

Fall 8-15-2009

# ENG 1001G-032-051-057: Composition and Language

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ENG 1001G 1

**Fall 2009 Composition and Language (3 credit hours)**

- ENG 1001G-32 – 1200-1250 – MWF-CH2120
- ENG 1001G-051-1500-1615 – MW-CH3120
- ENG 1001G-057-1630-1745 – MW-CH3130

**Office Hours:** 10-1200 MWF and 1400-1500 MW**Instructor:** Bill Feltt**E-mail:** [wefeltt@eiu.edu](mailto:wefeltt@eiu.edu)**Office:** CH3762; 581-6319

Office Hours posted on office door and by appointment.

## Course Description

**T**he keywords for this course could be process and personality. You will learn how to improve your writing through attentiveness to a process, your process..

Another myth you may subscribe to, writing is NOT a one-shot deal, etched in stone, static. You are not stuck with it. We will revise, revise, revise, toward—but short of—perfection. You will see how through the development of your papers and daily journaling that good writing evolves through stages. Oh yes. We may have to sneak in some grammar and other mundane matters along the way.

### WebCT Orientation Sessions

The Gregg Technology Center (GTC) will offer orientation sessions for students using WebCT CE8. Registration is not required. Questions? Contact Kim Ervin, Student Technology Training Specialist, GTC, at [kservin@eiu.edu](mailto:kservin@eiu.edu).

#### Sessions (all at Gregg Technology Center)

- <sup>a</sup> Thu, August 27, 3:00 - 4:00 p.m.
- <sup>a</sup> Tue, September 1, 3:00 - 4:00 p.m.
- <sup>a</sup> Thu, September 3, 3:00 - 4:00 p.m.
- <sup>a</sup> Wed, September 9, 5:00 - 6:00 p.m.

We will also use WebCT as an invaluable and necessary resource. I strongly suggest you take one of the WebCT orientation classes (see box at right). You will need to be familiar with the new WebCT CE8 to facilitate navigation using the online tools.

### Course Objectives

- To learn how to write college essays.
- To understand how understanding your audience affects writers' choices.
- To identify and practice the parts of the writing process, including prewriting, structure, organization, revision and proofing.
- To practice editing skills through peer and self-editing.
- To learn how to structure your writing using various rhetorical methods—descriptive, narrative, comparison/contrast, and persuasion.

- To develop research skills, how to identify valid sources, and cite those sources using MLA documentation and style format.
- To develop critical thinking skills.
- To use journaling to develop comfort, creativity and an intimacy with the craft of writing.
- To develop skills in grammar, punctuation, and mechanics.
- To Develop online (**WebCT**) skills.

### **Required Textbook and Materials**

- Access to the Internet and **WebCT**, Microsoft Word, MS PowerPoint, an EIU email address and an alternative address.
- **Goshgarian, Gary. *The Contemporary Reader 9<sup>th</sup> ed.***

(Online e-book available. **Click on link in WebCT** [instructions below])

You must visit this link to access your e-book in which you will do much of your reading and some quizzes.

Follow the following instructions to register:

To access reading assignments from *The Contemporary Reader*, click on "Go to Reader" link. You will need to register. You will be asked to enter a log in name and password, an access code and my ID, as follows: (access code) DSWNBC-EMAIL-UPEND-KANZU-ABASH-PSHAW, (my ID) Feltt0856787eb. Let me know if you have questions.

The course is easy to navigate. Register then become familiar with the site.

- **Fowler, Ramsey H. & Jane E. Aaron. *The Little, Brown Handbook 11<sup>th</sup> ed.***

(Online e-book available. **Click on link in WebCT** [instructions below])

Grammar, mechanics—punctuation, syntax, agreement – MLA documentation/style, *LBH* offers all the resources to make your writing clean and clear. Go to <http://mcl.pearsoncmg.com/mel/login.do> and follow the directions to log in.

You will read assignments and complete quizzes.

- **Rammage, John D., John C. Bean & June Johnson. *The Allyn & Bacon Guide to Writing 5<sup>th</sup> ed.***

Assignments as necessary.

- **Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing.***

Assignments as necessary.

### **Other items**

- Paper and pen for in-class writing assignments

### **Course Requirements**

- **Four essays:** descriptive, narrative, compare/contrast, and persuasive/research. Essays of varying length and complexity. Plan to put equal effort into all essays while realizing you may wish to choose, in consultation with me, an essay for the Electronic Writing Portfolio, which meets a portion of the University requirement for graduation. If you plan to use one of your essays, you must bring it to me at least two weeks before

the close of the semester. **All papers will be submitted through WebCT.**

- **Peer Editing** – You will be required to help your classmates improve their essays. Peer Editing consists of posting your essay draft in a special forum in WebCT. You will find a form in Course Materials on WCT. Read your classmate's paper and fill out the form completely (hint). The writer and the peer editor will have access to the evaluation information so give constructive criticism ("This is bad" is not constructive.)
- **Conferences** – Attend one-on-one conferences with me, as needed (missing a conferences will be treated as an absence).

