

Fall 8-15-2003

ENG 1001G-040-049-063: Composition and Language

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Recommended Citation

Feltt, Bill, "ENG 1001G-040-049-063: Composition and Language" (2003). *Fall 2003*. 27.
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10016-040
- 649
- 663

Fall 2003 ENG 1001G: Composition I (3 credit hours)

(We will alternate rooms.)

2-2:50 p.m. MWF CH 3140—**Sec. 040**

3-4:15 p.m. MW CH3140—**Sec. 049**

4:30-5:45 p.m. MW CH3130—**Sec. 063**

Instructor: Bill Feltt

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Course Description:

- ❑ Got the first-semester-home-sick blues? Worried sick about what's expected of you in this (and other) classes? Well, you should be. Just kidding ... to a point. Expect to feel overwhelmed at first, in this and other classes; you'd be abnormal if you didn't at least feel a little queasy at first. For those of you who will be spending, for the first time, an extended time away from home, expect to feel isolated and lonely. I encourage you to make friends, seek out my (and your other instructors') counsel, and utilize all the University's resources.
- ❑ Together, we will work through your first exposure to college level composition. I will necessarily emphasize but not limit you to expository (explanatory) and persuasive papers. But we will also direct our attention on how personal "creativity" can help us to write sparkling and persuasive prose; how to discover the "truth" within ourselves, how it transacts with the outside world; and how to articulate the synthesis of the two using different rhetorical strategies on paper. We'll do all this while keeping in mind specific purposes and audiences.
- ❑ You also will use technology to facilitate the process of writing. Through use of ETIC (English Technology-Integrated Classroom), you will not necessarily become a better writer, but you will see how technology can support your pursuits. We will also use the Internet, Booth Library (electronic and shelf) and other online sources for research.

Course Objectives:

- ❑ To write purposeful, spectacular paragraphs and stunning sentences that are direct, economic, free of ambiguity, and structurally appropriate for the ideas expressed.
- ❑ To write standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.
- ❑ To develop skills in critical reading and listening to understand and evaluate culturally diverse course materials, and to become more discerning readers and editors of your own writing. The course materials will reflect historically, socially, and culturally relevant issues.

Required Textbook and Materials:

- ❑ LaGuardia, Dolores & Guth, Hans P. *American Voices*. Boston: McGraw Hill, 2003. (AV)
- ❑ McMahan, Elizabeth & Funk, Robert. *Here's How to Write Well*. New York: Longman: 2002. (HHWW)
- ❑ Fulwiler, Toby & Hayakawa, Alan R.. *The College Writer's Reference*. Upper Saddle River, N.J. 2002. (CWR)
- ❑ Harnack, Andrew & Eugene Kleppinger. *online! A Reference Guide to Using Internet Sources*. Boston: Bedford/St. Martin's, 2001. (online)

Other items

- ❑ Two HD IBM formatted discs

- ❑ A three-ring notebook for journaling
- ❑ Plenty of paper for in-class writing assignments

Course Requirements:

- ❑ Lots of in-class writing
- ❑ Reading textbook assignments and participating in class discussion
- ❑ Three completed essays selected and revised from four (Research/argumentative must be one of the three). Essays will be 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**.
- ❑ Peer Editing—You will be required to assist your classmates in improving the quality of their essays. This will consist of reading your essays aloud to a classmate(s) and evaluating fellow classmates' work online and off (guidance will be given beforehand).
- ❑ Attend one-on-one conferences with me.

Grading

- ❑ Essays will be scored a maximum of 100 points each. Your grades will be based on two of three essays, in-class writing and journals. All essay drafts must be turned in to make a completed essay. These will be combined with your journal scores (more on that below) to compute your Midterm (scale below). All essays, journal scores and in-class writings will be combined to determine your final grade.
- ❑ Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought, transitioning from one paragraph to another, and paper, paragraph and sentence structure. Emphasis will also necessarily be placed on grammar and spelling. Research sources (MLA format) will play a role as well.

