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# ENG 1001-026: Composition and Language

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# English 1001G: Composition and Language

Fall 2005

Eastern Illinois University  
Section 26 ~ 3130/3120 Coleman Hall

Instructor: **Amanda Bright**

Office: **2110 Coleman Hall; 12:15-1:30 p.m. Tues/Thurs, noon-1 p.m. Mon**

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**COURSE DESCRIPTION:** Writing and reading are public activities that relate specific meaning from a specific position. This course will take you through what it means to be a reader and writer in a variety of contexts, in academia as well as outside the university's walls. The unifying theme of this course is relationships with others – a focus that I hope resonates with you personally and causes reflection on the part you play in the extended community that is humankind.

**COURSE GOALS:** The goal of this semester is to help you become a better writer and reader through the demonstration and practice of skills, as well as exposure to a variety of texts that will give you a sense of what the purposes for writing and reading are in the "real world." I hope you can come to construct real meaning for yourself as well as your readers. Ultimately, I want to demystify writing for you. Each of you can write well and you will by the end of this course.

## **REQUIRED MATERIALS:**

- X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*, 8<sup>th</sup> edition. Bedford/St. Martin's, 2003.
- Elizabeth McMahan and Robert Funk. *Here's How to Write Well*, 2<sup>nd</sup> edition. Longman, 2002.
- Toby Fulwiler and Alan R. Hayakawa. *The Blair Handbook*. 4th edition, 2003.
- A notebook for class
- Flash drive (not required but recommended)

**COURSE REQUIREMENTS & ATTENDANCE:** Attendance and participation are the keys to success in this class. Completion of reading and writing assignments on time and full participation in activities is, of course, expected. For every **unexcused absence over three** that you accrue during the semester, one letter grade will be docked from your final grade.

**ONLINE PARTICIPATION:** The class will also continue its conversation online. Within each WebCT posting, you must make an overall observation about the text, pull one passage/scene/clip from the text and respond to it, and comment on one other student's posting. These discussion boards have worked well in the past and will give you a multitude of ideas when it comes to brainstorming for your compositions.

**To access WebCT:** Go to the EIU homepage ([www.eiu.edu](http://www.eiu.edu)), click on WebCT on the left rail, click EIU WebCT Login on the upper left, enter your ID (cuxxx) and then your password (the uppercase first letter of your last name, the last four digits of your social security number, the uppercase first letter of your first name (X1234X)).

**IN-CLASS ACTIVITIES:** For almost every concept learned in this course, there will be some way to apply the skill in class. It is appropriate to make mistakes on these daily activities as the learning process is ongoing. Therefore, you will receive participation credit for attempting answers and joining in class discussions. Also, several times during the semester we will be in the ETIC classroom and you will have time to work on your compositions from the electronic copy. I highly encourage you to purchase a **flash drive** (a.k.a. thumb drive, jump drive) in order to store your work. They are available at the MLK Union bookstore or at Wal-Mart starting at \$15-\$20.

**OUT-OF-CLASS ESSAYS:** You will write three out-of-class essays, each of which includes invention activities and a series of drafts. These essays are the backbone of this course and each will include a revision. These assignments must be typed and be in MLA format (which we will discuss in class and can also be found in your Blair Handbook, starting on page 755). More specific information for each essay will be given at a later date. You must submit all materials when you turn in your final revision of any out-of-class essay. These materials include:

- rough draft
- workshopping sheets
- conference sheet
- any other drafts involved in writing process
- final revision
- reflection paper

**TAKE HOME ESSAY:** In addition to the diagnostic writing completed at the beginning of the semester and the out-of-class essays, there will be one take-home essay that will account for your midterm grade. I encourage you to spend part of your time at home planning and revising your work. This essay must be typed and is due back to me within one class period from when the assignment is given.

**REFLECTION PAPERS:** The key to learning anything is reflection – a close look at your experiences and thoughts in order to make sense of what has happened and how that information will drive future decisions. Accompanying each final revision of an out-of-class essay should be a one-page, single-spaced reflection paper that analyzes your choices and growth as a writer.