### Graded Assignments

- **Essays** – Essays will be scored a maximum of 10 points each, except the final paper, which will count up to 20 points for a maximum essay score of 50 points.
- **WebCT DQ Responses** – Write five WebCT assignments responding to Discussion Questions on readings (5 points each = 25 points).
- **Team presentation using PowerPoint**, including a one-page summary (10 points for the summary and 5 points for presentation skills). **Post on WebCT.**
- **Quizzes** – five quizzes on grammar and mechanics (2 points each = 10).
- **Not all assignments will be graded.** Other ungraded assignments will be added as needed, including in-class writing drills. These are not optional and considered as active participation.

For all essays, you must show evidence of **multiple drafts**. You may choose **one essay to revise** to illustrate your increased understanding of the rhetorical method (choose between narrative or descriptive only).

- **Essay Evaluation criteria** – The English Department criteria will be used to evaluate all essays. They will be graded according to focus on a single idea, clarity of thought and logical structure. Emphasis will also be placed on grammar, punctuation and spelling. Valid sources persuasiveness, and correct MLA format will play an important role as well in the final paper grade. However, papers submitted in the wrong format will be harshly penalized.

You will find a grading form (rubric) for each paper closer to their due date.

- **Journaling** – You must journal daily on **WebCT**. Other students cannot see your entries so do not be shy. I can, however, but will not read them unless you ask. You must make 100 entries (no more than two per day) over the course of the semester to earn the full score of 25 points. Each entry must be substantial. That means they must be 100 words and delve deeply into something other than your daily habits.

"Got up at 10. Brushed teeth. Had cereal. No milk. Had to eat it dry. Yuck" is not a substantial entry.

Entries must concern something that impacts your life or society. Details are important only if they help you understand your thoughts and feelings on a subject.

You could write about relationship problems, what you will do to solve those problems, or on the Iraqi War. Perhaps you have served as a soldier and are troubled by your experience, or you could write about a loved one or friend who is there. This may seem

pointless, but I assure you. It will make you more comfortable with the writing.

### **Instructor's policies**

• **Attendance:** You can miss two unexcused days without significant penalty, although generally you won't be able to make up in-class assignments.

- If you accumulate three unexcused absences, you will **not** be able to earn an A,
- Miss four and you will **not** be able to earn a B,
- If you miss five, the highest you can earn **is a C.**
- If you miss six or more absences, **you will fail the course.**

Excused absences mean those necessary for medical illness or injury (accompanied by a doctor's excuse, which I am not required to accept as an excuse) or for University-sanctioned events. **Absences for court appearances are not excused.**

If you know in advance of the absence, you must submit it beforehand. Assignments can be made up if missed for a valid excuse.

Talk to me ahead of time for any absence, if at all possible.

**To pass this course, you must earn a C. Those who earn a D or an F will earn a failing grade. Unless you are earning a D or an F, you will not receive a Midterm grade.**

• **Tardiness** – Please don't interrupt class with excessive tardiness. My tardiness: If the occasion arises that I am late for class, **please wait 10 minutes before leaving.** If you leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of my absences.

## **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 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.

If you commit any of the following, you could be plagiarizing:

- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (duh!).
- Using a paper with words, phrases, sentences, or ideas found in a previous student's work (not always so obvious).
- Summarizing or quoting someone else's words without giving that person proper credit (tricky).

If you have any question about plagiarism, please contact me **BEFORE** you turn in the paper. Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course, or worse.

### Grading

I'll calculate your essays according to the following scale:

Points earned – Max.10/20	Grade earned/paper
9-10/10 (essays 1-3)   18-20/20 [final paper]	A
8-8.9/10   16-17.9/20 [final paper]	B
7-7.9/10   14-16.9/20 [final paper]	C
6-6.9/10   12-13.9/20 [final paper]	D
<6/10   16-17.9/20 [final paper]	⊗ F
• Descriptive + Narrative + Compare/Contrast = 30 (10 pts. ea.); + Persuasive/Research = 20. Total Essay Score = 50	

### Final Grade Scale

**A=125-112 pts. B=111-100 pts. C=99-75 pts. NC=74 or less. If you receive a NC (no credit) you must retake the course. You will not receive a midterm unless you're in danger of getting a D or an F (NC).** *Participation can mean the difference between a 111 and 112.*

