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ENG 1001G-019: Composition and Language

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ENGL 1001G-019 - Course Policy

11:00-11:50 am MWF, 3120 (odd weeks) 3130 (even weeks)

T.j. Martinson

Office: 2110 Coleman Hall

Office Hours: M:12:00-1:00, TR 2:00-3:00

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“Get it down. Take chances. It may be bad, but it’s the only way you can do anything really good.”

- *William Faulkner*

Text

- Faigley, Lester. *Writing: A Guide for College and Beyond*. 2nd ed. New York: Longman, 2010.
- Peterson, Linda, et al, eds. *The Norton Reader*. 13th Ed. New York: W.W. Norton, 2012.
- Handouts provided during class

Materials

Notebook, writing instruments, portable USB device, college-level dictionary, and class folder

Course Description

English 1001G. Composition and Language. A course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

Learning Objectives

In successfully completing English 1001G, 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 their essays (writing, critical thinking).

Course Requirements

For each class, you should come prepared to participate. Keep in mind that part of your grade depends on your constructive participation. The class will engage in in-class writing, class discussion, and small group work. Throughout the semester, you will be required to attend draft conferences with me and participate in peer review. There will be five large writing assignments throughout the semester.

Instructor Availability

At any point in the semester, you can feel free to visit me during office hours or by appointment. If you have questions, comments, or concerns, come visit with me. If you are struggling with an assignment, course material, or anything that you feel that I should know, do not hesitate to schedule an appointment with me.

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.

Attendance

You are expected to attend every day of class. However, the EIU Undergraduate Catalog allows for an absence if it is a “properly verified absences due to illness, emergency, or participation in an official University activity.” If you miss a class due to sickness or emergency, it is your responsibility to acquire course materials and information from the day that was missed. In the event of an excused absence, you will turn in anything that was due the day of absence at a time in accordance with me. In any absence, you have the option of using one of your late assignment opportunities to extend the assignment deadline.

There is no attendance policy that will reduce your overall grade because of absences. However, this is a course in writing in which you will be actively composing in class and collaborating with your peers. That in mind, if you are often absent, those days missed will likely be reflected in the quality of work that you produce, and would inevitably reduce your participation grade. I will communicate with you throughout the semester about your grade.

Revision Policy

I will allow you to revise and resubmit three of the six major writing assignments (the Reflection Memo excluded). If you choose to revise the assignment for a new grade, you must turn it in to me approximately one week after it was turned back in to you. For instance, if I give the paper back to you on a Monday, you should have the revision into me by next Monday's class. With the revision, you must include the originally graded copy (my comments included) with the revised copy. Along with those two copies, you must include a separate page that discusses what changes you made to your paper.

For all revisions, I expect deep revision, not just surface editing, such as fixing small grammatical concerns. If I don't feel that it was revised sufficiently, I will not accept the revision and your original grade for the assignment will be recorded.

Late Work Policy

The late assignment opportunity consists of **two** extensions to an assignment of your choosing. However, you must tell me that you will using this extension prior to the class that the assignment is due. You may do so by e-mailing or by visiting my office during office hours. The extension is typically for one or two days.

Electronic Writing Portfolio (EWP)

EIU requires you to submit to the Electronic Writing Portfolio throughout your college career. You may choose to submit a paper that you write in this course. Here are the basics as listed from EIU's EWP guidelines:

- Three submissions are required for the portfolio. Submission may come from any writing-centered or writing intensive course, or from any other course for which students complete an appropriate writing assignment.
- Only one submission is allowed from any one course; students who submit from ENG 1001G/1091G may not submit from ENG 1002G/1092G.
- Students must desposit the first two submissions by the time they earn 60 credit hours; if they fail to do so, a registration hold will be placed at 75 credit hours. Students must deposit their final submission by the time they earn 105 credit hours. Transfer students who enter with more than 30 hours may request additional time to submit work to the portfolio.
- Students whose first two submissions need improvement or are unsatisfactory will be required to take a diagnostic writing exam. Those who do not pass the exam with a minimal score will be required to complete a non-credit, one-semester-hour, small group/one-on-one writing tutorial.

Expectations

You should keep track on your grades throughout the semester. I will keep accurate records, but I expect you to take an active role in assessing how you are doing in the course. If there is a notable discrepancy between your in-class and out of class work, I reserve the right to base your grade on the in-class work alone.

Unless indicated, all assignments must be typed. If the assignment is not typed, I will not accept it. The larger writing assignments will be submitted in a two-pocket folder with your name printed on it. The folder will hold all of your pre-writing, outlines, and drafts. All writing assignments will use Times New Roman 12 point font with double-spacing and one-inch margins unless I note otherwise.

For all assignments, the heading should include your name, the course number, and the section number. For example:

John Smith (ENG 101.019)

Conferences

Throughout the semester, there will be three conferences for major writing assignments. All conferences will be held in my office (Coleman 2110). For the first conference, you should come prepared with whatever questions you have about the course or the syllabus, and you should also come prepared to talk about yourself. This is my opportunity to get to know you.

