

Fall 8-15-2015

ENG 1001G-011: Composition and Language

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Eastern Illinois University ENG 1001, Composition and Language Course Policy

Course Description: A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, documentation of sources, and genre awareness. In this course, students write a variety of expressive and persuasive essays (a minimum of 5,000 words), developing an understanding of the fundamentals of clear, cohesive writing and an awareness of writing as a rhetorical act. For each writing assignment, students will engage in prewriting, drafting, and revising activities that will help them become more skilled in invention and the writing process in order to achieve clarity of purpose and to develop ideas.

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

Student Learning Objectives: In successfully completing English 1001, students will-

- 1) Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
- 2) 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 they are directed (writing, speaking, critical thinking)
- 3) 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)
- 4) Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
- 5) Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion in their electronic writing portfolio (writing, critical thinking).

Evaluation of student learning: Student learning will be evaluated based on the following:
1410pts

- 1) Performance on writing assignments (with most weight given to writing done later in the semester).
 - Personal Narrative 3-6 pgs. : 50 points (3.5%)

- “Storm” Paper 3-6 pgs.: 100 points (7.1%)
- Synthesis Paper 5-8 pgs. : 150 points (10.6%)
- Mock Wiki Article 2-5 pgs. : 200 points (14.2%)
- Research Paper 6-10 pgs. : 250 points (17.7%)
- Genre Analysis Paper 6-10 pgs. : 300 points (21.3%)

The points are listed above for each writing assignment. Grading rubrics will be given with each writing assignment.

2) Class participation: 5 points daily. This may be an in class quiz. (40 days) 200pts total (14.2%)

3) Revision: Each revision can increase a paper’s grade

4) Participation in peer review sessions: 15 points each (4 sessions) 60pts total (4.3%)

5) Group presentation: Each group member will be assessed individually and there will be a group assessment as well. Member assessment will be 60 points and group assessment will be 40 points. 100pts total (7.1%)

Attendance Policy: Although there is no set attendance policy, the door will be closed at five minutes after class starts. If you are not in the class at that time, then you will not be able to receive class participation points or points for participation in peer review sessions if they occur that day. More than 15 minutes late will count as an absence. After 5 absences a student's grade will have suffered. After a few absences I will invite you to have a conference with me so that we may discuss a possible academic plan to help you succeed in the class.

Late Work Policy: No late work will be accepted. However, students may request a single extension of up to three days for a single paper or project. This request must occur at least twenty-four hours prior to the original due date.

Plagiarism: Plagiarism is not accepted at EIU. If you have questions about plagiarism, please see the student handbook, go to the Writing Center, or ask me. The EIU English Department states that “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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to Student Standards.

Academic Integrity: EIU has a strict academic integrity policy. This can be found in the Student Handbook. Cheating, lying, and stealing (like plagiarism) will not be tolerated and will be reported. For possible disciplinary actions, please see the Office of Student Standards or the Student Handbook.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment. Accommodation letters are not retroactive.

The Student Success Center- Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

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Syllabus for ENG 1001

Every day, unless otherwise stated, there will be an in-class journal, quiz, or free-write that will count towards in class participation. All assignments are due on the day they are listed. The listed minimum for an assignment is the bare minimum of full pages required. All papers, except the mock Wikipedia article, will be Times New Roman 12pt font with 1" margins and double spaced. All due dates and readings are tentative and thus subject to change.

Week 1

Aug 24- Syllabus and Course Policy Day

Aug 26- Readings: Handouts on Sentence Fragments and Punctuation

Aug 28- Assignment: Rough Draft of Personal Narrative (2-6 pages)

Week 2

Aug 31- Readings: 66-76 in *Writing: A Guide for College and Beyond*

Sep 2- Assignment: Revised Personal Narrative (3-6 pages)

Sep 4- Readings: Kate Chopin's "The Storm" (handout)

Week 3

Sep 7- No Class

Sep 9 Readings: 273-282 in *From Inquiry to Academic Writing*

Assignment: Rough "Storm" Paper- In class peer review (3-5 pages)

Sep 11- Readings: 51- top of 64 in *Writing: A Guide for College and Beyond*

Week 4

Sep 14 –Readings: 64-72 in *Writing: A Guide for College and Beyond*

Assignment: Revised "Storm" Paper (3-6 pages)

Sep 16- Readings: 440-3, 450-2 in *The Norton Reader*

Sep 18- Readings: xxiv, bottom of 199-205 both in *The Norton Reader*

Week 5

Sep 21- Readings: 152-153, 165-top of 171 both in *The Norton Reader*

Sep 23- Readings: 132-138, 182-6 both in *From Inquiry to Academic Writing*

Assignment: Outline of Synthesis Paper

Sep 25- Assignment: Rough Synthesis Paper

Week 6

Sep 28- Assignment: Revised Synthesis Paper (5-8 pages)

Sep 30 Readings: 537-542, 372-380 in *The Norton Reader*

Oct 2- Assignment: Group 1 Presentation

Week 7

Oct 5- Assignment: Group 2 Presentation

Oct 7- Assignment: Group 3 Presentation

Oct 9- Assignment: Group 4 Presentation

Week 8

Oct 12- Review Day

Oct 14 Midterm (no daily work)

Oct 16 No Class

Week 9

Oct 19- Reading: 758-760, 741-751 in *The Norton Reader*

Oct 21- Reading: 393-400, 401-404 in *The Norton Reader*

Oct 23- Reading: 295-304, 350-355 in *The Norton Reader*

Week 10

Oct 26 –Movie Day (in class participation is showing up and staying attentive)

Oct 28- In class conversation about genre, adaptation, and expectations of formats (quiz)

Oct 30- Assignment: Outline/ Brainstorm of Mock Wiki Article

Week 11

Nov 2- Reading: 477-8, 479 (all), 484-5, 481-2 in *The Norton Reader*

Nov 4- Assignment: Rough Mock Wiki Article –In class peer review (1-5 pages)

Nov 6- Assignment: Revised Mock Wiki Article (2-5 pages)

Week 12

Nov 9- Assignment: Outline of Research Paper

Nov 11- Reading: 295-316 in *From Inquiry to Academic Writing: A Text and Reader*

Nov 13- Assignment: Rough Research Paper- In class peer review (5-8 pages)

Week 13

Nov 16- Reading: 593-603 in *Writing: A Guide for College and Beyond*

Nov 18- Reading: handout of John Swale's rhetorical movement list

Nov 20- Assignment: Revised Research Paper (6-10 pages)

Week 14: Thanksgiving Break**Week 15**

Nov 30- Assignment: Outline of Genre Analysis Paper

Reading: xxxvii- to top of xlvii in *The Norton Reader*

Dec 2- Assignment: Rough Genre Analysis Paper –In class peer review (4-8 pages)

Dec 4 –Reading: handout of Amy Devitt's genre analysis list

Week 16

Dec 7- Reading: handout from Bawarshi and Reiff

Dec 9- Assignment: Revised Genre Analysis Paper (6-10 pages)

Dec 11-Last Day of Class Assignment: Self-Reflective Paper (this is worth 50 points and counts instead of daily participation) (2-4 pages)

Review Day

Finals