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ENG 1001G-023: Composition and Language

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ENG 1001G-023 Course Policy and Syllabus
Composition and Language
 12-12:50pm MWF, 3120 Coleman

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“Whoever does not study rhetoric will be a victim of it.”

-ancient Greek wall inscription

“Having to say something is a very different matter from having something to say.”

-John Dewey, *How We Think*

Texts:

- *Writing Analytically*, 4th ed; Rosenwasser and Stephen
- *Easy Writer: A Pocket Reference*, 3rd ed.; Lunsford

Materials:

Writing instruments, paper, two 2-pocket folders, a college dictionary, a typewriter or computer, and other appropriate supplies

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, and documentation of sources.

Prerequisite:

Students who have an ACT score in English of 14 or below, or who have not test scores on file with the university, must pass English 1000 before enrolling in English 1001G.

The Official Student 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)

Additional Student Learning Objectives of Note:

- Demonstrate college-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading
- Grow as independent writers and thinkers
- Distinguish between objective and subjective writing

- Distinguish facts from opinions, inference, and judgment
- Be able to annotate, paraphrase, summarize, quote, and synthesize written material accurately and ethically
- Recognize multiple perspectives while discovering and developing one's own perspective

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 debated/pondered/ listened/ read/ explored beyond the surface.

Course Requirements:

Class consists of in-class writing activities, discussions of assigned works, peer review sessions, journal entries, shorter assignments, and you can count on pop quizzes. There will be seven formal writing assignments and a prospectus for a larger research essay. I also have a participation grade and a writing process grade. Active and constructive class participation can make a positive impact on your overall grade.

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.

Your Instructor:

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit my office. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during the posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations:

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. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

You have the opportunity to turn in two late assignments of your choosing. If you have to turn in an assignment late, you must communicate with me about your situation prior to the class time that the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Once we've discussed the situation, you must write a short memo that indicates the day we've agreed that you'd turn it in, which is then turned in with your late assignment. Unless it's an extreme situation, I typically grant an extension of a day or two for late assignments.

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a class in composition, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect one's participation grade.

Although I keep accurate records of your grades and progress, I also expect you to keep track of your grades. You should document all your point totals for essays, journals, quizzes, and other assignments

throughout the semester to give yourself an idea of your grade in the course. It is your education, and I believe students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student's grade on in-class work alone.

Coursework: Papers, Journals, In-Class Work, Quizzes, Other Assignments:

Unless otherwise indicated, all class work (drafts, journals, and other assignments) will be typed. If an assignment isn't typed, I will not accept it. When formal writing assignments are turned in, they will be submitted in a two-pocket folder that holds all pre-writing, outlines, drafts, and peer review comments. Essays will use Times New Roman--12 font, have double-spacing, and have one-inch margins. Modern Language Association (MLA) format will be used for citations and works cited pages.

Unless otherwise indicated, journals should be a full page or more. Journals should demonstrate an accurate reading, display an appropriate response, or present a valid rhetorical aim/purpose. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). Some of the journals for this class I will direct what you're to write in response to, and other journals are "open," meaning that they simply give you the opportunity to write about something you want to write about.

Revision of Essays:

Students can revise essays 1, 2, 3, 5, and 6. Time allotted for revision is approximately a week from the day they are ready to be passed back in class. When you turn in your revision, you also have to submit the original graded copy with the new paper, but a two-pocket folder is not necessary.

Extra Credit Opportunities:

There are opportunities for extra credit points (maximum of 10 points) throughout the course. To receive extra credit points, a student has to work as a "grammar sleuth," a person who notices grammar mistakes and then reports these to the instructor. The process works like this: Through the course of reading textbooks, newspapers, magazines, junk mail, or other written communication, if a student finds a sentence that is ungrammatical, he or she can earn two points of extra credit per item found and analyzed. Once a student discovers a grammatical mistake, he or she must write a short paragraph (3-5 sentences) explaining why the sentence is ungrammatical, offer a correction for the author, and attach a photocopy of the grammar problem.

Note: Intended fragments and headlines are not eligible for extra credit. And once one student finds a grammatical mistake, that mistake is no longer "fair game."

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by EIU's 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."

Here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- taking someone else's writing, changing some of the words, and not identifying the source;
- taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- purchasing or downloading papers or passages from the Web.