Instructor's policies

- ❑ **Attendance:** You cannot learn how to write if you don't show. However, I find some ... er ... incentive to attend necessary. You get two unexcused absences. More will result in a NC (NO CREDIT). It's your responsibility to see that all work is made up, and that I'm informed, either by phone or email. Your grade will unavoidably suffer if you're not there. **Missed Work:** If you are absent you will miss significant (and undoubtedly important) information and possibly in-class writings. However, class work can be made up, if placed in **my mailbox** in the English Mailbox Office by the next class meeting. If you blow this off, you'll simply receive a zero for the assignment (**WITHOUT A CHANCE TO MAKE UP THE WORK**). That means, ladies and gentleman, you must seek out someone who can give you the details of the assignment. Class notes, handouts, and assignments are your responsibility. **Exceptions:** Illnesses documented by a physician or the University Health Service or attendance of University sanctioned events. However, for the latter, you must complete all assigned work **beforehand**.
- ❑ **Tardiness:** You're in college. 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 absences.
- ❑ **Class Disruptions:** I don't need to say anything about this except that lively discussion is encouraged. No throwing chairs or punches, especially at me; that will lower your grade significantly.

- ❑ **Seating:** Sit in the same seat for the first few weeks. This will aid my rapidly fading ability to remember your name. Don't laugh; it'll happen to you one day.
- ❑ **Contacting Me:** Feel free to use my email, office and home numbers, preferably in that order.
- ❑ **Late Work:** Grades on the assignment will drop one letter grade for each day it is late, including weekends. If you need to turn in a late assignment, I will only accept it if it is placed in my hands.
- ❑ **Assignments:** All essays must be typed in 12-point, Times New Roman font. Margins must be 1 inch top, bottom, left and right. Don't try to increase size of the type or increase the margins to pad your paper; I'll know. (Emailing assignments will be encouraged but tricky. More on this.)
- ❑ **Peer Editing Dates:** You must have a completed draft to share with your peer reviewers on the designated dates, or you will be counted absent.
- ❑ **Conferences:** One class (perhaps more) will be devoted to one-on-one conferences with me. If you don't show you will be counted absent.
- ❑ **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.**

If you intentionally or unintentionally do any of the following, you could be plagiarizing:

- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (ditto).
- 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 (ditto).

If you have any question at all 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 Scale:

A=450-500 pts. B=400-449 pts. C=350-399 pts. NC=349 or below (If you receive an NC you will be required to retake the course.)

Point values per assignments:

Three (of four) selected essays (including all drafts) = 300 pts. (100 pts. each)

Journal = 100-plus pts. (bonus points available)

In-class writing = 100 pts.

Whether it is journaling or in-class writing, we will write every class; not all assignments will receive a grade or even my scrutiny. However, I will spot check from time to time, for which you can receive **bonus points**.

To learn to write, you must write and read. Those two elements are the best teachers.

Journals: One part of the journals belong to you and will play a vital role in your development as a competent and creative writer (No. This isn't a creative writing class per se). Partly they will contain your thoughts, emotions, dreams, problems and anything else you deem appropriate. In this part, I will focus very little on grammar, punctuation, or even spelling errors in judging them, **except on formal entries**. To journal is to allow your writing to flow from your brain, down your arm, through your fingers without the filters rules create. The only guidelines I will give in this part: One, entries must reflect *your* thoughts; two, entries must be an honest attempt to get at the truth, your truth, not mine or someone else's; something that's important to you. I want you to feel free to create. The other portion will consist of assignments that ultimately will may or may not end in essays. What I will look for is a consistently improving chain of thought. In other words, these journal entries should demonstrate your development as a writer. If you use them to develop an essay, show a logical progression to the final draft. Show the various stages you went through—invention, prewriting, writing, revising, editing, proofing—and explain why you did what you did as you go. Your journal should include your research process for your research paper. Where did you find your sources? How? What makes them worthy? What problems did you encounter?

Occasionally, I will assign topics, or prompts, for the journal. We will decide how to handle that, the bonus points, as we go. You should aim for three non-assigned entries per week.. \

Other:

- 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 ENG1001G.
- STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).

Course break-down—Subject to change!

(Key to texts: *American Voices*, (AV); *Here's How to Write Well*, (HHWW); *The College Writer's Reference*, (CWR);
online! *A Reference Guide to Using Internet Sources*, (online)).