**FINAL PROJECT:** The final project in this course will be a culmination of everything you have learned about reading and writing. As a class, we will take on an issue that we will research from different perspectives in groups and write within different genres as individuals. In the end, we will link our composition class with the real world. More details on this project will follow.

**CONFERENCES:** I will require you to meet with me in several conferences during the semester. These appointments are essential for individual attention regarding your strengths and weaknesses in writing and reading. We will talk about the paper together and address ways it can be improved for the revision. In case you forget when you are meeting with me, check the **WebCT calendar**.

**DEADLINES:** All deadlines in this course **are final**, which means that your papers must be turned in on the day due when I collect them at the beginning of class. For every day a draft is late, one letter grade will be deducted. Deadlines are an important part of any career in writing or otherwise. In case of an emergency or to make up any work when you miss class, **notify me ahead of time** by phone or e-mail that you will be gone, and we can make arrangements.

**GRADING:** The final grades for English 1001G are A, B, C, NC (no credit), and INC (incomplete). This means that D-level work in this course is not passable and you must take the class again. Each of your writings will be graded based on the EIU English Department rubric attached at the end of this syllabus – pay close attention to it. These individual elements will determine your final grade this semester:

- In-class participation/discussions and WebCT postings – 120 points
  - 9 points per posting, 30 points for in-class participation throughout semester
- Three out-of-class essays (equally weighted) – 150 points total (50 points each)
  - Workshopping (5 points each essay), conferences (5 points each essay), reflection papers (5 points each essay), final revision (35 points each essay)
- Midterm take-home essay – 30 points
- Final project – 150 points
  - Research summary posting and final project sources (50 points), final genre writing (100 points)

**TOTAL: 450 points**

405-450 points (90-100%) – A

360-404 points (80-89%) – B

315-359 points (70-79%) – C

314 or below (69% and below) – NC (no credit)

**THE WRITING CENTER:** This lovely place can easily become your best friend this semester. The Writing Center is a free service to aid students in anything from brainstorming for ideas to revision work for a final draft. It is staffed by trained graduate students from 9 a.m. to 3 p.m. and 6-9 p.m. Monday through Thursday and from 9 a.m. to 1 p.m. on Fridays. They are not a proofreading service; rather, they are there to help you make your writing as effective as possible. Stop by 3110 Coleman Hall or call 581-5929 for an appointment.

**PLAGARISM:** Turning in work that is not your own is a serious offense. According to Eastern, 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” – 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 assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Check with me if you have any questions regarding citations or what it means to plagiarize. The Writing Center is also a good place to consult.

**ELECTRONIC WRITING PORTFOLIO:** All students at Eastern are required to submit one of their essays, from either English 1001 or English 1002, to an Electronic Writing Portfolio. If you plan to submit a piece of writing from this class, go to <http://www.eiu.edu/~assess/ewpmain.php> and print out the Submission Form, read the instructions and complete the form online. After you print, sign, and date that form, you should give it to me, with a clean copy of your selected writing.

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

## ENGLISH 1001 COURSE SYLLABUS

This schedule of readings, discussions, and writing assignments may change throughout the course of the semester. If there are any adjustments, I will let you know in class.

**\*\*** Class will be in the **ETIC classroom** – 3120 Coleman Hall

**8/23 (Tues):** Introduction to course; diagnostic in-class essays

**8/25 (Thurs):** Read Chapter 1 “Reading Critically” in the *Bedford Reader*, WebCT introduction posting due

**\*\*8/30 (Tues):** Read Chapter 2 “Writing Effectively” in *Bedford Reader*

**\*\*9/1 (Thurs):** Read Chapter 4’s introduction to the narrative essay in *Bedford Reader* (pgs. 73-83); bring an example of a blog to class; essay #1 assigned

**9/6 (Tues):** Read narrative essay “Champion of the World” by Maya Angelou in *Bedford Reader* (WebCT posting due); Read Chapter 1 “The Planning Process” in *Here’s How to Write Well*