As a rule of thumb, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student's own work. As most instructors are, I am involved in a "network" to catch plagiarism, and I sometimes randomly—and sometimes not so randomly—check students' work to make sure it is their own. If there is a huge difference between the quality of in-class work and out-of-class work, I reserve the right to base the final grade on in-class work alone. In this class, there is a social contract between the instructor and students that the work submitted will be the students' own documents, not someone else's work. Do your own writing.

Class Conduct:

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective. In sum, I expect students to act in a mature and collegial manner. Student-learners should come to class having read the material, eager to participate, and ready to write. Here are some examples of someone not exhibiting mature or collegial behavior:

Good Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. When we discuss a reading or writing assignment, have the materials in front of you on your desk. When we are doing in-class writing, be prepared to actively brainstorm, draft and compose your ideas. And bring texts, paper, and pen
3. Have an opinion and support your opinion with details and examples.
4. Play well with others. Respect others' opinions and be open to them. Actively help your peers in collaborative activities like peer review
5. When working in a group, stay on the assigned tasks.
6. Do not carry on side conversations with other students when the instructor or a student "has the floor" during class.
7. General rudeness and disrespect is not tolerated.
8. Cell phones and pagers need to be turned off.
9. No profanity.
10. No personal grooming.
11. No sleeping. If you do, I will ask you to leave.
12. Wait until I dismiss you before packing your book bags to leave.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with me during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Composition of the Overall Grade
(all point totals are tentative)

Participation 50 pts.
Discussion, in-class writing, small group work

The Writing Process 50
10 pts. available for each Peer Review session

Journals 100
10 at 10 points for each journal

Various assignments 150
Quizzes 51
Imitation Exercises 49
The Prospectus for the Position essay 30
The cover letter for the Position essay 20

Six Writing Assignments 700
1. Informative essay 100
2. Reflective essay 100
3. Rhetorical Analysis essay 100
4. Analyzing Images essay (in-class) 100
5. Argumentative (Position) essay 150
6. Reflecting on Writing essay 50
7. Application Letter case 100
(in-class final)

1050 points possible

Grading Scale for Papers:

100-99% = A+	89-88 = B+	79-78 = C+	69-68 = D+
98-92 = A	87-82 = B	77-72 = C	67-62 = D
91-90 = A-	81-80 = B-	71-70 = C-	61-60 = D-

Grading Criteria:

A=Outstanding; B=Better than Correct; C=Correct; D=Deficient in form or structure or content;
F=Seriously deficient in form or structure or content.

Writing is evaluated in four major areas: **organization and development, supporting evidence and details, style and sentence patterns, and editing skills.**

I begin reading each paper with the assumption that it will be correct (a "C" paper). A **"C" paper (70-79)** is competent. It exhibits the sort of editorial correctness that would be expected of anyone in college. It has a clear thesis (implicit or explicit), and it is reasonably well organized and developed. However, the essay delivers information that is not particularly surprising, or, if it is, it is not supported with persuasive evidence. "C" papers are typically thin and commonplace. This type of paper can also exhibit problems with organization that aren't major problems, but they hinder the rhetorical force of what the writer is expressing. "C" papers have other shortcomings as well, which invariably deal with stylistic monotony, weaknesses in certain parts of the paper, vague generalities, and so on. The "C" paper gets the job done, but it lacks both the imagination and intellectual rigor that invites a rereading. A C paper has, at most, four mechanical errors.

An **"A" paper (90-100)** exhibits rich content and delivery. It is well organized so that each sentence and paragraph flows from the other, and it maintains the reader's interest. It is free of irrelevant detail, inappropriate diction, unexamined assumptions, clichés, and errors in grammar, usage, or punctuation. Because of its careful organization and development, the "A" paper imparts a feeling of wholeness and clarity. A reader feels taught by the author. An A paper does not have any mechanical or proofreading errors.

A **"B" paper (80-89)** has many of the same qualities of an "A" paper, with occasional lapses of one kind or another. For the most part, a "B" paper provides substantial information, and it usually has a logical structure. To provide more rhetorical force, a "B" paper usually needs more development to facilitate persuasion. The paper has, at the most, two mechanical errors.

