

Spring 1-15-2009

ENG 1001G-008: Composition and Language

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Sp 2009 ENG 1001G: Composition and Language (3 credit hours) Coleman Hall
T-Th: Sec. 008, 12:30-1:45 p.m.-3120

Instructor: Bill Feltt

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Office: CH3734; 581-7011

Office hours: TTh 11 a.m.-12 p.m.; 2-3:30 p.m.; Th 4:45-6 p.m.

Office Hours posted on office door and by appointment.

Course Description (Subject to change)

Catalogue description of ENG 1001G - Composition and Language. (3-0-3) Graded (A, B, C, N/C) 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. Credits: 3 Prerequisites and Notes ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.

The keywords for my course are process and personality. You will learn how to improve your writing through attentiveness to a process, your process. Of course, I will introduce elements that will help you to imbue your writing with your own personality, if appropriate. We will use some unusual (No, you're not a Guinea Pig!) journaling methods to help you become more comfortable with the process. The more comfortable a writer is with writing, the better for the reader. Does that make sense? I'll strive to clarify if the answer is no.

But, I hope, you learn that writing is NOT a one-shot deal, not a work chiseled in stone, unchangeable and static. On the contrary, you control, through revision, revision, revision what goes into the final project. You will see how, through the development of your papers and journals, during the semester, that good writing evolves in stages, levels of revelation that magically appear to you as you add layer after layer of revision. Oh yes. we will have to sneak in some grammar and other mundane matters, depending on need, along the way.

Course Objectives:

- ☐ To learn how to write purposeful, spectacular paragraphs and stunning sentences that are direct, economic, free of ambiguity, and structurally appropriate for the ideas expressed.
- ☐ To learn how to write standard written English that exemplifies principles of precision and tone, which fits 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.

- ☐ To use journaling to develop comfort and intimacy with the art, not the science, of writing.

Required Textbook and Materials: As received from textbook center.

Other items:

- ☐ A personal journal (black-and-white composition book)
- ☐ e-mail account (for submitting ALL essays), rewritable CDs or jump drive

Course Requirements:

- ☐ Journaling daily (explanation to come)
- ☐ Reading textbook assignments, daily journaling, and participating in class discussion and required workshops.
- ☐ Three essays: compare/contrast, persuasive (research required), descriptive, narrative. Essays will be of varying length and complexity. 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 (Date TBA).
- ☐ **All papers MUST be submitted in electronic format ON TIME. NO EXCEPTIONS. They MUST be submitted in MS Word format (.doc). I WON'T ACCEPT OTHER FORMATS. You can find Word on most campus computers. They are due by Midnight of the date due. Late papers, unless you make arrangements before hand, will be deleted from my email. However, resubmitted papers will be accepted minus 50 percent of total grade (e.g., a late paper that would have scored 90 will receive a 40 percent.) NO EXCEPTIONS.**
- ☐ 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 online and off (guidance will be given beforehand).
- ☐ Attending workshops (you'll need copies for every student)—Individual conferences as needed.

Grading

❑ Essays will be scored a maximum of 100 points, except for the final paper, which is worth 150. The journal can earn you up to 100 points. Your grades will be based on three essays and daily journaling (checked each class) and other assignments, as needed. All papers must include **MULTIPLE DRAFTS IN ADDITION TO THE FINAL DRAFT**. You may choose one essay to revise after final grading. That's right. If you're unhappy with **one** essay, you may choose to revise it for a better grade. If you choose the final essay, you must submit it three weeks before the final draft is due (TBA).

❑ Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought and logical structure. Emphasis will also be placed on grammar, punctuation and spelling. Research sources and correct MLA format will play a role as well. However, papers submitted in the wrong format will not be accepted and deleted from my email.

❑ Journaling—anything goes, as long as it's more than 100 words daily. I will NOT read journals, unless you want me to (more on that later). That way you will feel freer to create. **Look for entries that could be the seed for your narrative and descriptive papers later on. You could already have a bare-bones draft and save yourself some work.**

Instructor's policies:

❑ **Attendance:** You can miss two days without significant penalty, although generally you won't be able to make up in-class assignments, **unless a University-excused event or illness excused by a physician (excuse or not all illnesses may not be excused.** I will use discretion. However, keep infectious illnesses at home and don't spread them.

If you have three unexcused absences, you CANNOT receive an A as a final grade, four absences, you CANNOT earn a B, or if you have five unexcused absences, the highest grade you can earn is a C, more than five will earn you an N/C (no-credit for the course) regardless of how well you do on assignments. If you are ill and 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 (**see above**), or I will accept proof that you will or have attended a university-sanctioned event. However, those who don't come to class will suffer lower grades.

❑ **Tardiness:** Please don't interrupt class with excessive tardiness; it will affect your grade. My tardiness: If the occasion arises that I am late for class, **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.

❑ **Tracking grades:** You must keep track of your grades on the table provided on this syllabus. Occasionally, I will check the table to make sure you are in-sync with mine. Between my records and yours, we should avoid any mistakes.

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 commit 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:

I'll calculate your final grade according to the following point accumulation:

A=500-450 pts. B=449-400 pts. C=399-350 pts. NC=349 or below. If you receive an 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 (N/C).**

Papers will be rated on the following scale: A=100-90; B=89-80; C=79-70; D=69-60
F=<60.

