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ENG 1001-013: Composition and Language

Debra Valentino

Eastern Illinois University

Eastern Illinois University   Fall 2005

Policy Statement and Course Description
English 1001G, Composition and Language, Section 013
9:30 a.m.—10:45, TR
Coleman Hall, ETIC 3140 and 3210

Instructor: Debra Valentino   **Office Hours:** Tuesday and Thursday
Office: CH 3836   11-12:15, 1:45-2:15
Campus Phone: 581-6987   and by appointment
E-mail: cfdav@eiu.edu

Texts:

Kennedy, et al, *The Bedford Guide for College Writers*, 6th ed.
Kennedy, et al, *The Bedford Reader*, 8th ed.
Fulwiler & Hayakawa, *The Blair Handbook*, 4th ed.

Course Description: English 1001G is a *writing-centered*, general education course in the reading and writing of expressive, narrative, expository, critical, analytical, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, the documentation of sources, and process development, including brainstorming, invention, drafting, editing, and revision. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department, or an ACT of 15 or above.

Course Objectives:

- To enable students to write in the closest approximation of standard edited English in which sentences and paragraphs develop a central idea.

- To discuss and implement effective methods of organization, principles of documentation, and writing with a word processor in order to construct essays that are clear, adequately developed, well supported, rhetorically sound, free of ambiguity, and stylistically effective.

- To concentrate on improving skills in drafting, editing, proofreading, and revision.

- To focus on developing skills for reading critically, with special attention to detail for comprehension, evaluation and analysis of source material.

Class Participation: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions. Student participation is best supported by active, responsible reading of all course material.

Homework: A reading and/or writing assignment will be given nearly every class period, and will usually be due the following class period. Our goal will be to spend a minimum of five hours working outside of class per week, as established by the Department of English.

Written Assignments / Drafts and Essays: In addition to several written exercises, assignments and hand-outs, students will develop, revise, and edit a total of eight essays both in and out of class. Many pages of drafting, writing, and revising will go into each of these polished essays. In order to receive the benefits of peer evaluation and instructor guidance, several "workshops" will be held throughout the semester, and they will primarily take place on days that we are in the ETIC lab (3210). Drafts will be checked and discussed during these times, with student progress assessed and recorded. In addition, peer review sessions will be conducted with some responses collected for credit (as part of the draft or final essay grade.)

Be sure to bring all drafts on current essays to all class meetings. As specific assignments are made, drafts will be expected to meet specified criteria, and the instructor will clarify the objectives as the student builds awareness and works through the writing process. For example, you may write an essay, but then be expected to develop an argument supporting your thesis, or further modify or subordinate sentences as you learn to refine these specific techniques and as we cover them in our reading and in class discussion. Occasionally, you will be given a "checklist" to help you manage the writing process and master various writing skills that will ultimately assist you in completing a polished final draft.

Due Dates: Unless otherwise noted, all out-of-class essays will be due at the beginning of the class period on the date specified. In-class essays will be due at the end of the class period.

Note: All final drafts must be submitted to complete this course. Failure to submit an essay will result in a grade of N/C (No Credit) for the course.

Attendance: Regular attendance is expected. When an absence does occur, it is the absent student's responsibility to get all class information (including schedule/assignment modifications) from another class member. Students should use the class phone list to consult classmates regarding missed material and assignments. Once informed, students may then e-mail, visit, or telephone the instructor with specific questions.

Absences/ Missed Work: Students who are ill must telephone the instructor on the day of their absence, and report Health Service visits upon their return to class. Because we cover a great deal of material each class meeting, multiple absences may adversely affect one's writing, and ultimately one's final grade. Any student with poor attendance should set up a conference as soon as possible. Do not wait until the end of the semester to express concern over attendance problems.

Note: E-mail is not always a reliable source of communication. The server may be down, or I may not be near a terminal to retrieve your message. When it comes to attendance, use e-mail only as a supplemental means of communication. Also, do not assume that all reported absences are excused.

Make-up Work: No make-ups will be given for missed in-class exercises or quizzes. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with permission and at the instructor's discretion. If the absence is unexcused (no note, no phone call, or without approval) make-ups are not allowed.

