Spring 1-15-2001

ENG 1001-009: Composition and Language

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Syllabus for 1001-009, Tim Engles

English 1001-009, Eastern Illinois University

Composition and Language
MWF; 1400-1450; CH302/303.

Tim Engles
581.6316
Office Hours: MWF, 3:00-4:15

ENGLISH 1001: DAILY SCHEDULE (so far . . .)

Note: This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day.

Computer Lab Week (302)
M JAN 8 Introduction to the course
W JAN 10 Discuss other students' web sites
F JAN 12 Further discussion of web sites Due: Bring to class a rough description or plan for your own homepage. The format of this description or plan is up to you, but it must be on paper, and you must be able to briefly explain to the class what will make your web site unusual, interesting, or intriguing.

Lecture Room Week (303)
M JAN 15 KING'S BIRTHDAY--NO CLASSES
W JAN 17 Discussion of homepage content and organization; introduction to online tutorials
F JAN 19 Read by class time: BLAIR, Chapter 10, "Explaining"

Computer Lab Week (302)
M JAN 22 Homepage workshop
W JAN 24 Peer review workshop: draft of homepage due for peer critique; you MUST have a completed draft of your page online by the beginning of class for others in your group to critique--penalty if you don't: minus ten percent of your homepage's final grade
F JAN 26 Final home page due; 800 words (in class: look at AND READ the homepages of ten other students in class, then vote for the best one, and a runner up, in a workshop message to the rest of the class)
Lecture Room Week (302)

M JAN 29 Grammar Workshop—The Twenty Most Common Student Errors

W JAN 31 Grammar Workshop—The Twenty Most Common Student Errors II

More details will follow; future significant dates:

M FEB 12 Final Marketing Research Project due (700-1000 words)

F FEB 16 LINCOLN'S BIRTHDAY—NO CLASSES

W FEB 28 Proposal for Expository Background Research Essay due (300-400 words)

T MCH 1—Semester midpoint

F MCH 9 Expository Background Research Essay due (700-1000 words)

M MCH 12—F MCH 16 SPRING BREAK—NO CLASSES

M MCH 19 Expository Background Research Essay handed back; introduction to Focused Research Project

W MCH 21—M MCH 26 NO CLASS; individual scheduled conferences
Expository Background Research Essay, and on Focused Research Project ideas

W APR 18 Revision of Expository Background Research Essay due at the beginning of class

F APR 27 Last day of classes; Focused Research Project due; tearful, heartfelt farewells

Books & Materials

The Blair Handbook (second edition)

Webster's Dictionary, New World Edition (third edition)

St. Martin's Guide to Writing (fifth edition)

5 new 3 1/2" computer disks, formatted, for IBM-compatible PC's.

Policies

Attendance and Participation

Attendance is required. I will reduce your course grade if attendance becomes a problem, on the following scale: four unexcused absences—
one letter grade; five unexcused absences—two letter grades; more than six unexcused absences—no credit. Participation affects several of your assignment grades; please see "Assignments" for details. Regarding tardiness: this is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. If you will not be able to arrive for this class on time because of other commitments, drop it and take another section.
Late Work

I will accept late work, with a fifteen percent reduction in the final grade per late day, unless we have made a previous arrangement.

Plagiarism

I won't tolerate plagiarism. I expect you to act with integrity in and out of class, and so does Eastern Illinois University. It is your responsibility to understand fully what plagiarism is and how to avoid it; note carefully the English Department's official policy statement on plagiarism (of course, the part regarding an "F" does not apply to this course):

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 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.

Pornographic Images

Any idiot who pops up dirty pictures on the screen in our classroom gets an F for the course. Not fair? Too strict? Not within my prerogatives? I'll let you process the grade appeal. In the meantime, my tolerance for sexual harassment is zero.

Games, Surfing, Etc.

I will expect you to use class time for working on assignments or, if we're discussing something, for paying attention and taking notes. If you're not able to handle this, I will ask you to leave. If the problem persists, I'll reduce your grade.

