

Spring 1-15-2015

# ENG 1001-011: Composition & Language

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*Eastern Illinois University*

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# Course Policy

## ENG 1001-011

Tu/Th 9:30-10:45  
3130/3120 Coleman Hall

Mr. Steven Nathaniel  
Office: Coleman Hall 2110  
Office Hours: Tu/Th 10:45-11:30  
Email: sanathaniel@eiu.edu

“If there's a book that you want to read, but it hasn't been written yet, then you must write it.”  
-Toni Morrison

“If you aren't in over your head, how do you know how tall you are?”  
-T.S. Eliot

### Required Texts

The Norton Reader  
From Inquiry to Academic Writing  
A Pocket Style Manual  
Handouts distributed in class

### Materials

- Required-           A pen or pencil and paper. Bring these every day!  
                          A journal or notebook to be turned in periodically.  
                          Access to a computer with a word processor.
- Recommended-     A binder for organizing class materials  
                          A calendar/planner  
                          A USB drive.

### Course Description

We will be working together to learn and practice writing techniques, while considering its application in academic, professional, and social contexts. We will examine writing as a form of communication that involves a specific audience and involves the transfer of many different kinds of information. We will pay special attention to the earliest stages of the writing process and the various contexts in which writing is created.

## **Learning Objectives**

Students will:

- Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and word develop a central idea (writing, speaking, critical thinking)
- Write purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom it is directed (writing, speaking, critical thinking)
- Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
- Develop research skills, including effective use of source materials and the principles of documentation (writing, critical thinking)
- Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking)

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve thought, pondered, and explored beyond the surface.

## **Course Overview**

This class will involve in-class writing activities, discussions of assigned readings, peer review sessions, conferences, revision journals, and reading responses. There will be six major writing assignments. There will also be a participation grade.

## **Your Instructor**

In the past many of you were able to complete your work without regularly interacting with your instructors. At EIU the expectations are higher, and my recommendation is that you become comfortable asking questions, attending my office hours, and communicating with me through email. I will be available after class, and I will also make time to meet with you if you cannot attend office hours. I hope to encourage an atmosphere of collaboration, one in which we work together, with our goal being the improvement of writing.

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.

## **Attendance and Late Work**

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official

University activity” are recognized. It is important that you contact me as early as possible when you learn of an upcoming absence. If I deem that the absence is excused, I will make arrangements for you to make-up work if possible. Unexcused absences and tardiness will negatively affect your participation grade. Four unexcused absences will result in a failure in the course.

Any late assignment, without a previously arranged exception, will be marked down 10% for each class period that it is late. As with attendance, if you expect to turn in a paper late, you should contact me as early as possible.

### **Document Formatting**

Unless otherwise indicated, all class work must be typed. If an assignment isn't typed, I will not accept it. When you submit the larger writing assignments, they should be stapled. Rough drafts should be stapled and paper-clipped to final drafts upon submission. Writing assignments will use Times New Roman 12 font with double-spacing and one-inch margins unless otherwise indicated. Any additional formatting should conform to MLA standards unless otherwise noted.

### **Revision Journal**

You will maintain a Revision Journal in which you will reflect on each of the first five main papers. For each entry in the journal you will reflect on three different questions:

1. What is one specific writing technique (grammatical, organizational, etc.) that you did well on your last assignment? Describe why it was effective.
2. What is one specific writing technique (grammatical, organizational, etc.) you would like to improve from your previous paper(s)? Describe how it negatively affected your paper.
3. What is your plan for improving the technique? This must include one specific example from your last paper for which you write out the original and the revised versions. For techniques like organization, use outlines to demonstrate the changes.

For each of the three questions, there is no length requirement, but you will be graded for a thorough and thoughtful exploration of the technique. As you review your writing and my feedback consider the following techniques: paragraph sentence length, fragments, and comma use. The journal will be graded four times during the semester.

### **Reading Quizzes**

I will give reading quizzes periodically throughout the semester. Each reading response will be administered at the start of class.

The question will not be challenging if you have completed the reading. The focus of the response should be on your thoughts rather than grammar. Good responses connect ideas, ask questions, and even argue with the writer!

## Peer Review

For each of the major assignments, students will be responsible for bringing a draft to a peer review day, with your E-number listed in place of your name. Students will participate in the writing processes of their peers, generating feedback which is both constructive and encouraging. Each peer review will involve three rounds of critique in which a different element of the paper is assessed. The rounds will function as follows:

1. Content- Critique of the content, including description, summary, evidence, and analysis.
2. Structural- Critique of organization, including paragraphing, organization, intros, conclusions, and theses.
3. Grammatical- Critique of grammar, including commas, spelling, citation, and word choice.

Students are expected to put a thorough effort into their reviews. Although your peers will not know that you are the commentator, I will, and I will factor your effort and respect into your grade for the activity.

## Conferences

You will attend two conferences during the course of the semester. The first conference will be held in my office, and the second will be in class. You will be responsible for bringing all relevant materials. These materials include your revision journal, your last assignment, and your progress on the upcoming assignment.

