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# ENG 1001G-026-048: Composition and Language

Lynanne Page  
*Eastern Illinois University*

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# English 1001G

## Composition and Language

### Course Outline and Syllabus

***Bring this syllabus and course schedule to every class so that you may make note of any changes which I announce in class.***

Lynanne Page, Instructor  
3037 Coleman  
cfjlp@eu.edu (When possible, please email me rather than calling my office.)  
Office hours: MWF 10-12, 1-2

#### **Required Texts:**

Fulwiler, Toby and Alan R. Hayakawa. The Blair Handbook. 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2003

LaGuardia, Dolores, and Hans P. Guth. American Voices: Culture and Community. 5<sup>th</sup> ed. Boston: McGraw Hill, 2003.

McMahan, Elizabeth and Robert Funk. Here's How to Write Well. 2<sup>nd</sup> ed. New York: Longman, 2002.

#### **Required Materials:**

- Pocket folders (at least two)
- Floppy disks (at least two)
- A calendar or daily planner

#### **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.

#### **Course Objectives:**

Upon completing English 1001, students should be able to:

- Write informative and persuasive essays clearly and concisely in standard written English;
- Build a cohesive argument and identify arguments in texts;

- Utilize the various forms of argument and avoid logical fallacies;
- Revise essays for clarity, cohesion and style;
- Assist fellow students in their writing and revision;
- Think critically about information in their own environments;
- Select and narrow a topic, write about it using outside sources, and document those sources accurately in MLA style.

## Grading:

Grades on individual assignments will be assigned according to the following scale:

A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	59% and below

Grades for individual assignments will be determined according to the Guidelines for evaluating Writing assignments in EIU's English Department (attached). Be sure to read these guidelines fully – they will help you to understand what is expected of your work. Keep in mind that adequate, average work will receive a C, and that excellent work will receive an A.

The possible final grades for English 1001G are A, B, C, NC and INC. In other words, you cannot pass this course with D-level work. If your grade for the course is less than a C, you will receive an NC for the course and you must then retake the entire course to receive credit. Please remember that your grade for an essay will be determined not just by your final draft, but also by your revision work.

In addition, **you must turn in all assignments** to receive credit for the course. If you fail to turn in one of your assignments, you will receive an NC for the course.

Assignments will be accepted for full credit only at the beginning of class on the day on which they are due (unless in the case of an excused absence – see Attendance Policy below). Late assignments will lose one letter grade for each day they are late. **Never leave anything at or in my office** – there is too much danger that it will be misplaced. Put late assignments in my mailbox in the English Department office.

## Essays

In-Class Writing 1	10
In-Class Writing 2	10
Essay 1	20
Essay 2	20
Essay 3	50
Essay 4	100
Essay 5	100
Essay 6	<u>200</u>
	600 pts.

## Daily Assignments

A small number of points for daily assignments may be designated later in the semester.

There is no final exam in English 1001.

To calculate your grade at any point during the semester, simply divide the number of points you have earned by the total possible points on the assignments which we have completed.

## **Submitting Essays for a Grade:**

All essays will follow MLA guidelines. See your Blair Handbook for an explanation and sample of MLA format.

Your essays must be submitted in a folder. You may need more than one folder this semester for submitting essays.

When submitting an essay for peer review or conference, you must bring four copies of your essay.

When submitting an essay for a grade, be sure to include all of your drafts as well as a cover letter (cover letters will be explained in class). Points will be deducted from your essay grade for missing drafts or a missing cover letter. Your cover letter does not count toward your minimum page requirement.

Submit your essay folder in the following manner:

- On the left side of the folder, your cover letter, followed by your final draft
- On the right side of the folder, your previous drafts in reverse chronological order (newest first), with peer and/or instructor comments stapled to it.

## **Attendance Policy:**

Attendance is mandatory. Final course grades may be lowered by one letter grad for each *unexcused* absence over three. Absences may be excused for illness, religious holidays, personal emergencies, and some university events. **You must notify me in advance of absence for reasons other than illness or emergency; if you are ill, you must email me before class in order to be excused.** Absences will be excused at my discretion.