Papers in HTML

All written assignments must be produced in Hypertext Mark-Up Language (HTML), as Web pages. Don't worry; it's easy—easier than learning to use, say, Microsoft Word or WordPerfect, one of which you probably already know how to use. Now that you're totally freaked, let me add this little morsel: I will not teach you, in class, how to make Web pages. However, I have prepared extensive online resources to help you learn on your own. You'll be surprised at how easy it is. One more thing, an important one: printing will not be allowed in class without my permission.

This is a writing course, not a Web page design course. Your grade will not suffer if you never figure out how to make a Web page or do any of the other computer stuff we learn. I will, however, not accept your work in printed format until I am satisfied that you have given making Web pages and so on the old college try, seeking help from others and from me.

E-Mail

You MAY NOT launch any e-mail program or e-mail Web site (like Hotmail) in class; use your GA e-mail system for class work.

Public Writing
Almost all of the writing you do for this course will be public. It will be published where I, your classmates, your parents, your ex-boyfriend, and anyone using the Internet can read it. My experience teaching writing leads me to believe that having such a public audience substantially helps learning writers. If you think having a real-world audience for your writing may be a problem for you, please contact me VERY, VERY EARLY IN THE SEMESTER so that one of the following can happen: 1) We talk and I convince you to go through with it; 2) We work out arrangements by which you can avoid having a public audience for your writing; or 3) I help you navigate our department's processes so that you can switch to another section.

Computer Access

Computer access is, of course, a huge social justice issue (who has access to computers in the new digital age? who doesn't, and how fair is that? and so on). But computer access isn't an issue for you in terms of getting your work done for this course. If you think it is, please see me very early in the semester and I will convince you that it isn't—or, perhaps, you will convince me that it is. (which has happened once in the past five years).

Students with Disabilities

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

Grading

Your grade for the course will be based on the 100 points below. 90 to 100 points will receive an A, 80 to 89 will receive a B, 70 to 79 will receive a C, and 0 to 69 will receive an NC (No Credit).

Homepage: 10 points (due 1/26)
"Marketing Research on My Classmates' Consumer Habits" Report: 10 points (due 2/12)
Background Research Report for College Portfolio Essay: 20 points (due 4/18)
College Portfolio Essay
Class Project (Research): 10 points (due 11/17)
Class Project (Writing): 20 points (due 12/1)
College Portfolio Essay Revision: 5 points (due 4/27)
BS Basket: 25 points (due throughout semester, ending 12/8)

Please follow the links under "assignments" for detailed information about each graded item.

Grading of Written Material

I will follow the grading standards suggested by Eastern's English Department, which I will provide you with. You will notice that the various categories are pretty explicitly detailed, but that the way a teacher weighs each category is left up for grabs. Here is how I will approach weighing the categories:

I will ignore the "Process" category for your Homepage and your Annotated Links / CIA Conspiracy Memo assignments.

I will ignore the "Focus/Meeting the Assignment" grade for all written assignments. Meeting the assignment, it seems to me, is not something to
grade; either 1) you did the assignment, 2) you didn't, or 3) you didn't understand the assignment (or I didn't communicate clearly) and did something else. The only one of these that's worth discussing is #3; in this case we will need to talk, and you will need to create something that becomes a #1. As far as "Focus" is concerned, it is clearly very important to your writing--but belongs under "Organization" and "Development." Your paper's ability to focus (rather than ramble aimlessly, for example) will be graded under the other categories.

I will weigh "Organization," "Style / Awareness of Audience," and "Development" more heavily than "Mechanics." This is not to say I will not weigh mechanics at all (see the next paragraph!). This also doesn't mean you won't have to work on mechanics this semester (see "BS Basket," above).

A "C," "D," or "F" in any of the individual categories will conquer the grade for the entire paper; for example, if you have a "C" for mechanics, your paper will get a "C," no matter how good its organization, development, and so on.

General Information

Catalog Description

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. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.