During the conference we will discuss the previous and the upcoming major paper, your class participation, and any questions you might have. Feel free to ask any questions on writing, the assignments, the schedule, the class, the school, or relevant matters of professional life.

## Using the Writing Center

I encourage you to use the EIU Writing Center located at **3110 Coleman Hall**. This free resource provides one-on-one conferences with writing consultants can help with any part of the writing process. The consultants are experienced with all varieties of writing and have been trained to help students become better writers.

You can schedule an appointment by calling 581-5929, or you can just stop by. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions can last from 10 to 45 minutes.

## Plagiarism

According to the EIU English Department:

“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 own

original work” (*Random House Dictionary of the English Language*)—has the right and 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.”

Each of your instructors read a lot of papers, and they know what student writing looks like. If you plagiarize, even attempting to change the style, I will probably know. If I suspect that writing has been plagiarized, I will check the paper against my resources, and I may ask you to explain your choices. I will also check papers at random for plagiarism.

Plagiarism includes a variety of poor writing choices:

- Copying (word for word)
- Paraphrasing (summarizing)
- Presenting another writer’s work (even with their permission) as your own.
- Purchasing writing online

Proper citation can be a challenge to master, and we will work together to apply it in our papers. In the case of unintentional plagiarism, by accidentally failing to properly cite all sources, a mandatory rewrite may be required. If you are struggling with proper citation, there are many resources available:

- |                     |                                                   |
|---------------------|---------------------------------------------------|
| Your Style Guide-   | This is part of your class materials.             |
| Purdue Owl-         | The website is owl.english.purdue.edu.            |
| Your Instructor-    | I am available through email or face-to-face.     |
| The Writing Center- | The trained tutors are experienced with citation. |

## **Class Conduct**

Together we will work to improve our writing. In order that we maintain a strong atmosphere of collaboration, there are a number of ground rules that must be maintained:

1. Respect- You represent your university, your community, and yourself. Respect is bigger than you. Rudeness, vulgarity, or any violation of university policies will not be tolerated.
2. Preparedness- Coming prepared helps the classroom to run efficiently. Preparation is an easy way to save yourself a lot of extra work.
3. Open-mindedness- We all bring different backgrounds, experiences, and ideas to the class. Considering one another’s opinions and responding carefully is critical for a positive environment.
4. Discussion- We will spend a lot of time discussing writing, and we need everyone’s opinions to be involved. Recognize whether you are a loud-mouth or a mouse and stretch yourself.

5. Group work- We will often work in groups. As for discussion, think about what kind of group member you are and strive to contribute, even if it takes you outside your comfort zone.

6. Talking- Don't be a distraction, especially to yourself.

7. Sleeping- If you are sleeping, you will be asked to leave. Bring coffee next time.

8. Cell Phones- I maintain a strict no cell-phone policy. From the time class begins to the time you walk out the door, your phones may not be used for texting, phone calls, keeping time (every classroom has a clock), or any other activity. A special request for extenuating circumstances may be made if you consult me before class. If you are caught you will receive one warning (for the year) after which you will lose a full day's participation points.

If you have questions or concerns about any of the class policies, feel free to contact me. Some of these rules are negotiable, if their adjustment would benefit the group. We will discuss this on the first day of class.

## Grading Criteria

Most of your grade will be composed of the five major writing assignments. In order they will cover the following elements from the Learning Objectives:

Paper 1- Summary, Analysis

Paper 2- Description

Paper 3- Description, Persuasion

Paper 4- Research, Persuasion

Paper 5- Analysis

Paper 6- Revision

I will use three different feedback schemes for the first three assignments: written end-comments, rubric-based, and digital track changes. After the third assignment I will give the class the opportunity to vote on their preferred mode of feedback for the fourth paper. (Feedback will not be available for the final assignment.)

My grading scheme is percentage-based, scores ranging from 0%-100%:

%	Overall	Audience is...	Organized...	Content is...	Clear...
90-100	Exemplary	Entertained	Thoroughly	Unique	Word choices
80-89	Strong	Interested	Well	Creative	Sentence structure
70-79	Functional	Considered	Basically	Appropriate	Punctuation
60-69	Weak	Disregarded	Poorly	Inadequate	Concepts
<60	Assignment is not followed				

\*\*\*\* Plagiarism results in a zero on the paper and a failure in the class.

The above criteria are basic guidelines. Each criterion may be adjusted according to the assignment. Specific grading criteria will be included with each assignment sheet.