For the draft conferences, you will send me your paper electronically at least a day before the conference. The day of the conference, you will come with your printed paper. In each draft conference, you will read your paper out loud (pen in hand) and then we will discuss your draft, your ideas, and revision strategies.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Plagiarism

The EIU English Department's official statement on plagiarism states, "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."

Plagiarism can take several different forms. If you take someone's ideas without giving them credit, if you take what they have written without giving them credit, if you have someone change your writing while claiming it is your own, or if you purchase or copy a paper from the internet or elsewhere, you are plagiarizing.

I take plagiarism very seriously. I reserve the right to ask for pre-writing, drafts, or faculty review to prove it is the student's work. Remember, in the academic community, we thrive off of ideas—exchanging them, discussing them, and using them to form our own. Respecting this culture of ideas is a major component of academic success.

Conduct

In a college classroom, you are expected to act like the mature college student that you are. You should come to class having read the required materials, willing to participate, and ready to write.

Here are some general guidelines for any college course:

- Come to class with the appropriate materials.
- Come to class on time and stay the duration.
- If discussing a reading, have the text in front of you.
- Respect your peers by listening, respecting opinions, and giving them time to share their thoughts.
- Do not get involved in side conversations when someone else is talking for the class.
- When working in groups, stay on task and contribute to the group.
- Do not use coarse language—no profanity.
- Unless you are told otherwise in advance, do not take your laptop out.
- Stay awake. If you fall asleep, you will be woken up and told to leave.
- Do not text—turn your cell phone off and put it away.
- Use the restroom before or after class unless it's an emergency.

If there is anything in this list or this policy in general that concerns you, please arrange a time with me to discuss it during my office hours. Throughout the semester, if any circumstance occurs that could hinder your performance in the class, please let me know as soon as possible.

Grading Criteria Description

For this course, the most important aspects of a paper are the following areas: organization/development, style and mechanics, audience awareness, and focus. Although each writing assignment will be different and will require different things, the previous aspects will run throughout each paper. For each writing assignment, I will tell you what specifics I will be looking for.

When I read a paper, I begin with the assumption that the paper will be a “C” paper. What this means is that I read a paper as if it will be good, but not great. It is decently organized and developed. The thesis is clear. However, the C paper falls short of an A or B because it is not as developed as it could be. There are some organizational problems. The information isn’t told in an interesting, engaging way. Inevitably, there are other problems with the C paper as well. While the C paper is good, it falls short of the academic/intellectual force that is expected of an A or B paper.

An **A paper** (90-100) is organized in a way that makes sense rhetorically. The paper as a whole is coherent, while still communicating content in a way that is interesting. The paper flows, and the reader is engaged. The thesis is clear and strong. All details, information, and quotes are used in a relevant way. Opinions are backed and supported.

A **B paper** (80-89) has similar virtues of the A paper, but falls short in an area or two. The B paper will have good organization and good support for ideas. It may lack development, details, or helpful examples. It may also be a case of audience awareness.

A **D paper** (60-69) has no central focus. The author’s argument is lost and unsupported by details or evidence. The D paper may not have a thesis, or one that is identifiable. Although there is some aspect of organization, it is not rhetorically effective.

An **F paper** (0-59) either doesn’t respond to the writing assignment task or is severely underdeveloped and disorganized. Mechanical errors are abundant. The main components of college writing are absent in the paper, or they do not meet expectations.

Writing Center

EIU has a Writing Center (Coleman 3110). They are available to help you at any stage in the writing process. They can help you brainstorm ideas, organize a paper, develop a thesis, proofread, etc. Any writer at any level would benefit from visiting. There is no charge. It is a free service. They operate in forty-five minutes sessions. They accept walk-ins and scheduled appointments.

EIU Writing Center Hours (581-5929):

- Monday-Thursday
 - 9:00am-3:00pm and 6:00pm-9:00pm
- Friday
 - 9:00am-1:00pm

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, text 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.

Composition of Overall Grade

(all assignments and point totals are tentative)

Participation	100 total		
Discussion, in-class writing, conferences, group work, informal presentations			
Quizzes – To Be Determined (TBD)			
Writing Process Grade	110 total		
10 points for bringing a full draft of assignment to conferences; 5 draft conferences			
10 points for every Peer Review; 6 Peer Reviews			
Journals & Exercises	310 total		
Introduction Journal	10		
6 Directed Journals (10 pts each)	60		
3 Open Journals (10 pts each)	30		
6 In-Class Activities (10 pts each)	60		
Proposal for Open Paper	30		
Genre Analysis Presentation	20		
Prospectus for Civic Proposal	50		
Civic Proposal Presentation	40		
Feedback Memo	10		
Formal Writing Assignments (min. page requirement)	700 total		
Summary/Analysis Response Paper (3)	100		
Perception/Reality Informative Paper (4)	100		
Writing Development Plan (3)	100		
Open Paper (4)	100		
Genre Analysis (3)	100		
Civic Proposal (4)	100		
Reflective Memo (1)	100		
	1230 points + TBD		
Grading Scale for Formal Documents:			
100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	
Overall Grading Scale:			
A, B, C, No Credit			