You may make up an assignment **only** if you were absent on the day the assignment was due, and **only** if the absence is excused. If you will be absent for a reason other than illness or emergency, you must submit your assignment before your absence.

When you have missed class for any reason, you are responsible for asking a classmate what transpired during class. On the slots below, write the names and telephone numbers of three of your classmates whom you may contact when you miss class:

1. Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_
2. Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_
3. Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

### **Students with Disabilities:**

Students who have a documented disability and wish to receive academic accommodations should contact the Office of Disability Services (581-6583).

### **Conferences:**

Some mandatory conferences have been scheduled during the semester. A mandatory conference counts toward your absence record as a regular class day and will also be counted toward your grade for the paper which it addresses. If you are unable to attend your scheduled conference, you must let me know immediately and provide a valid excuse, just as you would for a regular class session.

I recommend that you invest in some sort of daily planner. It will become your best friend and help you avoid unnecessarily irritating your instructors this semester by missing appointments and deadlines. In other words, your life will be much, much easier if you use a daily planner of some sort. It need not be expensive or bulky – an inexpensive pocket calendar or your dormitory planner will do.

However, your success in this course may also depend on your willingness to schedule voluntary conferences at any point during the semester at which you need help or would like to review your progress in the course. Come to my office during office hours whenever you need assistance or counsel, and keep careful records of your grades. You will not “bother” me by coming to see me – I expect to see you from time to time, and I look forward to it. No issue is too large or too small to be discussed during office hours, and as I come to know you better, I will be better able to help you make this course a valuable learning experience.

If you are not available during my office hours, I will be more than happy to schedule an appointment for you at another time.

# Tentative Course Schedule

**Abbreviations:**      W = Here's How to Write Well textbook      E = Essay

<b>Tuesday</b>	<b>Thrusday</b>
<b>August 26</b> Syllabus and schedule	<b>28</b> <u>W</u> Ch. 1 Diagnostic due
<b>September 2</b>	<b>4</b> E1 due <u>W</u> Ch. 2
<b>9</b>	<b>11</b> E2 draft 1 due <u>W</u> Ch. 4
<b>16</b> E2 due <u>W</u> Ch. 7	<b>18</b> <u>W</u> Ex. 2.6 due Example of loaded language due
<b>23</b> E3 due	<b>25</b> <u>W</u> Ch. 6 E4 draft 1 due
<b>30</b> <u>W</u> Ch. 5	<b>October 2</b> Class Cancelled for Conferences - E4 draft 1 due  Bring drafts 1 and 2 to your conference
<b>7</b> E4 final draft due	<b>9</b> <u>W</u> Ch. 8 Class meets at Booth Library south entrance (closest to Coleman Hall)
<b>14</b> <u>W</u> pp. 163-173	<b>16</b>  <b>Midterm</b>

<b>21</b>	<b>23</b> E5 final draft due
<b>28</b> E6 prospectus due	<b>30</b> <u>W</u> Ch. 9
<b>November 4</b>	<b>6</b>
<b>11</b> E6 Draft 1 due	<b>13</b> Bring E6 draft 1 to class
<b>18</b>	<b>20</b> Class cancelled for conferences - E6 draft 2 due  Bring drafts 1 and 2 to your conference
<b>25</b>  Thanksgiving Break – No classes	<b>27</b>  Thanksgiving Break – No classes
<b>December 2</b> E6 Draft 3 due	<b>4</b> E6 final draft due
<b>9</b> Critical thinking workshop	<b>11</b> In-class Writing
<b>16</b>  Finals Week	<b>18</b>  Finals Week

## 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](http://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](http://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](http://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**

	<b>4 Highly Competent</b>	<b>3 Competent</b>	<b>2 Minimally Competent</b>	<b>1 Not Competent</b>
<b>Focus</b>	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
<b>Organization</b>	Careful organization that enhances presentation	Logical organization	Some organization; lapses in focus and/or coherence	Random and/or weak organization
<b>Development</b>	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
<b>Style</b>	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
<b>Mechanics</b>	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*

## 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