A **"D" paper (60-69)** fails to make a clear point, or fails to provide persuasive evidence, or falls short of ordinary standards of correctness. "D" papers usually just "go through the motions" of writing without much thought, as if the writer wrote it in hurry. "D" papers also tend not to have an identifiable thesis or organizing idea. While organization is present, it is neither clear nor effective. There are four or more mechanical errors.

An **"F" paper (0-59)** is seriously deficient or doesn't answer the prompt of the essay. The paper treats its subject superficially and has poor organization, while the diction is garbled and/or unclear. Grammatical, stylistic, and proofreading errors are frequent. The ideas, organization, and style fall below what is acceptable college writing. There are four or more mechanical errors.

Syllabus

All readings and assignments are tentative

WA = Writing Analytically, EW = Easy Writer,

* denotes a handout or a document to be found via search engines and printed

M 8-20	Introductions, the Course Policy and Syllabus Intro of Writing Assignment 1: Informative Essay
W 8-22	Ch. 1 EW (12-20) Discussion of "What is quality writing?" Journal 1 due Course Policy Quiz due
F 8-24	<i>Comp Day</i>
M 8-27	Ch. 5 WA(163-71), Ch. 7 WA (197-205) *"Two Bad Bricks" Journal 2 due
W 8-29	Ch. 8 WA (219-35)
F 8-31	<i>Peer Review</i>
M 9-3	Labor Day, no class
W 9-5	Informative Essay due Intro of Writing Assignment 2: Reflective Essay
F 9-7	*"Just Walk on By" by Brent Staples Journal 3 due
M/Tu 9-10/11	No class, but Mandatory Conferences in my office
W 9-12	*"Ill for Popularity" and "The Modeling World" (sample student essays) Imitation of Sentences 1-6 due
F 9-14	<i>Comp Day</i> Journal 4 due
M 9-17	<i>Peer Review</i>
W 9-19	Reflective Essay due Classical Rhetoric, Persuasion, and the Rhetorical Appeals Intro of Writing Assignment 3: Rhetorical Analysis Essay
F 9-21	Ch. 2 EW (20-31) In-class reading and group analysis of *"War: What a Bummer" Imitation of Sentences 7-11 due
M 9-24	*"My Big Biofuels Bet" by Vinod Khosla & "We Must Imagine a Future Without Cars" by James Howard Kunstler
W 9-26	"Two Myths That Keep the World Poor" by Vandana Shiva and tbd reading
F 9-28	*tbd readings Journal 5 due
M 10-1	Ch. 39 & 40 (176-79, 182-187) EW Paraphrase Exercise due
W 10-3	<i>Comp Day</i> Integrating Quotations in MLA Style Exercise due
F 10-5	<i>Peer Review</i>

- M 10-8 **Rhetorical Analysis Essay due**
Intro of Writing Assignment 4: Analyzing Images Essay
Anonymous Mid-term student feedback forms
- W 10-10 Review of Rhetorical Appeals and Analysis of a Komen advertisement
Imitation of Sentences 12-19 due
- F 10-12 *”A Moving Message”
Ch. 2 WA (71-73) Rhetorical Analysis of an Advertisement: An Example
Journal 6 due
- M 10-15 Group Analysis of Prospective Ads
- W 10-17 Brainstorming and Outlining
- F 10-19 **Analyzing Images Essay (in-class)**
- M 10-22 Intro of Writing Assignment 5: Argumentative (Position) Essay
Topic Brainstorming
- W 10-24 Orientation to Using Web-Based Databases in Booth Library
- F 10-26 Ch. 12 WA (296-322)
Journal 7 due
- M 10-29 *Comp Day*
- W 10-31 **Prospectus due**
- Th/F 11-1/2 No class, but Mandatory Conferences in my office
- M 11-5 *Comp Day*
Imitation Exercise II due
- W 11-7 The Components of the Cover Letter
- F 11-9 **Peer Review**
- M 11-12 Intro of Writing Assignment 6: Reflecting on Writing Essay
- W 11-14 *Comp Day*
- F 11-16 **Journal 8 due**
tbd reading
- Thanksgiving Break
- M 11-26 *Comp Day*
- W 11-28 **Peer Review**
- F 11-30 **Reflecting on Writing Essay due**
Intro of Writing Assignment 7: Application Letter Case
- M 12-3 tbd reading
Journal 9 due
- W 12-5 Case work
- F 12-7 Case work
Journal 10 due: Evaluation Memo

Final: In-class Application Letter