

Fall 8-15-2003

ENG 1001G-037: Composition and Language

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Recommended Citation

Binns, Donna, "ENG 1001G-037: Composition and Language" (2003). *Fall 2003*. 25.
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English 1001G: Composition & Language
Fall 2003, MWF 1:00 p.m.—1:50 p.m.

Instructor: Donna Binns
 Office: 3851 Coleman Hall
 Phone: 581-6299

e-mail: cfdjb@eiu.edu
 Hours: MW 10:00 a.m.—11:00 a.m.
 MWF 1:50 p.m.—2:50 p.m.

Course Description: This course focuses on the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

Course Objectives: Students should receive instruction that enables them:

1. 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.
2. 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.
3. To develop the ability to evaluate and criticize their own and their peers' writing.
4. To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

Required Texts:

The Bedford Guide for College Writers. 6th edition.
College Writer's Reference. 3rd edition.

Course Requirements:

Reading: We will discuss reading assignments on the day they are listed on the course calendar. Set aside enough time to read, analyze, think about, and re-read if necessary each assignment. Look up unfamiliar words before coming to class. Prepare yourself to contribute to class and group discussions.

Writing: Students must complete four essays and one final project in order to be eligible to pass this course. Frequent in-class and out-of-class writing activities will also be assigned as part of our daily work. In-class writing must be completed during the allotted time in class, so promptness and consistent attendance are crucial.

Daily Work & Participation: In addition to in-class writing activities, there will be a substantial amount of daily work (such as peer response, homework and response papers, and group work) during the semester. Group activities, including peer response, can only be completed during the allotted time in class, so they may not be made up at a later date (even for an excused absence). Homework is due at the beginning of class. Class participation also factors into the overall daily work grade. Each week, I assign a participation grade worth a maximum of five points. Lack of participation in class or group activities and discussions, failure to bring appropriate materials (such as texts) to class, and/or chronic tardiness will result in the loss of some or all of those weekly participation points. **It is the student's responsibility to make sure that all work is turned in promptly.**

Attendance: Because discussion and peer response are important components of this course, attendance is vital. Four unexcused absences will be tolerated (as indicated above, however, some in-class work cannot be made up at a later date); the fifth will lower your daily work/participation grade by one letter; the sixth will lower your daily work/participation grade by two letters; the seventh will lower your course grade by one letter; the eighth will lower your course grade by two letters; and the ninth will result in failing the course. Perfect attendance merits the addition of 20 extra-credit points to the daily work score. Anyone arriving at class more than fifteen minutes late will be counted absent. Missing one class does not excuse you for failing to prepare for the next. Absent students will be responsible for finding out what material was covered and what assignments were made in class. For an absence to be excused, bring proper verification (written documentation approved by me) for illness, emergency, or university-sanctioned activities.

Grading:

The breakdown for graded work is as follows:

Four Essays:	60% (15% each)
Final Project:	20%
Daily Work:	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

NC= 0% to 69%

Late Work: Late work that is not excused before its due date will be penalized by one full letter grade for each day it is late (excluding weekend days). All assignments must be completed within one week of the original due date. Assignments, including essays and drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by 10% of the maximum possible points. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Conferences: Because this course emphasizes writing and revision, we have a set of mandatory conferences. Instead of meeting as a group on those class days, students will meet with me individually to discuss their writing. Since the conferences replace class meetings, missing a conference counts as an absence. In addition, students are always welcome to meet with me individually during office hours.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s 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 assignment of the 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.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and want to receive appropriate accommodations, contact the Coordinator of the Office of Student Disability Services (581-6583).

English 1001: Course Calendar (Fall 2003)

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they are listed on the schedule. Unless otherwise indicated, reading assignments may be found in *The Bedford Guide for College Writers*.

- 8-25 Course Introduction
- 8-27 Chapters 1 & 4; "From Now on, Let Women Kill Their Own Spiders" (428-30)
- 8-29 Chapters 2-3; "What High School Is" (Library e-reserve); Response paper due

- 9-3 Chapter 16; "The Seven-Lesson Schoolteacher" (Library e-reserve); Response paper due
- 9-5 Chapters 17-18

- 9-8 Chapters 19 & 21
- 9-10 Chapter 20; **Essay #1 draft due for peer response**
- 9-12 **Essay #1 Due**; Bring syllabi for all classes

- 9-15 Chapter 5; Bring syllabi from all classes
- 9-17 Chapter 6;
- 9-19 **Observation paper due**; "I Want a Wife" (412-14)

- 9-22 Chapter 7; Bring interview questions for peer response
- 9-24 "Writing for Teachers"; Response paper due
- 9-26 Chapter 32; "How to Zap Violence on TV"

- 9-29 Chapter 8; "Why We Crave Horror Movies" (443-5)
- 10-1 **Essay #2 draft due for peer response**
- 10-3 Chapter 28; **Essay #2 due**

- 10-6 Chapter 9; "Public Enemy Number One?" (459-64)
- 10-8 Chapter 10; "Remarriage and Stepfamilies" (404-9);
- 10-10 Chapter 11; "Our Barbies, Ourselves" (420-22)

- 10-13 Chapter 29; "Women and Men Talking on the Job" (431-36); Response paper due
- 10-15 Chapter 30; "Four Weeks Vacation" (467-72)

- 10-20 Chapter 31
- 10-22 **Essay #3 draft due for peer response**
- 10-24 **Essay #3 due**

- 10-27 Chapter 22; "The Myth of Cinderella" (446-49);
- 10-29 Chapter 12; "Victoria's Not-So-Secret Strategy" (510-13)
- 10-31 Chapter 13; "Mirror Image" (514-18); Response paper due

- 11-3 "Illusions are Forever" (453-56)
- 11-5 "I Want to Be Miss America" (502-6); Response paper due
- 11-7 Chapter 15

- 11-10 **Essay #4 draft due for peer response**
- 11-12 **Essay #4 revised draft due for peer response**
- 11-14 **Essay #4 due**

- 11-17 **Chapter 14**
- 11-19 **Bring a sample resume (one composed by someone else)**
- 11-21 **Bring a sample sales letter (one composed by someone else)**

- 12-1 **NO CLASS—Required Conferences**
- 12-3 **NO CLASS—Required Conferences**
- 12-5 **Final Project Essay draft due for peer response**

- 12-8 **Self-Analysis draft due for peer response**
- 12-10 **Final Project Essay and Self-Analysis revised drafts due for peer response**
- 12-12 **Final Project due; course conclusion**

Writing Center: Most colleges and universities have a have a writing center, a place for students to talk about their writing with trained tutors. The Eastern Illinois University Writing Center is located in 3110 Coleman Hall. Students are encouraged to make an appointment to work with a tutor.

When you visit, bring your work in progress (including a copy of the assignment) and an idea of what you would like to work on—planning, prewriting, organization, support, documentation, editing, etc. Please check the Writing Center Website at [www.eiu.edu/~writing/] for more information.

Electronic Writing Portfolio: EIU students will submit a sample of their best writing from a writing-centered or writing-intensive course each year for the Electronic Writing Portfolio. The first essay comes from either 1001G or 1002G (or the honors equivalent of those courses). The next two texts are chosen from either a General Education course or a writing-intensive course in the student's major. The fourth document comes from the EIU Senior Seminar. Instructors assess each sample according to a rubric provided on the submission form. These forms and further information about the Electronic Writing Portfolio are available at [<http://www.eiu.edu/~assess>]. If you wish to submit an essay from 1001G, you must submit it during the course of this semester or the following semester.