

Fall 8-15-2005

ENG 1001G-007-040: Composition and Language

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1001G-007
-040

Composition and Language Fall 2005

English 1001G

MWF 9:00 - 9:50 am

Email: cfbkj@eiu.edu

Section: 007

Office: Coleman Hall 3762

Instructor: Bridget Johnson

Office Hours: MWF: 10:00 - 12:00 pm

Office Phone: 581-6319

Course Description

Welcome to English 1001G, the ETIC (English Technology-Integrated Classroom). This is a writing centered course designed for the purpose of helping you become a more effective writer, as well as reader and thinker. Fortunately, we will have the opportunity to spend half of our time in the computer lab and half in a regular setting classroom. Please note which classroom we will be in from week to week in the course outline below.

In this composition class, you will be asked to write a number of informal and formal essays, respond to peer writing, and participate in class presentations and discussions. This class, in particular, will focus on increasing your understanding of the role writing has and will play in your life. In other words, you will examine what it means to read, respond, and think critically on subjects relating to the writing task. When approaching these issues, we will write from our personal experiences as well as conduct research on the beliefs held by others. The following is a list of goals/objectives we will work towards throughout the course of the semester.

Course Objectives:

- *Writing* - to go beyond creating the five paragraph essay and yet still write essays in a clear, logical and organized manner, applying all parts of the writing process, including pre-writing, researching, writing, and revising.
- *Responding* - to be able to respond constructively to your peers' writing, to course assignments, and especially to your own strengths and weaknesses.
- *Critical thinking* - to be able to listen to the opinions and beliefs of others who may hold cultural, ethical and social values much different than your own - and in listening, be able to explore your own thoughts on these particular issues.

Texts and Materials

Fulwiler, Toby and Alan Hayakawa. *The College Writer's Reference*

Harneck, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources*

Kennedy, X.L., Dorothy Kennedy and Jane Aaron. *The Bedford Reader*

McMahan, Elizabeth and Robert Funk. *Here's How to Write Well*

Grading

Your grade in this course will be based not only on the quantity but also quality of work you do. First, you will be required to write a number of formal essays, including: one narrative essay, interview/analysis, persuasive paper, and a research paper (all at varying lengths). For your final essay, you will have to informally present your side of the argument in front of the class. We will discuss this in more detail in class. In addition, you will need to complete two peer reviews per essay; I will give you specific details on their format during the first few weeks of class. You will also be required to respond critically by writing short responses to reading assignments as well as issues relevant to today. At the end of the semester, you will be asked to reflect on yourself as a writer in your Writer’s Autobiography. So pay attention to what works for you as a writer as we work through the writing process. Finally, you will be asked to write additional in-and-out of class responses and to participate regularly. *There will be no final exam in this course.* All assignments must be turned in for you to pass the course. Refer to the following handout, “Guidelines for Evaluating Writing Assignments in EIU’s English Department” to determine how grading will be evaluated in this class. You must earn a “C” or better in order to pass this course. Anything lower than a “C” will earn you a “NC” (No Credit) and you will have to take this course again.

Revisions

As you will learn quite early on in the semester, writing is a process. Part of that process deals with revising. Therefore, you may revise any paper as long as it is handed in within one week after it has been graded. I will then take the average between your first and second paper. If you have any questions regarding verbal or written comments on any of your drafts, please make an appointment to see me.

Grading Scale:

The following is a breakdown of points for this class.

Narrative.....	50 points
Interview/Analysis.....	100 points
Persuasive.....	100 points
Research Assignment.....	200 points
Reading Responses.....	70 points
Writer’s Autobiography	25 points
Misc. (in-and-out of class writing, attendance/class participation.....	30 points

Total	575 points
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The Grading Scale:

515 - 575 Points	A
458 – 514 Points.....	B
400 – 457 Points.....	C
399 or below.....	N/C

Attendance: Your participation and attendance is critical and needed in order to do well in this course. However, you are allowed to have three unexcused absences without them affecting your final grade. For each missed unexcused absence after that, your grade will drop one letter grade. Unless you have an excused absence, I will not accept late work in this class. You will automatically receive no credit for the assignment due on that particular day. As a result, please try to make an effort to attend every scheduled class date. If you have an excused absence (e.g. illness) you will need to meet with me as soon as you return to class, so you can make up the work. It is your responsibility to come see me about a missed or late assignment.

