

Fall 8-15-2003

# ENG 1001G-017-020: Composition and Language

Bridget Johnson  
*Eastern Illinois University*

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## Composition and Language Fall 2003

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English 1001G	Monday, Wednesday, Fridays 10:00-10:50
Email: cfbkj@eiu.edu	Section: 017
Office: Coleman Hall	Office: 3744
Instructor: Bridget Johnson	
Office Hours: MW 12:00-3:00	
Office Phone: 581-6319	

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### Course Description

Welcome to English 1001G, the ETIC (English Technology-Integrated Classrooms). 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, complete a group project, develop a writing portfolio and participate in class 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. In 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*

Since we will be spending half of our time in the computer classroom, you will need to purchase one formatted 3 ½" floppy disk. You should have your disk by the second class meeting.

## **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 three formal essays, all at varying lengths. You will be allowed to revise these papers and turn them in for a higher grade throughout the course of the semester. All I ask is that you do not turn in all three essays to me during the final weeks. Remember, writing is a process and revision should be approached as part of this overall process.

In addition, you will be required to complete two peer reviews per essay, and complete an interview and group project. To add, you will be asked to hand in a Writing Portfolio at the end of the semester. So make sure you save all of your material for each assignment. We will discuss this further during the first few weeks of class. Finally, you will be asked throughout the semester to conduct in and/or out-of-class writing and complete additional small writing/reading projects. *There will be no final exam in this 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.

### ***Grading Scale:***

The following is a breakdown of points for this class.

Essay #1.....	100 points
Essay # 2.....	100 points
Essay # 3 .....	200 points
Interview Project.....	100 points
Collaborative Group Research Project .....	150 points
Peer Reviews .....	100 points
Writing Portfolio .....	50 points
Misc. (e.g. in -and out-of-class .....	50 points
writing which will be assigned).	
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Total	850 points

### ***The Grading Scale:***

765 - 850 Points .....	A
680 - 764 Points.....	B
595 - 679 Points.....	C
594 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 3 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 that 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 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.

## **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 Room 3210**

#### **M (8/25) Introduction to Course**

Speaking vs. Writing discussion

Assignment: one page typed letter to Instructor defining yourself as a writer. Bring hard copy and disk with copy to class.

#### **W (8/27) Peer Reviews. Discuss Pre-writing strategies**

Assignment: Revise writing. Bring both first and second draft to class

#### **F (8/29) Looking at both versions of the assignment. Discussion on the importance of revision – peer reviews. Discussion on audience. Turn in reflective assignment.**

### **Week 2 Room 3140**

#### **M (9/1) No Classes - Labor Day**

#### **W (9/3) Discussion on Narration. What are the characteristics of a narrative? Narrative vs. Description When and Where can Narratives be helpful?**

Assignment: Develop a brief one-page typed narrative to bring to class

- F (9/5)** Small Groups – sharing brief narratives. Discussion on thesis statements. Develop thesis statements (informative, persuasive etc.). Creating effective Introductions.  
Assignment: Compose an introduction, with thesis statement, giving a supporting narrative example.

### **Week 3 Room 3210**

- M (9/8)** Share Introductions with large group. Writing Workshop on Essay #1- Narration. Share student sample.  
Assignment: Continue to work on Essay #1
- W (9/10) Grammar Workshop –**  
Assignment: Bring 2 hard copies of Essay #1 to Class
- F (9/12)** Peer Review Groups  
Assignment: Revise essays and turn in polished copies on Monday

### **Week 4 Room 3140**

- M (9/15)** Essay #1 – Narration - due – Discuss elements of a persuasive essay. Creating effective Paragraphs / using transitions.  
Assignment: Write a one page letter to parents- roommates etc. persuading him/her to either do or believe something with which you feel strongly about.
- W (9/17)** Share letters in small group. What elements are clear/missing? Looking at sample essay/paragraphs. Distribute Essay #2 – Persuasive Essay  
Assignment: Work on Essay #2 – Persuasive essay
- F (9/19) Grammar Workshop-**  
Assignment – Bring 2 hard copies of Essay #2 to class

### **Week 5 Room 3210**

- M (9/22)** Peer Review Groups – Revisions  
Assignment: Polished Version of Essay #2 due
- W (9/24)** Essay #2 – Persuasive - due  
Discussion on Interviews and characteristics/tactics.  
Assignment: Write a paragraph describing the field you are interested in. Construct a series of interview questions to help you discover what types of writing are expected of that profession. Conduct on-line research to further help. You may want to establish an on-line contact. See if your contact will share writing samples with you. You may even want to explore specific positions at a company etc.
- F (9/26)** Discussion on Internet Reliability. Analysis of findings? Work on putting Interview project together. Develop a thesis statement. Use quotations as often as possible to help illustrate your points.  
Assignment: Work on rough draft of Interview project –bring in two hard copies of draft on Monday. Final copy of project is due on Wednesday, 10/1

### **Week 6 Room 3140**

**M (9/29)** Peer Reviews on Interview paper. Determine what else is needed

Assignment: Contact the interviewees if needed, or seek additional on-line information. You may want to consult with Career Seeker. Redraft project and hand in polished copy on 10/1

**W (10/1)** Interview Project Due. Discussion on Group project internet/ library research project. Divide into groups

Assignment: Determine area for research and work on group contract and proposal –due 10/6  
Make a list of sources you need to consult / Interview questions / Library research.