ENGL 1001G-019 Syllabus

Mr. Martinson

Fall 2014

All assignments and due dates are subject to change

W = *Writing: A Guide for College and Beyond*

N = *The Norton Reader*

= handout

Week 1:

8/25 Course Introduction & Prewriting

Introduction due (in-class)

8/27 Fundamentals of College Writing: Summary and Analysis

W= 6, 12, 16-17, 20, 26-27, 260-267

Introduction to Writing Assignment 1: Summary/Analysis Response Paper

In-Class Writing due

8/29 Ethos, Pathos, Logos

#= "Red Cross Acceptance Speech"

#= "I Have a Dream"

W= 264-265

Directed Journal due

Week 2:

9/1 Labor Day (No class)

9/3 Thesis Statements, Introductions, and Conclusions

W= 36-37, 46, 48, 54

N= "Too Many Colleges Are Still in Denial about Alcohol Abuse," by Wechsler et al.

Introduction to Peer Review

Open Journal due

9/5 Peer Review for Assignment 1

Week 3:

9/8-9/9 Draft Conferences (no class)

9/10 Using Sources in MLA

= "MLA: Using Sources Correctly"

W= 609-623

N = "On Going Home" by Joan Didion (1-3)

In-Class Activity due

9/12 Writing Informative Papers

W= 161-164, 194

N= "Consider the Lobster," by David Foster Wallace

Introduction to Writing Assignment 2: Informative-Perception/Reality Paper

Summary-Analysis Paper due

Week 4:

9/15 Audience Awareness

W= 14-17

Directed Journal due

9/17 Grammar & Comp Day

W= TBA

9/19 Peer Review Assignment 2

Week 5:

9/22 Revising

W= 51-56 & 268

#Lamott, "Shitty First Drafts"

Open Journal Due

9/24 Editing Strategies: How to Make it Flow

W= 49, 661-667

In-class Activity Due

9/26 Writing as a Process
N= "Superman and Me," by Sherman Alexie
N= "To Write Well" by Ben Jonson (477-478)
Intro to Writing Assignment 3: Writing Development Plan
Informative Paper Due

Week 6:

9/29 Writing as a Process (cont.)
N= "On Writing," by Stephen King
Directed Journal due

10/1 Comp Day
10/3 Peer Review Assignment 3

Week 7:

10/6 Choosing a Topic/Developing Ideas
W= 33-44, 47, 49
10/8 Brainstorming/Outlining
W= 553-555
In-Class Group Work Due

10/10 TBA
Writing Development Plan Due
Intro to Writing Assignment 4: Open Paper

Week 8:

10/13 Finding/Evaluating Sources
W= 567-583
10/14-15 **Proposal for Open Paper due**
Mandatory Midterm Draft Conferences (no class)

10/17 Fall Break. Be safe and have fun!

Week 9:

10/20 Synthesizing Sources

In-Class Activity Due

10/22 Peer review Assignment 4

10/24 Crafting an Argument

W= 403-405, 442

Week 10:

10/27 Debate

#= "Gunfight, The Battle Over the Right to Bear Arms"

Directed Journal Due

10/29 Genre

#- Excerpt from "Using Parrots to Kill a Mockingbird"

#- "Grand Scam"

Intro to Writing Assignment 5: Genre Analysis

Open Paper due

10/30-31 Mandatory Conferences (no class)

Week 11:

11/3 Genre (cont.)

#- "I'm Comic Sans, Asshole," from *McSweeney's Internet Tendencies*

#- "23 Signs That Aren't Doing Their Job Right," from *Buzzfeed*

Directed Journal due

Presenting the Strange Genre

11/5 Comp Day

Presenting the Strange Genre

11/7 Peer Review Assignment 5

Week 12:

11/10

Annotated Bibliography

#- Sample Annotated Bibliography

W- 584-585

Open Journal due

11/12

Writing the Prospectus

W= 463-464, 504-519

Intro to Writing Assignment 6: Civic Proposal

11/14

Writing for Change

#- "Impact of *Uncle Tom's Cabin*, Slavery, and the Civil War"

#- "Kurt Vonnegut's 8 Keys to Power"

Genre Analysis Due

Week 13:

11/17

Comp Day

Open Journal Due

11/19

Comp Day

11/20-21

Mandatory Draft Conferences (no class)

Civic Proposal Prospectus Due

Week 14:

11/24

Thanksgiving Break

11/27

Thanksgiving Break

11/29

Peer Review Assignment 6

Week 15:

12/1

Reflection Writing/ Presenting

W= 61-63, 545-547

Introduction to Writing Assignment 7: Reflective Memo

Directed Journal due

12/3 Civic Proposal Presentations/ Comp Day

12/5 Civic Proposal Presentations

Civic Proposal Due

Week 16:

12/8 Civic Proposal Presentations

12/9-10 Mandatory Draft Conferences

12/12 LAST FULL DAY!

Civic Proposal Presentations

In-Class Writing

Maybe pizza. Don't get your hopes up, though. Too late? Ok.

Final—Tuesday December 16, 12:30 pm: Reflective Memo & Feedback Memo Due