Class date	Material covered in class	Homework for <i>next</i> class
Week of 8/25	Introduction; Begin writing diagnostic essay. Assign groups.	Finish diagnostic essay (turn in next class); Read <i>HHWW</i> Ch. 1, "The Planning Process;" "Born Among the Born-Again," p. 35.
	Syllabus review, discuss assigned reading; hand in diagnostic essay.	<i>HHWW</i> Ch. 2, "Addressing Your Readers" p.18.
9/1	NO CLASS—Labor Day	NO CLASS—Labor Day
Week of 9/2	Discuss trouble areas from diagnostic essays and other reading	<i>HHWW</i> Ch. 3 "Useful Strategies for Developing Ideas," p. 30; <i>AV</i> Ch.1 "Orientation: Reading, Writing, Internet Searches," p.1.
9/15	Discuss strategies; In-class writing; talk about argumentative/research paper	<i>HHWW</i> Ch. 4, p.51, "Composing Effective Paragraphs"; <i>CWR</i> Ch. 4 "Journal Writing," <i>AV</i> "Starting a Journal," p.25-27, and pp.75-80 "Beginning the Research Process".
	Discussion; in-class writing; group brainstorming on research papers.	<i>HHWW</i> Ch. 5 "Polishing Your Sentences," p.71; <i>CWR</i> "The Research Process," pp. 75-80, "Evaluating Research Sources" p. 97, "Using Sources" p.104.
9/22	Discussion; in-class writing; name your research topic (In writing). I'd rather you choose your own research topic but will be happy to provide some options.	<i>HHWW</i> Ch. 6 "The Revising and Editing Process," p.95; <i>CWR</i> "Conducting Library Research" pp. 82-86 <i>AV</i> "On Being White," p. 65
	Meet at library (I hope).	<i>CWR</i> Ch. 53, p. 343; "MLA Documentation"; begin narrative essays.
9/29	Discussion; yet more in-class writing; meet in groups (discuss work on paper).	Continue work on narrative essay; <i>AV</i> "Going to School in East L.A." p. 81.
	Narrative draft 1 due for group peer review.	Continue work on narrative essay. <i>AV</i> "Everyday Use," p. 296 and p. 304 "Phenomenal Woman."
10/6	Narrative essay due; discussion of readings.	Invention on descriptive essays; <i>AV</i> "Donald Duk and the White Monsters," p. 103; "Indian Boarding schools: The Runaways," p. 109
	Discussion; begin writing descriptive essay.	Work on descriptive essay; <i>AV</i> "Alligator Country: The Eyes of Night," p. 609. Work on descriptive essays.

	Journals due; descriptive 1 st draft due for group peer review.	Continue work on descriptive essays; <i>HHWW</i> Ch. 7 “Thinking Critically and Logically,” p.104
	Discussion; Descriptive essays due.	.
10/13 Midterm week (15th)	Midterm grades go out; in-class writing;	<i>No assignments</i>
Fri. 10/17	<i>Fall break</i>	
10/20	Meet in groups to discuss status of research paper. Can use rest of class to do research.	AV “Hills Like White Elephants,” p. 352.
	Group discussion of reading.	AV “The Death of Marilyn Monroe,” p.413; “A Gathering of Deafs,” p. 523; and “Dreams of the Animals,” p.632.
	Discussion; in-class writing; schedule conferences.	Continue work on compare-contrast
10/27	NO CLASS—Conferences with me on status of research papers.	Work on compare-contrast; Reading on creative unit (tba).
	NO CLASS—Conferences continue	The Power of Poetry and Fiction to Persuade (assign. tba).
11/3	Discussion; in-class creative writing exercise.	Continue creative writing
	Creative writing draft 1 due for peer discussion.	Work on creative writing.
11/10	Final creative writing draft due; in-class writing.	<i>CWR</i> Ch. 8 “Arguing Positions,” p.50; <i>HHWW</i> Ch.11-12 “Reviewing the Basics of Grammar, p. 183, and Punctuating for Clarity and Effectiveness,” p.190.
	Discussion; work on argumentative/research in class.	Continuing writing argumentative/research paper; AV “The Broken Window Theory through “Families to Mend Three Strikes,” p.587-597.
11/17	Discussion; in-class writing.	<i>HHWW</i> Ch.13-15, pp.220-244 more grammar.
	Discussion; another research opp.; Schedule conferences (last chance) on Research Paper and three revised papers.	Cont. work on arg/res.
11/24 to 28	THANKSGIVING BREAK	THANKSGIVING BREAK
12/1	NO CLASS—conferences	Cont. work on arg/res papers
	NO CLASS—conferences.	Cont. work on arg/res papers
12/8	Turn in journals.	Cont. work on arg/res; revision of three essays and journal essays.
	Argumentative/research paper due; rev. essays due.	No assignment (yet).
12/12	Last Class Days	Journals and essays due.
12/15-19 * Finals	NO FINAL ; used to finish research papers. None will be accepted past <i>your</i> class final exam date/time.	