Point values per assignments:

Four papers (including all drafts) and journal. Narrative, descriptive, compare and contrast, 100 points each, journal, 50 pts., persuasive (research), 150.]

In-class writing/exercises = 50 pts.

Total = 550 points

**Tracking
grades:**

Assignment	Possible Points	Points earned
Descriptive	100	
Narrative	100	
Comparison/contrast	100	
Journal	50	
In-class 1	10	
In-class 2	10	
In-class 3	10	
In-class 4	10	
In-class 5	10	
Persuasive/research	150	
Total	550	

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.

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

Reading and Assignments

(Subject to change)

Week 1 – Jan. 13, and Week 2 – Jan. 19 – We'll start with week 1 then, each Friday, I will schedule relevant readings for the next, based on the order of the following rhetorical modes:

=> Journaling: The Backbone of Writing – You must make a daily entry to receive full credit (100 points). Quantity and quality are important. I check entries each day (you must show me your entry), but I won't read them unless you ask. If you have no entry for the day, you won't receive points for that day. The journals will be loose and yours to flex your creative muscles. Don't be surprised if you actually like writing in them. Substantial entries (entries that count) consist of 100 words per day, roughly one-third of a page. We'll watch the movie *Freedom Writers* to establish a base and to understand the assignment more fully. It should also answer most questions you will have.

Remember, a journal entry could turn into a topic for your descriptive and/or narrative paper later in the semester. In fact, I encourage it, and you'll already have a bare-bones draft of your essay.

=> Read: TBA

=> Diagnostic essay due by Thursday midnight – One page on “My most difficult paper?” How did you overcome those difficulties?

Week 3 – Jan. 26 -- Discussion of Research paper

=> Research/Persuasive – You'll be required to choose a topic to write about and hand a proposal for your paper as an in-class assignment grade (10 points max).

=> Read: TBA

=> Description – (2-3 pages/1 revision) – Describe your most peaceful setting and your most chaotic setting (more assignment detail to come). First draft due Tuesday IN CLASS for peer editing. YOU WILL NOT turn these in.

=> What makes good description?

Week 4 – Feb. 2 – Peer editing of Descriptive and MS Word overview

=> Descriptive due for peer editing

=> Microsoft Word – Its powers and weaknesses. Tuesday, you will divide into groups and examine certain of those aspects of MS Word. Next week, you will present to the class using the overhead projector, PowerPoint and any other tools that will help you illustrate the functions you are assigned.

=> We'll begin Narration

Week 5 – Feb. 9 – Descriptive papers due

- ⇒ **Final Descriptive due.**
- ⇒ **Oral presentation of MS Word functions.**
- ⇒ **Internet Sources – Sorting through the guts of the Net for valid sources.**
- ⇒ **Begin Looking at Narration (2-3 pages/1 revision)**

Week 6 – Feb. 16 – First Draft of narrative due for peer editing (YOU WILL NOT TURN IN THIS PAPER TO ME. YOU MUST BRING YOUR PAPER TO SHARE WITH A CLASSMATE. YOU WILL NOT RECEIVE A GRADE IF YOU DO NOT BRING A PAPER. I'LL ALLOW ONLY RARE EXCEPTIONS FOR MAKEUP).

Week 7 – Feb. 23 -- Final draft and selected readings of essays

- ⇒ **First Draft of Narration Due for Peer editing (bring a paper or you will not receive a grade).**
- ⇒ **Final draft of narrative due**

Week 8 – March 2 – CONFERENCE WEEK (NO CLASS)

- ⇒ **CONFERENCES.**
- ⇒ **CONFERENCES**
 - **Library assignment (DUE MONDAY).**

Week 9 – March 9 – Sources – Midterm Oct. 10

- ⇒ **Research – where to find what you're looking for.**
- ⇒ **How to know if the source is a good one.**
- ⇒ **Group presentations of valid Internet sources.**
- ⇒ **Midterm – You'll get a midterm grade only if you're getting a D or an F**

Week 10 – March 16 – 20 – Spring Break – NO CLASS

Week 11 – March 23 -- MLA Format – What is it? Why is it important?

- ⇒ **PowerPoint presentation on MLA**
- ⇒ **In-class quiz on MLA style.**

Week 12 – March 30 – On Revision

- ⇒ **Choose to revise either Narrative or Descriptive – work in class**
- ⇒ **Final draft for in-class grade due**

Week 13 – April 6 – Comparison/contrast

- ⇒ **Guidance on locating sources**

⇒ Peer editing of comparison/contrast.

Week 14 – April 13 – CONFERENCES and In-class Research

⇒ CONFERENCES.

⇒ CONFERENCES and Final comparison/contrast due.

Week 15 -- April 20

⇒ Monday, Dec. 3 -- Workshop

⇒ Reading TBA

Week 16 -- April 27 – Tuesday, turn in final revision of Research/Persuasive Paper

Week 17 – May 4 – 8 FINALS WEEK • No final for this class

This syllabus is subject to change

(The final paper will be due near the end of the semester.)

(NO FINAL IN THIS CLASS • NO FINAL IN THIS CLASS)