Late Work: Essays are expected to be completed in a timely fashion and turned in on the due date. Late papers will be marked down one letter grade for each missed class period.

Grades: All essay grades will be evaluated using the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached) and averaged using the following scale:

90—100%	A
80—89%	B
70—79%	C
60—69%	D
below 59%	F

Note: If a student fails to follow instructions, or writes an essay in the wrong mode (e.g., expressive vs. expository), an "N/C" (No Credit) may be given for the paper. Note also, that no "Ds" or "Fs" will be given for the final course grade. Students averaging points below 70% will receive a grade of N/C as defined by the core curriculum standards of the Department. In order to receive credit for the course, the student must submit all final drafts in a timely manner and earn a "C" or better.

Grade Distribution: Assignments will count for the following:

Essay Drafts (4)	50 pts. each	450—500 == A
Final Drafts (4)	50 pts. each	400—449 == B
Class Participation	50 pts.	350—399 == C
Miscellaneous –	50 pts.	300—349 == D
(Exercises, Quizzes, Peer and Group Work)		250—299 == F

Course Total:	500 pts.

Plagiarism: Students must familiarize themselves with the English Department's statement on plagiarism. If the student has clearly plagiarized, the instructor reserves the right to award the essay in question a grade of N/C. According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows: "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" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

~ DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONEST! ~

IF YOU ARE HAVING DIFFICULTY INTEGRATING YOUR RESEARCH, SET UP A CONFERENCE.

Conferences: One conference per semester is mandatory. Feel free to see me throughout the semester as questions or concerns arise.

Electronic Writing Portfolios (EWP): All students are required to submit writing samples from writing-centered courses such as this one. In order to receive approval from this instructor for this semester's coursework, students must submit their selections no later than Thursday, November 17th, 2005. Forms may be downloaded off the internet from the following address: **http://www.eiu.edu/~assess/**. For instructions on how to submit an essay, see the attached document, "To Submit to the Electronic Writing Portfolio." Also included is the rubric for evaluation (see attachment.) For instructor approval, students must present both the original, graded copy along with its revision and the appropriate EWP form.

Writing Center: The writing center is at the end of the northeast corridor on the third floor of Coleman Hall in Room 3110. Students of Comp 1001G are encouraged to take their writing concerns to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Fall 2004 are: Monday—Thursday 9 a.m. – 3 p.m., and 6 – 9 p.m.
                                             Friday   9 a.m. – 1 p.m.

In addition, you may receive free tutorial help by calling **581-5929.**

The writing center web address is:
http://www.eiu.edu/~writing/

Students with Disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (**581-6583**) as soon as possible.

Note: No Final Exam will be given in English 1001G

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled *lastname.rtf* (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card.**

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the "Instructor's Assessment" section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.

Primary Trait Analysis for Writing Matrix
for Individual Submissions to the Electronic Writing Portfolio

	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
Focus	Clear focus established and maintained; evidence of distinctive voice and/or appropriate tone	Consistent focus or purpose; evidence of voice and/or suitable tone	Some focus; evidence of attempt to communicate with an audience	Limited or no awareness of purpose and/or audience
Organization	Careful organization that enhances presentation	Logical organization	Some organization; lapses in focus and/or coherence	Random and/or weak organization
Development	Depth and complexity of ideas supported by rich, engaging, and/or pertinent details	Depth of idea development supported by developed, relevant details	Minimal idea development; repetitious and/or underdeveloped details	Little or no idea development; few and/or unrelated details
Style	Sophisticated and varied sentence structure and length that enhance effect; precise and/or rich language	Controlled and varied sentence structure; appropriate, effective language	Correct sentence structure that is simplistic and/or awkward at times; simplistic and/or imprecise language	Incorrect and/or ineffective sentence structure; incorrect and/ or ineffective syntax and diction
Mechanics	Virtually no errors in mechanics	Few errors in mechanics relative to length and complexity	Some errors in mechanics, but not enough to interfere with communication	Errors in mechanics that are disproportionate to length and complexity and interfere with communication

Approved Spring 2000 by Electronic Writing Portfolio Subcommittee of Writing Across the Curriculum Committee and CASL