

Fall 8-15-2007

## ENG 1001G-029: Composition and Language

Leann Athey  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_fall2007](http://thekeep.eiu.edu/english_syllabi_fall2007)



Part of the [English Language and Literature Commons](#)

---

### Recommended Citation

Athey, Leann, "ENG 1001G-029: Composition and Language" (2007). *Fall 2007*. 24.  
[http://thekeep.eiu.edu/english\\_syllabi\\_fall2007/24](http://thekeep.eiu.edu/english_syllabi_fall2007/24)

This Article is brought to you for free and open access by the 2007 at The Keep. It has been accepted for inclusion in Fall 2007 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**ENGLISH 1001G-029: COMPOSITION AND LANGUAGE**

Fall 2007: T/TH 12:30-1:45pm

CH 3130 (CLASSROOM) and CH3120 (LAB)

**INSTRUCTOR: LEANN ATHEY****OFFICE HOURS:** T/TH 10:45am-12:30 pm; 1:45 – 2:45;  
4:30-5:00 pm and by appointment**OFFICE PHONE:** 581-6288**WWW ADDRESS:** <http://www.ux1.eiu.edu/~lathey>**OFFICE:** CH 3033**MAILBOX:** CH 3155**E-MAIL ADDRESS:** [lathey@eiu.edu](mailto:lathey@eiu.edu)

**COURSE DESCRIPTION:** 1001G is a course in 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.

**GUIDELINES:** All students with an ACT English score of 15 or above (13 on the old ACT) are placed in English 1001G. Students with ACT scores below the cut-off—or with no ACT scores on file—are placed in English 1000, Fundamental English, before enrolling in English 1001G. If you are not sure of your status, consult with the Director of Composition.

**OBJECTIVES:** This course enables students:

- ◆ To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect an understanding and a command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
- ◆ To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
- ◆ To develop the ability to evaluate and criticize their own and their peers' writing.
- ◆ To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

**REQUIRED TEXTS AND MATERIALS:** Must be obtained before next class session.

Peter son and Brereton The Norton Reader 11<sup>th</sup> ed.

Rosenwasser and Stephen, Writing Analytically

Fulwiler and Hayakawa, The Blair Handbook 4th Ed.

A standard college-level dictionary

3 Notebooks/Folders:

- ◆ class notes and ongoing papers/drafts/peer reviews, etc
- ◆ writing journal
- ◆ final writing portfolio

**\*\*Although not a requirement, it is STRONGLY suggested that you purchase a removable drive to transfer documents between the ETIC and your personal computer.**

**COURSE REQUIREMENTS OVERVIEW:** You will be required to write often both in and out of class, to read selections from the texts, to participate actively in classroom discussion and peer editing exercises, to refer individually to the handbook when necessary, to complete all classroom exercises and essays, to write often in a writing journal, and to attend all conferences when scheduled. You are also expected to keep track of **all** of your work—journal entries, essay drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! You will submit to me a final writing portfolio that should include the final copies of the essays as well as **all** accompanying materials.

### **SPECIFIC REQUIREMENTS INCLUDE:**

Essays: You will be required to write and revise three **4-6 page double-spaced, typewritten, evaluated but non-scored essays** out-of-class. With each essay, all accompanying materials (including but not limited to planning exercises, previous drafts, peer/group reviews, self-assessments and instructor comments) should be included. Additional guidelines for preparing these essays will be given throughout the semester. Additionally, you will be working on these drafts in class with peer groups gaining suggestions for revision. A draft of each paper is due at the beginning of class on the designated date (see course outline). After extensive work, you will present a draft of each essay to me in conference for which you will receive feedback and possible suggestions for further revision (again, see course outline for conference dates). Essays and their materials will be compiled into a final portfolio that will be submitted to me at the end of the semester.

Quizzes: Pop quizzes may be given when necessary and in no case can it be taken after it has been given to the class.

Conferences: Throughout the semester, I will schedule conferences to discuss the progress of your draft. Also note, there are no scheduled classes for a portion of this time. You **must** sign up and attend these conferences. After peer editing your first draft, make revisions. Shortly thereafter, I will meet with you in conference to go over your work. Please bring with you the following in order to receive your points:

To earn the total possible conference points at each meeting, you **MUST** do the following:

1. Have produced a complete draft that exemplifies substantial revisions
2. Be able to discuss with me the revisions made thus far and any anticipated changes
3. Take notes on my comments as we discuss and later use these notes in a cover letter for that "finished" essay. (work on this cover letter when you feel as if the essay, in your mind, is complete and "publishable")
4. Have prepared a list of questions and concerns about the draft.

