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ENG 1001G-011: Composition and Language

Bill Feltt

Eastern Illinois University

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Spring 2007 ENG 1001G: Composition I (3 credit hours)
Tuesday & Thursday –
Sect. 11 6:30-7:45 p.m., CH3140

Instructor: Bill Feltt
E-mail: wefeltt@eiu.edu
Office: CH3734; 581-7011

Office Hours: TBA and by appointment.

Course Description

- Got the first-semester-home-sick blues? Worried sick about what's expected of you in this (and other) classes? Well, you should be. Just kidding ... to a point. Expect to feel overwhelmed at first, in this and other classes; you'd be abnormal if you didn't at least feel a little queasy at first. For those of you who, for the first time, will be spending an extended time away from home, expect to feel isolated and lonely. I encourage you to make friends, seek out my (and your other instructors') counsel, and utilize all the University's resources.
- Together, we will work through your first exposure to college level composition. I will necessarily emphasize but not limit you to expository (explanatory) and persuasive papers. But we will also direct our attention on how personal "creativity" can help us to write sparkling and persuasive prose; how to discover the "truth" within ourselves, how it transacts with the outside world; and how to articulate the synthesis of the two using different rhetorical strategies on paper. We'll do all this while keeping in mind specific purposes and audiences.
- Whenever possible, you will use technology to facilitate the process of writing. Through use of ETIC (English Technology-Integrated Classroom), you will see how technology can support (and not support) your writing. We will also use the Internet, Booth Library (electronic and shelf) and other online sources for research.
- You will learn that writing to the final product does not mean that you get one shot. On the contrary, you will see through the development of your research/argumentative paper over the semester that writing occurs as a process, not a one-shot deal.

Course Objectives:

- To write purposeful, spectacular paragraphs and stunning sentences that are direct, economic, free of ambiguity, and structurally appropriate for the ideas expressed.
- To write standard written English that exemplifies principles of preciseness and of suitability to 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.

Required Textbook and Materials:

- Rosenwasser, David & Jill Stephen. *Writing Analytically (WA)*
- Harnack, Andrew & Eugene Kleppinger. *online! A Reference Guide to Using Internet Sources*. Boston: Bedford/St. Martin's, 2001. (online)
- Silverman & Dean Rader. *The World is a Text (TWT)*
- Fulwiler, Hayakawa. *The Blair Handbook (TBH)*

Other items:

- Paper for in-class writing assignments
- Two pocket folders for use as portfolios

Course Requirements:

- In-class writing
- Reading textbook assignments and participating in class discussion
- Three essays, selected and revised, out of four (research/argumentative paper must be one of the four and will be the focus of this course from the beginning), compare/contrast, descriptive, narrative. Essays will be of varying length and complexity. All four must be written. 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. I will assign a date for submission.**
- Portfolios (not to be confused with the University required Electronic Writing Portfolio) must contain your research paper and other two essays and drafts.
- 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 (guidelines will be given beforehand).
- Attend one-on-one conferences with me, as needed.

Grading:

- Essays will be scored a maximum of 100 points each except the research paper, which will be your final paper and will be worth 150 points. Your grades will be based on three of four essays, in-class writing and other assignments. You should keep two folders: one will contain all your research information—drafts of the research paper, copies of research with passages you drew from highlighted in yellow, and the final paper itself. The other folder will contain the other two (out of three) essays, one of which you will revise in consultation with me. You **MUST** include in the second folder paper one and all drafts for the revised essay and the final drafts of both essays, the revised essay and one other essay. For example, you choose to revise the narrative essay and submit the descriptive. All essay drafts must be turned in to make a completed essay. These scores will be combined with all other assignments to make up your final score.
- Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought and structure. Emphasis will also be placed on grammar and spelling. Research sources and correct MLA format will play an important role as well.

Instructor's policies:

- Attendance:** You can miss three days without significant penalty, although you won't be able to make up in-class assignments. 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, or I will accept proof that you will or have attended a university-sanctioned event.
- Tardiness:** Please don't interrupt class with excessive tardiness. My tardiness: If the occasion arises that I am late for class, please 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 intentionally or unintentionally do 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 Scale:

I’ll calculate your final grade according to the following scale:

A=600-540 pts. B=539-480 pts. C=479-420 pts. NC=419 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).**

Point values per assignments:

Three (of four) selected essays (including all drafts) = 450 pts. (100 pts. each, except the research/argumentative paper, which equals 150 points)

Library Research project = 50 pts.

In-class writing = 100 pts.

Total = 600 points

To learn to write, you must write and read. Those two elements are the best teachers.

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.

Schedule of assignments:

Rather than giving you the entire semester schedule up front in detail, I will approach the business of writing incrementally week to week. That is, I will make assignments depending on need. For example, should I discover from reading your writing that you would benefit from looking closely at the comma and its usage, I will assign the section from *The Blair Handbook* on commas. As the semester unfolds, I will make assignments from the various texts available to us that will help you meet course objectives, which will

help you become better writers, the bottom line, after all.

Each week, I will schedule assignments for the next week based on the order of the following rhetorical modes:

- ⇒ Description
- ⇒ Persuasion (and Research) (Early drafts due beginning in October, so I will have you decide on a topic within the first few weeks of the course.)
- ⇒ Narration
- ⇒ Compare and Contrast
- ⇒ Persuasion and (Research) (The *final* research/persuasion paper will be due near the end of the semester.)