**F (10/3)** Library tour!

Assignment: Collect journal articles/research data from library

### **Week 7 Room 3210**

**M (10/6)** Group Contract and proposal due

Examine periodicals/data. Discussion on in-text documentation for quotations, summaries and paraphrases. Distribute *Writer's Guide to Research and Documentation*

Assignment: Continue to work on project and begin developing itinerary, budget and packing list information. Write as much as you can on subject individually and bring your writing to class on 10/8. Keep individual writing to turn in with project.

**W (10/8)** Continued discussion on In-text citations.

Assignment: Continue to work on group project

**F (10/10)** Group/Writing Workshop- Work with group to develop analysis/itinerary etc..

Assignment: Begin to work on group presentations

### **Week 8 Room 3140**

**M (10/13)** Bring a list of sources to construct Works Cited page. Also bring *Writer's Guide to Research and Documentation* to class.

Assignment: Final Project Due on Monday 10/27. Continue to work on project and presentation

**W (10/15)** Begin Group Presentations

**F (10/17)** No Classes – Fall Break

### **Week 9 Room 3210**

**M (10/20)** Oral Presentations

**W (10/22)** Oral Presentations

**F (10/24)** No Class – Meet with group to finalize project

Assignment: Final Group project is due Monday, 10/27

### **Week 10 Room 3140**

#### **M (10/27) Group Projects Due**

Complete presentations if necessary. Essay # 3. Distribute a list of possible topics. Free Write on topics.

Assignment: Develop chosen topics for essay. Begin to gather necessary sources from on-line information, periodicals, books, journals, etc. that are helpful to your topic. Bring materials to class.

#### **W (10/29) Discussion on Reading Responses – incorporating quotations, paraphrases, summaries into our reading responses. Developing Outline for essay (*Here's How to Write Well* – pg 149-162) – discuss planning, drafting – how to introduce narratives to help support your points etc.**

Assignment: Continue to take notes/reading responses on each of the periodicals/books you are examining. You will need a minimum of eight to ten sources.

#### **F (10/31) Distribute sample essay and discuss layout, citations, narratives etc...**

Assignment: Continue to work on gathering research. Bring information and disk to class on Monday.

### **Week 11 Room 3210**

#### **M (11/3) Writing Workshop –Bring in any individual questions you have regarding research and/or writing project.**

#### **W (11/5) Grammar Workshop –**

Assignment: Continue to draft essay outside of class.

#### **F (11/7) Small Groups – Identify any missing links. What voices have been omitted that should be heard? Is enough background information provided to establish the purpose? Is there a clear thesis, paragraph development?**

Assignment: Bring in 2 copies of rough draft to class on Monday 11/17.

### **Week 12 11/10 – 11/14**

**Individual Conferences – no class. Bring all materials for research paper to conference**

### **Week 13 Room 3210**

#### **M (11/17) Peer Reviews for Essay #3**

Assignment: Continue to Revise

#### **W (11/19) Complete Peer Reviews for Essay #3**

Assignment: Polish Essay #3 –include pre-writing, rough drafts, reading responses, final draft

#### **F (11/21) Essay #3 due- Develop letter to instructor - regarding Essay #3**

### **Week 14 11/24 – 11/28 – No classes – Thanksgiving Recess**

### **Week 15 Room 3140**

- M (12/1)** Return Research projects. Small and large group discussion – address necessary areas for improvement/revision etc...  
Assignment: Revise Essay #3 - Research
- W (12/3)** Discussion on Writer's Autobiography – examining the writing done this semester in your coursework. How do you get started on a writing project? Do you feel more confident as a writer? How do you feel about responding to others' writing? About others responding to your writing? These questions and more will be addressed in your autobiography? I will give you an outline in class.  
Assignment: Pre-write and compose autobiography. Bring in two hard copies to class on Friday
- F (12/5)** Peer Reviews for Autobiography  
Assignment: Polish Autobiography and gather all material for Writing Portfolio, including all polished versions of essays, and final group project.

### **Week 16 Room 3210**

- M (12/8)** Working on putting together writing portfolios. Sharing writers' autobiographies in small groups. Writing portfolios due.  
Assignment: Revise one paper this semester and bring in hard copy and submission form for Electronic Portfolio. If you have not already, you will need to retrieve the necessary submitted form.
- W (12/10)** Peer Reviews and revisions for electronic submission.  
Assignment: Revise chosen essay and submit it. Make sure to follow the outlined instructions
- F (12/12)** Small response groups – drawing conclusions – what does it mean to be a critical writer, reader and thinker?

**\*There will be no final exam in this course**