**\*\*If you do NOT attend, you receive NO points, ONE absence, and NO feedback on your paper.**

**\*\*If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

Due to the large number of students/conferences that I have in a given week, conferences cannot be "made up"; likewise, conference points cannot be "made up". Therefore, it is important that you sign up for a time that best fits your schedule and make every possible effort to attend.

Writing Journal: As a means of thinking, analyzing, and inventing work for future paper assignments, you will keep a writing journal. Although these responses do not need to be typed, they do need to be neatly compiled, labeled, and properly submitted. Most of the time, you will write out of class but there will also be times that I ask you to take it out in class to aid you in your unit activities, so please have it with you at all times. Some items from the journal will later be placed in your final writing portfolio at the end of the semester. I will collect these twice during the semester for evaluation. I will not grade for content but will grade for "credit" - - either you have thorough materials or you don't. If these are not submitted to me during the class session in which I collect them, the journal will receive a full letter grade reduction. In the event that a student does not submit to me a reading journal, regardless of point totals, s/he will receive a NC for the course.

Peer reviews, course readings and other assigned activities: What may seem to you like "busy work" is all part of the writing process. These activities will be done both in and out of class with the purposes of guiding you through the writing and revising processes and aiding you in becoming a better, more conscientious writer and editor. Keep **ALL** of these materials, for they will be evaluated as part of your final writing portfolio.

Peer reviews: For each unit, you will be doing two different types of peer activities: In class writing workshops and out of class peer editing. The first is an exercise that we will do together in groups. Directions will be given. The second is a detailed written critique that you will do for a peer. I will receive a photocopy of the edit (the second activity) that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. If a peer review is not submitted to me on time, the reviewer will suffer a reduction of points.

Final Writing Portfolio: The portfolio will include the finished essays as well as all accompanying materials including but not limited to the above materials. **EACH ESSAY SUBMITTED MUST HAVE A COVER LETTER TO ME** that discusses the essay and its progress. Additionally, a longer, more substantial **PORTFOLIO ESSAY** that documents your growth as a writer will accompany the portfolio. The portfolio is a final representation of your writing for 1001 and should be compiled and presented as carefully as possible. Additional guidelines for preparing the portfolios will be given later in the semester. If you keep your materials, label items, and remain organized, the portfolio will be compiling itself as you move through the course of the semester. In the event that you do not hand in the final portfolio by its due date, the portfolio grade will be lowered one full letter grade. I will not accept a portfolio if it is more than 5 calendar days late. In the event that a student does not hand in the final writing portfolio, regardless of point totals, s/he will receive a NC for the course.

**ATTENDANCE AND LATE POLICY:** Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, your grade will be affected.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Note: a letter from Health Services saying that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- Letter from university activity director
- Doctor's note describing the nature of the illness and the requirement to miss class/work
- Court documents, police reports, etc.
- ER visit notification
- Other documentation accepted at my discretion.

I will allow 2 "unexcused" absences. After 2, your overall grade will be reduced at the end of the course.

Example: If you have a B average at the end of the course and 3 unexcused absences, you then have dropped to a C for the course. If you have a B average at the end of the course and 4 unexcused absences, you then have dropped to an NC for the course.

Likewise, if you are more than 15 minutes late for class, you will receive an unexcused absence.

**\*\* Please contact me as soon as possible in regards to ANY absences so that we may discuss its nature.**

**MAKE-UPS AND LATE PAPERS:** See individual sections above for make up and late penalty information.

**EVALUATION:** You will complete an in-class diagnostic writing that will **NOT** be figured into the overall course grade. In all, you will be required to write and revise 3 essays out-of-class that will be evaluated. **Failure to complete all 3 essays, the writing journal, and the final portfolio will result in a grade of N/C for the course regardless of point totals! Note: There is no final examination in ENG 1001.** If you are curious, nervous, frustrated, overwhelmed, confused, or just plain ticked, I'm the one to talk to FIRST! Come see me to discuss your work, your grade, or any issue with me anytime. A point breakdown is as follows:

Writing Journal	2 @ 50 points each	100 points	18.5 %	486-540 = A
Conference points	3 @ 25 points each	75 points	13.9 %	432-485 = B
Peer Review Sheets	3 @ 15 points each	45 points	8.3 %	378-432 = C
Final Writing Portfolio		300 points	55.6 %	377 and below = NC
Class Participation/Effort/Enthusiasm		20 points	3.7 %	
<b>COURSE POINT TOTAL:</b>		<b>540 points</b>	<b>100%</b>	

<u>Overall Course Scale:</u>	<u>All essays will be assessed analytically according to the following 5 categories:</u>
<b>100-90%=A</b>	Focus
<b>89-80%= B</b>	Development
<b>79-70%= C</b>	Organization
<b>69% and Below=N/C</b>	Style, Grammar, Mechanics, Spelling and Documentation
	Process (evidence of invention, peer editing, revision) and Audience Consideration

**ENGLISH DEPARTMENT STATEMENT CONCERNING 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 assignment of a grade of F for the assignment 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.