### Breakdown of the Final Grade

Category	Assignment	Points	Percentage
<b>Participation</b>		<b>100</b>	<b>10%</b>
	Attendance	50	5%
	Discussion	50	5%
<b>In-Class Activities</b>		<b>150</b>	<b>15%</b>
	Group-Work	50	5%
	In-Class Writing	50	5%
	Peer Review	50	5%
<b>Out-of-Class Writing</b>		<b>150</b>	<b>15%</b>
	Reading Quizzes	50	5%
	Revision Journals	100	10%
<b>Major Writing Assignments</b>		<b>600</b>	<b>60%</b>
	Summary-Analysis	100	10%
	Extended Definition	100	10%
	Lyrical Reflection	100	10%
	Problem-Solution	100	10%
	Genre Analysis	100	10%
	Revision	100	10%
<b>Total</b>		<b>1000</b>	<b>100%</b>

English 1001 Syllabus  
Spring 2015

N = Norton Reader  
F = Writing: A Guide for College and Beyond  
# = handout

*Week 1*

- Tu 1/13- Introduction to the Course
- Th 1/15- Introduction to Paper 1: Summary-Analysis-Response  
N- (355-57) "Superman and Me"  
N- (358-366) "How Teachers Make Children Hate Reading"  
F- (36-37) Thesis

*Week 2*

- Tu- 1/20 N- (678-691) "The Slogan: Well-Behaved Women Seldom Make History"  
N- (176-178) "Being a Man"  
F-(222-231) Summary and Analysis
- Th 1/22- N- (286-294) "Motherhood: Who Needs It?"  
N- (790-796) "A Modest Proposal"  
#- Ethos, Pathos, Logos

*Week 3*

- Tu 1/27- Peer Review Training  
*Comp Day*
- Th- 1/29 **Draft Due**  
Peer Review

*Week 4*

- Tu- 2/3 **Summary-Analysis-Response Paper Due**  
Introduction to Paper 2: Extended Definition
- Th- 2/5 N- (15-24) "Graduation"  
N- (423-428) "The Death of the Profane"  
F- (110-115) Observations  
F- (32-39) Planning

*Week 5*

Tu- 2/10 N- (25-30) "Working at Wendy's"  
N- (154-160) "Take the F"  
F- (60-65) Reflective Writing  
F- (40-49) Drafting

Th- 2/12 **Draft Due**  
Peer Review

*Week 6*

Tu- 2/17 No Class- Conferences

Th- 2/19 No Class- Conferences

*Week 7*

Tu- 2/24 **Extended Definition Paper Due**  
Introduction to Paper 3: Lyrical Reflection

Th- 2/26 N- (983-991) "The Motive for Metaphor"  
N- (199-205) "Falling Down is Part of Growing Up"  
F- (148-153) Evaluating Arguments

*Week 8*

Tu- 3/3 **Revision Journal 1 Due**  
**Pick Poem/Song Due**  
N- (992-996) "Souls on Ice"  
N- (1039-1043) "How We Listen"

Th- 3/5 **Draft Due**  
Peer Review

*Week 9*

Tu- 3/10 **Lyrical Reflection Paper Due**  
Introduction to Paper 4: Problem-Solution Research

Th- 3/12 **Revision Journal 2 Due**  
Research Day  
N- (818-830) "Letter From Birmingham Jail"  
F- (604-633) *Review MLA*

*Week 10- Spring Break*

Tu-2/17 No Class

Th- 3/19 No Class

*Week 11*

Tu- 3/24 Research Day  
N- (325-326) "The Immigration Problem Is about Us, Not Them"  
F- (578-585) Evaluating Sources

Th- 3/26 **Annotated Bibliography Due**  
**Revision Journal 3 Due**  
N- (940-948) "Why the Reckless Survive"  
N- (716-723) "Death of Abraham Lincoln"

*Week 12*

Tu- 3/31 **Draft Due**  
Peer Review

Th- 4/2 N- (578-589) "What Should a Millionaire Give?"  
N- (321-322) "Stuff is not Salvation"  
F- (556-565) Planning Research  
F- (566-577) Finding Sources

*Week 13*

Tu- 4/7 **Problem-Solution Research Paper Due**  
Introduction to Paper 4: Genre Analysis

Th- 4/9 #- Lab Report  
#- Business Proposal

*Week 14*

Tu- 4/14 **Genre Samples Due**  
N- (533-536) "The Trouble with Wilderness"  
F- (592-603) Writing the Research Project

Th- 4/16 N- (443-445) "On Writing"  
N- (450-452) "Notes on Punctuation"

*Week 15*

Tu- 4/21     **Draft Due**  
Peer Review

Th- 4/23     In-Class Conferences  
**Revision Journal 4 Due**  
F- (658-677) "Effective Sentences/Avoiding Errors"  
F- (50-57)     Revising

*Week 16*

Tu- 4/28     **Genre Analysis Paper Due**  
Introduction to Paper 5: Revision Paper

Th- 4/30     **Revision Journal 5 Due**  
In-Class Conferences  
F- (678-687)   Understanding Punctuation and Conventions

*Week 17 (Exams)*

Mon- 5/4     **Revision Paper Due**

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Peer Review

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Introduction to Paper 4: Problem-Solution Research

Th- 3/12 **Revision Journal 2 Due**  
Research Day  
N- (818-830) “Letter From Birmingham Jail”  
F- (604-633) *Review MLA*

*Week 10- Spring Break*

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Th- 3/19 No Class

*Week 11*

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N- (325-326) “The Immigration Problem Is about Us, Not Them”  
F- (578-585) Evaluating Sources

Th- 3/26 **Annotated Bibliography Due**  
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F- (566-577) Finding Sources

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In-Class Conferences  
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*Week 17 (Exams)*

Mon- 5/4     **Revision Paper Due**