your skills.

Grades:

Your grade will be determined by averaging the scores from seven writing assignments plus an assessment of your attendance and participation. The journal is one of the writing assignments, and there will also be a narrative essay, an expository essay, two in-class essays, and a research paper which counts double.

This may be one of the most memorable classes you take at the university, and it will certainly be one of the most important, because you will find your college career—regardless of major—teeming with writing-centered and writing-intensive classes. I am available by appointment at your convenience if I can help, and I have included my home phone number. Also, there is an excellent—and free!—service available to you at the Writing Center, Coleman Hall 3110. You will walk out the door with a better paper every single time.

Grades (continued):

Except in the case of excused and documented absences, if an assignment is late, it will be docked one letter grade for each day it is late. Papers that have still not been submitted one week after the due date will be regarded as “missing” and will receive a minus two on a four point scale (see below). They may not be made up.

Your grade will be determined by your performance on the following tasks:

12.5%	Narrative Essay
12.5%	Expository Essay
12.5%	In-class Essay @ Mid Term
12.5%	Journal
25 %	Research Essay on Dreams
12.5%	Attendance and Participation
12.5%	In-class Essay @ End of Term

I will use the following values in averaging your grades:

A+ = 4.2	B+ = 3.2	C+ = 2.2	D+ = 1.2	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	Missing = -2.0
A- = 3.8	B- = 2.8	C- = 1.8	D- = 0.8	

After averaging, I will use the following cut-off points to determine final grades:

A = 4.2 to 3.8	B = 3.7 to 2.8	C = 2.7 to 1.8
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NC = 1.7 and below

This is an A, B, C, or No-Credit class, so you can't receive a D or F, but if you are assessed NC, you will need to register for the class again. Invest your time and talents in this class now, and you will never regret it.

Journals:

Requiring you to keep a journal is a blessing in disguise. It is a place for you to help satisfy departmental requirements for the quantity of writing you produce, free from some of the limitations associated with producing a “polished rhetorical artifact”☺—an essay. Journal entries can record your impressions of the works you read and serve as practice fields for the essays you subsequently generate. Each assigned entry should consist of at least two hundred and fifty words. Your journal entries will be respected as highly confidential, and you are invited to leave your journal with me anytime you have an entry you'd like me to read.

Information for Students with Disabilities:

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of Disability Services (581-6583) as soon as possible.

Plagiarism Policy:

I am required to say this about the English Department's policy 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 assignment of a grade of F for the assigned essay, and a grade of N/C for the course, and to report the incident to the Judicial Affairs office.

Pretty strong language for a pretty serious offense; it occurs, and has resulted in some cases in expulsion from the university. We’re learning a survival skill here, and a cheater is only cheating himself.

Electronic Writing Portfolio:

The university requires you to submit one sample of your writing each year for four years; usually it is an essay they are looking for. These essays are to be submitted online in an electronic form. The office on Ninth St. (the same building as Academic Advising) keeps copies of your essays in their data base to form a portfolio of your work.

The first submission usually comes from English 1001 G or English 1002 G, so please let me help you satisfy this requirement by calling to my attention to any questions you might have about the process.

Syllabus for English 1001 G, Spring Semester, 2010

- Jan. 11 Introduction to the class. Invention strategies. Listing.
- Jan. 13 Diagnostic Essay.
- Jan. 15 MLA Format. Looping. The Narrative Essay Assignment.
- Jan. 18 Dr. M. L. King's Birthday Observed—no class.
- Jan. 20 Clustering. Up Drafts and Down Drafts. A One Inch Frame.
- Jan. 22 In-class reading of Maya Angelou's "Uncle Willie." Discussion of Dominant Image in Narratives. Formation of Writing Groups.
- Jan. 25 Tools of the Trade: The Art of Creative Revision
- Jan. 27 * Please turn in a 3-5 page typed draft of your Narrative Essay.
- Jan. 29 Assessments and Evaluations.
- Feb. 1 Mandatory conferences this week—no class.
- Feb. 3 Mandatory conferences this week—no class.
- Feb. 5 Mandatory conferences this week—no class.
- Feb. 8 * Turn in your 3-5 page revised Narrative Essay.
Introduction to the Expository Essay on Selected Music.
Strategies of Invention applied to the Music Paper.
- Feb. 10 Memo to Identify the Focus of your Expository Essay.
- Feb. 12 Lincoln's Birthday Observed—no class

- Feb. 15 The A B C's of Focus Applied to Expository Writing.
- Feb. 17 Using Direct References to Illustrate and Support.
- Feb. 19 MLA Documentation and the Skillful Incorporation of Quotes.
- Feb. 22 * Turn in Expository Essay. Peer Review.
- Feb. 24 Editing in Reverse: Sentence Level Revisions.
- Feb. 26 Field Trip.
- Mar. 1 Mid-term Essay—to be written during class.
- Mar. 3 Mid-term Essay—to be completed during class.
- Mar. 5 Mid-term Essay—to be completed during class.
- Mar. 8 Introduction to the Research Assignment on Dreams.
- Mar. 10 Three Distinct Directions available to Dream Researchers.
Group work to narrow focus for the Dream Paper.
- Mar. 12 The A B C's of Focus, tailored to a new purpose.
In-class Workshop: Dreams and Directions. Group Work.
- Mar. 15—19 Spring Break—no class.
- Mar. 22 Using Direct References to Illustrate and Support.
- Mar. 24 MLA Documentation and the Skillful Incorporation of Quotes.
Please read pages 230-36 in *The Blair Handbook* and bring it to class.
- Mar. 26 Collaboration during in-class workshop.
Incorporating Process and Discovery as Structural Elements.