**INFORMATION FOR STUDENTS WITH DISABILITIES:** If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

**IMPORTANT FOR GRADUATION:** In order to meet graduation requirements, all EIU students will be submitting essays for inclusion in a university-required electronic portfolio. ENG 1001 and ENG 1002 are both “writing centered” courses and one essay from either course **MUST** be submitted to this university portfolio. See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

**ADDITIONAL INFORMATION:**

- ◆ Make sure that you save your work often (use RTF) and in more than one place to prevent loss of material.
- ◆ Save documents with last name, unit number, and draft number. Example: athey1:1 (last name, unit 1, draft one) -- athey1:2 (last name, unit 1, draft 2) -- athey 2:final (last name, unit 2, final draft) and so on.
- ◆ Whenever you email me, be sure that your subject line has your full name and section number.
- ◆ When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see Blair Handbook for proper page formatting).

**Anyone who is found tampering with a computer and its set up or who is found using the computer for anything that is not course-related is subject to course dismissal.**

**Anyone who is found using any electronic device (cell phone, MP3, Texting device, etc.) during class time will be asked to leave and will receive one unexcused absence for that class period. ALL items should be turned OFF and PUT AWAY during class. I don't want to see them, hear them, or know that they exist!**

**LEANN  
ATHEY**

**Tentative  
Course  
Schedule  
1001**

**Fall 2007**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>C</b>	AUG 22	21	22	23 Introductions <b>Diagnostic Writing</b> Get course materials by 28 <sup>th</sup>	24
<b>L</b>	27	28 Begin Unit 1 Save materials and refer to these as you progress through unit 1 assignment	29	30 Continue Unit 1 Check concepts	31
<b>C</b>	SEPT 3 NO CLASSES Labor Day	4 Continue Unit 1	5	6 Continue Unit 1	7
<b>L</b>	10	11 Continue Unit 1	12	13 Group Workshop Unit 1 <b>Homework: Complete peer edit sheet and submit a copy to peer ASAP. Make a copy for me due 25<sup>th</sup></b>	14
<b>C</b>	17 conferences	18 NO CLASS: conferences	19 conferences	20 NO CLASS: conferences	21 conferences
<b>L</b>	24	25 Submit Unit 1 Peer review copy to me. Begin Unit 2 Receive unit materials and refer to these as you progress through unit 2 assignment.	26	27 Continue Unit 2	28
<b>C</b>	OCT 1	2 Continue Unit 2 Begin Researching if you haven't done so already.	3	4 Continue Unit 2	5
<b>L</b>	8	9 Continue Unit 2 Sign up for conferences Save unit 3 materials to disks	10 MID TERM Review course syllabus and make appointment to see me if needed.	11 Group Workshop Unit 2 <b>Homework: Complete peer edit sheet and submit a copy to peer ASAP. Make a copy for me due 23<sup>rd</sup>.</b>	12 FALL BREAK

<b>C</b>	15 conferences	16 NO CLASS: conferences	17 conferences	18 NO CLASS: conferences	19 conferences
<b>L</b>	22	23 Submit Unit 2 Peer Review copy to me.  Begin Unit 3 Save materials and refer to these as you progress through unit 3 assignment.	24	25 Continue Unit 3	26
<b>C</b>	29	30 Continue Unit 3	31	NOV 1 Continue Unit 3	2
<b>L</b>	5	6 Continue Unit 3 Sign up for conferences	7	8 Group Workshop Unit 3 Homework: Complete peer edit sheet and submit a copy to peer ASAP. Make a copy for me due 27 <sup>th</sup> .	9
<b>C</b>	12 conferences	13 NO CLASS: conferences	14 conferences	15 NO CLASS: conferences	16 conferences
	19 THANKSGIVING RECESS	20	21	22	23 →
<b>L</b>	26	27 Submit Unit 3 Peer review copy to me. All Extra Credit DUE  Work on Portfolios	28	29 <b><u>LAST CLASS DAY</u></b> <b><u>in 1001</u></b>  <b><u>PORTFOLIOS DUE</u></b> <b><u>beginning of class</u></b>	30

**Final Conference Schedule:** Come to pick up your portfolios:

1001-010	Wednesday, Dec. 12 <sup>th</sup>	9:00-9:30 am
1001-029	Tuesday, Dec. 11 <sup>th</sup>	4:00-4:30 pm
1001-060	Tuesday, Dec. 11 <sup>th</sup>	5:15-5:45 pm