**I require you to track your grades below:**

Assignment	Earned/Possible	Grade
Descriptive Essay (10 pts.)	/10	
Narrative Essay (10)	/10	
Comparison/Contrast (10)	/10	
Final: Persuasive/Research (20)	/20	
5 WebCT Responses to DQs (5)	/25	
1 Presentation (15: 10 for summary, 5 for presentation)	/15	
5 Quizzes (2 pts.)	/10	
100 Journal Entries (.25 pts. ea.)	/25	
<b>Total</b>	<b>/125</b>	

### Other

- ❑ STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).
- ❑ STUDENTS WHO HAVE AN ACT SCORE IN ENGLISH OF 14 OR BELOW, OR WHO HAVE NO TEST SCORES ON FILE WITH THE UNIVERSITY, MUST PASS ENGLISH 1000 BEFORE ENROLLING IN ENGLISH 1001G.

**T**o learn to write well, you must  
 practice the craft and read broadly.  
 Those two elements are the best  
 teachers – no more than this.

### Course breakdown—Subject to change!

(Key to texts: *The Contemporary Reader*, (TCR) **WebCT**; *The Little, Brown Handbook*, (TLBH) **WebCT**, *The Allyn & Bacon Guide to Writing* (ABGW), *They Say, I Say: The Moves That Matter in Academic Writing* (TSIS))

#### ALL SUBJECT TO CHANGE. (Please, let me know if you find any errors.)

Week 1 – Aug. 24, through Week 2 – Sept. 1:

- ⇒ **Syllabus** overview.
- ⇒ **Journaling**: The Backbone of Writing – You must make 100 hundred entries over the semester (no more than 1/day) to receive full credit (50 points). Quantity and quality are important. I **will** monitor your activity in the **Journaling Forum** (You must post all entries for the week by midnight Sunday night on WebCT), but I won't read them unless you ask.

At midterm, I will give you a count to see how you're doing.

The tone and style of the journals will be loose, relaxed; they are yours to flex your creative muscles. Don't be surprised if you actually like writing in them.

Substantial entries (entries that count) consist of 100 words, roughly one-third of a page.

We'll watch the movie *Freedom Writers* to establish a base and to understand the assignment more fully. It should also answer most questions you will have.

- Remember, a journal entry could turn into a topic for your descriptive and/or narrative paper later in the semester. In fact, I encourage it, and you'll already have a bare-bones draft.

=> *Freedom Writers*, the movie, and discussion.

=> Diagnostic essay due Friday midnight – One page, 300 words, MLA format (Glance over *TCR*, Ch. 46, pps. 644-725. Pay close attention to MLA page formatting.) on “My most difficult paper?” **But write an original title that reflects the content of the paper.** What made the paper difficult? How did you overcome obstacles that made it difficult?

=> For Wednesday, read *ABGW*, Chs. 1-3.

### Week 3 – Sept. 7 – Discussion of final persuasive/research paper

⇒ **Monday, Labor Day – No class**

- ⇒ Brainstorm: Choosing a final persuasive/research paper – You’ll be required to choose a topic to write about and hand a proposal for your paper as an in-class assignment. Turn in written proposal Friday on WebCT. The final paper will be due.
- ⇒ Read “Writing to Persuade,” 377-417 (*ABGW*).
- ⇒ What makes good description? In-class discussion and writing.
- ⇒ Read 559-562, (*ABGW*). “Tap the Power of Figurative Language.” Team discussions on description.

### Week 4 – Sept. 14 – Peer editing of Descriptive and Word Functions presentations.

- ⇒ Description – (2-3 pages) – Describe your most peaceful setting and your most chaotic setting (more assignment detail to come). First draft due for peer editing by midnight Monday.
- ⇒ Microsoft Word – Its powers and weaknesses. Friday, you will divide into groups and examine certain of those tools of MS Word (ungraded). Your team will present to the class using the overhead projector, PowerPoint and any other tools that will help you illustrate the functions you are assigned.
- ⇒ We’ll begin Narration discussion. Narrative structure. Narrative paper assigned.
- ⇒ Read “The Men We Carry in Our Minds,” *TCR*, p. 349. Respond to the essay (for or against). In WebCT, Post Response No. 1. Responses will be 150-200 words and discuss the thesis of the essay.
  - Peer Editing – Post the draft on WebCT in Peer Editing folder. Read and, using the form you will find on WebCT, edit one of your classmate’s drafts. Some papers may receive multiple edits. Submit your form to me and email the form as an attachment to the student whose essay you edit.
  - The writer WILL NOT be graded on this draft but must turn something in or suffer a 10 percent penalty on the essay’s final grade. The *editor* will receive a similar penalty if he or she fails to read and post the PE form.
  - Peer editing will be due by midnight Wednesday, Sept. 23.