- Mar. 29 Writing as a Recursive Process.
Editing in Reverse: Recognizing Patterns of Errors.
- Mar. 31 * Turn in a 5-7 page draft of your Research Assignment.
- Apr. 2 Peer Review.
- Apr. 5 Mandatory conferences this week—no class.
- Apr. 7 Mandatory conferences this week—no class.
- Apr. 9 Mandatory conferences this week—no class.
- Apr. 12 * Turn in your revised Research Assignment on Dreams.
MLA Documentation. Building the Works Cited page.
Please read 755-67 and 775-77 in *Blair* and bring it to class.
- Apr. 14 * Turn in revised Works Cited page.
- Apr. 16 Field Trip.
- Apr. 19 Debating Culture: Writing to Advocate and Persuade.
- Apr. 21 Evaluating Credibility and Agenda in Contemporary Film
- Apr. 23 Class Discussion: Assuming Responsibility and Authority.
- Apr. 26 Final Essay—to be written entirely in class on consecutive sessions.
Please bring an exam booklet or two to class.
- Apr. 28 Final Essay continued.
- Apr. 30 * Revise and complete Final Essay. Last day of class.
- May 3—7 Finals Week—no final in this class. Good luck on your other finals.

ENGLISH 1001G-006: COMPOSITION AND LANGUAGE

Spring 2010
MWF 11:00 am
CH 2120

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.

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: You will have two conferences with me prior to submitting papers. 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, is important that you sign up for a time that best fits your schedule and make every possible effort to attend.

Peer reviews: You will be completing 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.**

Writer's Question: This is a handout for your solution paper. It will be completed for the peer workshop and will be collected. More instruction will be given on this at that time. **If a Writer's Question is not submitted to me on time, the reviewer will suffer a reduction of points.**

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 an essay by its due date, the essay's grade will be lowered one full letter grade. I will not accept an essay if it is more than 3 calendar days late. In the event that a student does not hand ALL essays, 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 writing process and is expected for each essay assignment. A final essay will not be graded unless the original essay is submitted with it. Deep revision, not just surface editing, is expected.

EVALUATION: Failure to complete all 4 essays 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:

Essay 1: Narrative	100 points	17%	
Essay 2: Exposition	100 points	17%	
Essay 3: Persuasive	150 points	25%	540 – 600 = A
Essay 4: Analysis/Reflective	100 points	17%	480 – 539 = B
Writer's Statement	25 points	04%	420 – 479 = C
Conference 2 @ 25 points	50 points	08%	419 ↓ = NC
Peer Reviews 2 @ 25 points	50 points	08%	
Class Participation/Effort/Attendance	25 points	04%	
TOTALS	600 points	100%	

Overall Course Scale:

100-90%=A

89-80%= B

79-70%= C

69% and Below=N/C

All writing will be assessed analytically according to the following 5 categories:

Focus

Development

Organization

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/>

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
1001-06**

Spring 2010

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 IN CLASS: Share Songs Looping (#1)	16	17 NO CLASS	18	19 FOR CLASS: Draft Intro and Thesis using ABC's of Focus IN CLASS: Share Intro's and Theses
22 FOR CLASS: Draft Document Due IN CLASS: Peer Group	23	24 NO CLASS CONFERENCES IN MY OFFICE	25	26 NO CLASS CONFERENCES IN MY OFFICE
March 1 NO CLASS CONFERENCES IN MY OFFICE	2	3 IN CLASS: MUSIC PAPERS DUE! FOR CLASS: Submit Peer Review that you did for a classmate.	4	5 IN CLASS: Begin Solution paper
8 IN CLASS: Discussion and Prewriting Solution Paper	9	10 IN CLASS: Discussion and Prewriting Essay Solution Paper	11	12 IN CLASS: Research Homework: Continue to Research and Draft over break.
15 _____	16	17 SPRING BREAK	18	19 _____→
22 FOR CLASS: Continue work Solution Paper IN CLASS: Lecture	23	24 FOR CLASS: Continue work Solution Paper IN CLASS: Lecture	25	26 FOR CLASS: Continue work Solution Paper IN CLASS: Lecture Homework: Research and Do Appeals.

29 FOR CLASS: Have the appeals and research done. Draft as you can. IN CLASS: Lecture and Draft. Homework: DRAFT	30	31 IN CLASS: Lecture SIGN UP FOR CONFERENCES Homework: DRAFT and Do Writer's Statement	April 1	2 IN CLASS: Draft as needed
5 FOR CLASS: Solution Paper Draft Due for Peer Group Bring your Writer's Statement with your draft. IN CLASS: Peer Groups	6	7 NO CLASS CONFERENCES IN MY OFFICE	8	9 NO CLASS CONFERENCES IN MY OFFICE
12 NO CLASS CONFERENCES IN MY OFFICE	13	14 FOR CLASS: All Extra Credit DUE Submit Peer Review that you did for a classmate. INCLASS: REVISE/ FINALIZE	15	16 Solution Paper DUE!
19 TBA	20	21 TBA	22	23 TBA
26 Reflective Essay in Class	27	28 <u>Finalize Reflective Essay in class and submit</u> <u>LAST CLASS DAY in 1001</u>	29	30

NOTE: ASSIGNED READINGS WILL BE ADDED WEEKLY AND ITEMS ON THIS OUTLINE ARE SUBJECT TO CHANGE! !