**9/8 (Thurs):** **Rough draft of essay #1 due** in class; workshopping during class; sign-up for conferences

**\*\*9/13 (Tues):** Read choice of narrative essay from *Bedford Reader* (WebCT posting due); watch clips from narrative sitcom in class; continue work on narrative essay in class (bring electronic copy)

**\*\*9/15 (Thurs):** **Revision of essay #1 due** in class, including reflection paper; essay #2 assigned; genre activity on comic books in class

**9/20 (Tues):** Read “Videotape” in *Bedford Reader* (WebCT posting due); Read Chapter 3 “Developing Ideas” (pgs. 46-50) in *Here’s How to Write Well*; Halo 2 genre activity in class

**9/22 (Thurs):** **Rough draft of Essay #2 due**, student workshopping in class; sign-up for conferences

**\*\*9/27 (Tues):** Choice of reading from *Bedford Reader* on cause and effect (WebCT posting due); Read Chapter 6 “Revising” in *Here’s How to Write Well*; continue work on cause and effect essay in class (bring electronic copy)

**\*\*9/29 (Thurs):** **Revision of Essay #2 due**, including reflection paper; essay #3 assigned; magazine article argument activity in class

**10/4 (Tues):** Read “The Myth of the Independent Woman” Kate Roiphe from handout (WebCT posting due); Read Chapter 13 (pgs. 499-515) in *Bedford Reader*; watch scenes from Michael Moore documentary in class

**10/6 (Thurs): Rough draft of Essay #3 due**, student workshopping in class; midterm take-home essay assigned; sign-up for conferences

**\*\*10/11 (Tues): Midterm take-home essay due**; continue work on argument essay in class (bring electronic copy); brainstorming for final project task (come with ideas)

**\*\*10/13 (Thurs):** Choice of reading from *Bedford Reader* on argument (WebCT posting due); Read Chapter 5 “Structuring Sentences” in *Here’s How to Write Well*

**10/18 (Tues): Revision of Essay #3 due**, including reflection paper; introduction of final project – decide on task

**10/20 (Thurs):** Reading and discussion of similar final project undertakings in class; areas assigned for final project research

**\*\*10/25 (Tues):** Read Chapter 8 in *Here’s How to Write Well*; Library Tour; class activities on field and online research within research areas

**\*\*10/27 (Thurs):** Research Scavenger Hunt

**11/1 (Tues):** Discuss Hunt (WebCT posting due); Read Chapter 3 “Using and Documenting Sources” in *Bedford Reader* OR Chapter 9 in *Here’s How to Write Well* (your choice); sign-up for final project conferences with me

**11/3 (Thurs):** Read Chapter 2 in *Here’s How to Write Well*, “Addressing your Audience”; in-class activities on rhetorical elements

**\*\*11/8 (Tues):** Mechanics Workshop Day! Read your choice of one chapter from Chapters 11-15 from *Here’s How to Write Well* (WebCT posting due); Bring electronic and paper copy of one previous essay to workshop for grammar, sentence structure, word choice, etc.

**\*\*11/10 (Thurs):** Teaching on genres possible for final project; in-class activities based on genre types and applications

**11/15 (Tues):** Teaching on genres possible for final project; in-class activities based on genre types and applications (WebCT posting due)

**11/17 (Thurs):** Short student presentations on research and writing so far regarding final project; be prepared to talk with your research group, as well as others, regarding what you’ve found and how it fits into the bigger picture of the task the class has chosen; **1-page research summary due on WebCT**

**\*\*11/22 (Tues):** Thanksgiving Break – No Class!

**\*\*11/24 (Thurs):** Thanksgiving Break – No Class!

**11/29 (Tues):** In-class activity on final project assignment; some time to work on final project with research groups

**12/1 (Thurs): Rough draft of final project papers due;** workshopping in class among research group members as well as others

**\*\*12/6 (Tues):** Finish writing/research of final project; in-class conferencing with me

**\*\*12/8 (Thurs):** Give short, informal presentation about your research and final project writing; compose short in-class essay (ungraded) regarding what you have learned/will take away from this class

**12/9 (Fri): Revisions of Final Project due** by 5 p.m. in my mailbox; I will e-mail compiled final projects as PDF files to everyone