### Week 5 – Sept. 21 – Descriptive papers due in WebCT.

- ⇒ Descriptive Essay draft due by midnight Friday.
- ⇒ Read “What’s Wrong with Cinderella?” *TCR*, p. 100. Discuss in class.
- ⇒ Begin Discussing Narrative Essay
- ⇒ Peer Editing forms due (submit to me and student) Friday by midnight

Week 6 – Sept. 28 – More on Narration

- ⇒ *Bowling for Columbine* (the movie)
- ⇒ In-class Team Narration drill – assign Narrative Essay (2-3 pages)
- ⇒ Read Chs. 3-7 (*BLHB*)
- ⇒ Discuss movie and implications
- ⇒ Do quizzes as directed on WebCT

Week 7 – Oct. 5 – Draft of narrative due for peer editing.

- ⇒ First Draft of Narrative due for Peer editing Monday.
  - (Same WebCT procedure as Descriptive).

Week 8 – Oct. 12 – Library Week

- ⇒ Peer Editing of Narrative due Friday

***On War:* Will begin preparation for visiting author Tim O’Brien, renown writer of *The Things They Carried* and other literature on the war in Vietnam.**

- ⇒ Read “The Vietnam in Me” by Tim O’Brien. Find link on WebCT under Links > On War > <http://www.nytimes.com/1994/10/23/magazine/l-the-vietnam-in-me-596205.html>
- ⇒ Midterm – You’ll receive a midterm grade only if you’re getting a D or an F

Week 9 – Oct. 19 – Sources – Midterm Oct. 10

- ⇒ Research – where to find what you’re looking for.
  - The Library – We’ll visit the library.
  - Internet Sources – Sorting through the Net for valid sources.
- ⇒ Read Ch. 41-43, (*BLHB*). Follow link on WebCT and do Quizzes. \*\*\* does this belong here
- ⇒ Class discussion and activity.

Week 10 – Oct. 26 – MLA Format – What is it? Why is it important?

- ⇒ PowerPoint presentation on MLA

- ⇒ Review *TCR*, Ch. 46, pps. 644-725. Pay close attention to MLA page formatting, especially format of page 1 and Works Cited page.
- ⇒ Turn in tentative Works Cited page for final paper. Must be typed and in MLA format.

**On War: Continue preparation for visiting author Tim O'Brien on Nov. 6.**

- ⇒ Read "The Heart Under Stress: Interview with author Tim O'Brien," by James Lindbloom. Find link on WebCT under Links > On War > <http://chss.montclair.edu/english/furr/Vietnam/timobgadflyinterview0399.html>

**Week 11 – Nov. 2 – On Revision**

- ⇒ Read Ch. 3-4 "Drafting and Revising" and "Writing and Revising Paragraphs," (LBH) pps. 46-111.
- ⇒ Choose to revise either Narrative or Descriptive
- ⇒ Bring draft for in-class revision

Nov. 6 – **On War:** Must attend or borrow notes from classmates on talk by visiting author Tim O'Brien.

**Week 12 – Nov. 9 – Nov. 16 – Begin Comparison and Contrast section**

- ⇒ Open class for help on research papers.
- ⇒ Read "Comparison/Contrast Move," 542-3
- ⇒ Read about how to persuade, Ch. 14-16, pps. 377-447 (*ABGW*)
- ⇒ Read "Weight of the World," p. 77 (*TCR*).
- ⇒ And "The Myth of Media Violence," p. 240 (*TCR*) and respond to one of these essays on WebCT as before.

• **NOTE:**

- *Persuasive/Research final paper **draft** due in WebCT for peer editing midnight Friday, Nov. 13. Follow same Peer Editing format as before on WebCT. Peer editing forms due back to student and to me Monday, Nov. 16*
- ⇒ In-class Research
- ⇒ Guidance on locating sources

**Week 13 – Nov. 16 – Conferences**

- ⇒ Required conferences.

**Week 14 – Nov. 23-27 – NO CLASSES • THANKSGIVING BREAK**

**Week 15 – Nov. 30 – CC papers due – Dec. 4**

- Monday, Dec. 3 – Final Persuasive/Research Paper due on WebCT by midnight.

Week 16 – Dec. 7 – 11 (last day) • FINALS WEEK • No final for this class

**(NO FINAL IN THIS CLASS • NO FINAL IN THIS CLASS)**