Plagiarism

Please note the English Department's statement on 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 Department 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Students with Disabilities

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

Questions/Concerns

During the course of the semester, you may have questions/concerns regarding assignments or class discussions. If so, please do not hesitate to stop by my office to talk to me or email me your questions. Remember, we are all here to help each other become better at the skill and art of writing.

Course Syllabus

The syllabus below is tentative. We cannot always determine what technical issues will occur in the computer lab, or how far we will get in class discussion. So, while we will attempt to closely follow this schedule, at times, it may be subject to change.

Week 1 (3210)

M (8/22) Introduction to Course
 Diagnostic essay

W (8/24) Read Mayblum, "The Price We Pay" (handout); Answer Reading Response Questions

F (8/26) Read Dillard, "The Chase" (97 in *Bedford Reader*); Answer Reading Response Questions

Week 2 (3140)

M (8/29) Distribute Essay #1 The Narrative; Discussion on What Makes a Good Narrative.

W (8/31) Discussion on Pre-Writing Strategies

F (9/2) Read Two Student Essays; Answer Reading Response Questions

Week 3 (3210)

M (9/5) Labor Day -No Class

W (9/7) Peer Reviews

F (9/9) Individual Conferences

Week 4 (3140)

M (9/12) Individual Conferences

W (9/14) Individual Conferences

F (9/16) Distribute Essay #2 - The Interview/Analytical Essay - Discuss Field Research

Week 5 (3210)

M (9/19) Read Steele, "Our Barbies, Ourselves" (334 in *Bedford Reader*); Answer Reading Response Questions.
Discussion on Division / Analysis

W (9/21) Discussion on Introductions/Thesis Statements
Bring *Here's How to Write Well* to class

F (9/23) Read Kingston, "No Name Woman" (609 in *Bedford Reader*) Answer Reading Response Questions

Week 6 (3140)

M (9/26) Discussion on Conclusions
Bring *Here's How to Write Well* to class

W (9/28) Grammar Workshop

F (9/30) Peer Reviews

Week 7 (3210)

M (10/3) Individual Conferences

W (10/5) Individual Conferences

F (10/7) **Fall Break - No Class**

Week 8 (3140)

M (10/10) Read Vidal, "Drugs" (437 in *Bedford Reader*) Answer Reading Response Questions

W (10/12) Read Winn, "TV Addiction" (486 in *Bedford Reader*) Answer Reading Response Questions

F (10/14) Distribute Essay #3 - The Persuasive Essay - Begin to Discuss The Persuasive Format

Week 9 (3210)

M (10/17) Continued discussion on the Persuasive Essay - Discuss topic sentences/major points/supporting details

W (10/19) Writing Workshop

F (10/21) Grammar Workshop

Week 10 (3140)

M (10/24) Peer Reviews for Essay #3
Distribute Essay #4 - The Research Essay
Choose Partners and Topics

W (10/26) **Library Tour**

F (10/28) Essay #3 due
Bring a minimum of Two sources to class
Discussion on Quotations/Paraphrases and Summaries

Week 11 (3210)

- M (10/31) Bring sources and *The College Writer's Reference* to class
Discussion on MLA style documentation
- W (11/2) Developing Your Outline /Writing Workshop
- F (11/4) Bring sources and *The College Writer's Reference* to class
Discussion on The Works Cited Page
Be prepared to give presentation on Monday 11/7

Week 12 (3140)

- M (11/7) Group Presentations
- W (11/9) Group Presentations
- F (11/11) Group Presentations

Week 13 (3210)

- M (11/14) Individual Conferences
- W (11/16) Individual Conferences
- F (11/18) Individual Conferences

Week 14

11/21 - 11/25 - Thanksgiving Break - No Classes

Week 15 (3140)

- M (11/28) Looking at Student Sample Essay
- W (11/30) Peer Reviews for Essay #4
- F (12/2) Essay #4 due

Week 16 (3210)

- M (12/5) Writing Workshop on Writer's Autobiography
- W (12/7) Peer Reviews on Autobiography
- F (12/9) Writer's Autobiography due

Reminder: There is no final in this class!