

Fall 8-15-2005

ENG 1001-030-053-061: Composition and Language

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Fall 2005 ENG 1001G: Composition I (3 credit hours)
Section 30, 12-12:50 p.m. MWF; Sec. 53, 3-4:15 p.m. Sec. 61, 4:30-5:45 p.m. MW

Instructor: Bill Feltt
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Office: CH3734; 581-7011

Office Hours: MWF: 12:50 p.m.-3 p.m. and by appointment.

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, for the first time, will be spending 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.

☐ Whenever possible, you will use technology to facilitate the process of writing. Through use of ETIC (English Technology-Integrated Classroom), you will see how technology can support (and not support) your writing. We will also use the Internet, Booth Library (electronic and shelf) and other online sources for research.

☐ You will learn that writing and the final product do not mean that you get one shot. On the contrary, you will see through the development of your research/argumentative paper over the semester that writing occurs as a process, not a one-shot deal.

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:

☐ Fulwiler, Toby, Alan R. Hayakawa. *The Blair Handbook*. Upper Saddle River, N.J.: Pearson, 2003 (BH)

☐ Harnack, Andrew & Eugene Kleppinger. *online! A Reference Guide to Using Internet Sources*. Boston: Bedford/St. Martin's, 2001. (online)

☐ Kennedy, X.J., Dorothy M. Kennedy, & Jane E. Aaron. *The Bedford Reader 8th Ed.* Boston: Bedford/St. Martin's, 2003. (TBR)

- McMahan, Elizabeth & Robert Funk. *Here's How to Write Well*. New York: Longman, 2002. (HHWW)

Other items:

- Paper for in-class writing assignments
- Two pocket folders for use as portfolios

Course Requirements:

- In-class writing
- Reading textbook assignments and participating in class discussion
- Three essays, selected and revised out of four (research/argumentative paper must be one of the four and will be the ongoing focus of this course), compare/contrast, descriptive, narrative. 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. 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.
- Portfolios (not to be confused with the University required EWP) must contain your research paper and other two essays and drafts.
- 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, as needed.

Grading:

Essays will be scored a maximum of 100 points each except the research paper, which will be your final paper and will be worth 150 points. Your grades will be based on three of four essays, in-class writing and other assignments. You should keep two folders: one will contain all your research information—drafts of the research paper, copies of research with passages you drew from highlighted, and the final paper. The other will contain two of three of the other essays, which you will choose and be allowed to revise at the end of the semester. However, you **MUST** include in the second folder all drafts for each essay revised in the folder. All essay drafts must be turned in to make a completed essay. These scores will be combined with all other assignments to make up your final score. I'll not issue final grades until the end of the semester. Yes. That's what I said. Rather, you'll be given a pretty good ballpark figure near midterm. We will talk frequently, one-to-one, about your essays to make sure you're on track and have no surprises at the end of the semester.

Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought and structure. Some emphasis will also be placed on grammar and spelling. Research sources and correct MLA format will play an important role as well.

Instructor's policies:

Attendance: You can miss three days without significant penalty, although you won't be able to make up in-class assignments. If you are ill and miss an in-class assignment or fail to turn in an assignment on time because of illness, the only way you can make it up is to present to me an excuse from the university's Health Service or personal physician, or I will accept proof that you will or have attended a university-sanctioned event. The better news is that papers turned in "early" will receive a 5 percent bonus score. I'll explain more about that.

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 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 (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 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:

I’ll calculate your final grade according to the following scale:

A=600-540 pts. B=539-480 pts. C=479-420 pts. NC=419 or below. If you receive a NC (no credit) you must retake the course. You will not receive a grade on individual papers until near the end of the semester. Instead, you will confer with me a number of times over the course of the semester on each paper. We’ll discuss the strengths and weaknesses of each paper, and you’ll have ample opportunity to revise. Three out of four papers, plus other points accumulated, will partially make up your final grade. For midterm, I’ll give you an estimated grade. You will not receive a midterm **unless you’re in danger of getting a D or an F (NC).**

Point values per assignments:

Three (of four) selected essays (including all drafts) = 450 pts. (100 pts. each, except the research/argumentative paper, which equals 150 points)

Library Research project = 50 pts.

In-class writing = 100 pts.

Total = 600 points

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

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.

Course breakdown—Subject to change!

(Key to texts: The Bedford Reader, (TBR); Here's How to Write Well, (HHWW)

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

Class date	Material covered in class	Homework for next class
Week of 8/22 (Fri. is Deadline to add courses)	Introduction; begin diagnostic essay, groups. Discuss assigned reading; hand in diagnostic essay.	Finish diagnostic essay (turn in next class); Read HHWW Ch. 1, "The Planning Process" p.3; Ch. 2, "Addressing Your Readers" p.18; TBR "Arm Wrestling With My Father" p. 136, "Shooting Dad" p. 144.
8/29 (Fri, D/L to drop a course w/ no grade/no charge)	Answer questions about syllabus; discuss trouble areas from diagnostic essays and talk about other assigned reading.	HHWW Ch. 3 "Useful Strategies for Developing Ideas" p. 30; read TBR "Edward Hopper's Nighthawks, 1942" p. 165; "Joyce Carol Oates on Writing" p. 170.
9/5	No class Monday (Labor Day). Discuss strategies; in-class writing; talk about argumentative/research paper. Brainstorm, freewriting, begin descriptive paper.	HHWW Ch. 4, p.51; "Composing Effective Paragraphs"; TBR "Ever Et Raw Meat" p. 382; "Indian Takeout" p. 153
Week of 9/12	Discussion; in-class writing; group brainstorming on research papers. Descriptive draft due for peer editing.	HHWW Ch. 5 "Polishing Your Sentences" p.71; TBR "Champion of the World" p. 86; "Fish Cheeks" p. 92; "Amy Tan on Writing" p. 90
9/19 (Mon deadline to w/d from Univ. & be charged 50% (plus ins.)	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. Turn in descriptive papers.	HHWW Ch. 6 "The Revising and Editing Process" p.95; TBR "Student Case Study: 'Reporting a Car Accident'" p. 84; "The Tell-Tale Heart" p. 123
9/26	Discussion; yet more in-class writing; meet in groups (discuss work on research paper).	HHWW Ch. 7 "Thinking Critically and Logically" p. 104; other reading tba
10/3 (No class Friday, Fall Break)	Discussion; brainstorming, begin narrative essays, freewrite.	Read Ch. 8 HHWW "Conducting Your Research" p. 117; TBR "Student Case Study": "Disputing a Parking Ticket" p. 514; "The Penalty of Death" p. 516 through "H.L. Mencken on Writing" p. 520
Week of 10/10	MID-TERMS (for those receiving a D or F (NC)); peer editing of narrative essays. MLA documentation.	Read Ch. 9 HHWW "Using Your Sources" p. 137; TBR "Live Free and Starve" p. 529; "The Singer Solution to World Poverty" p. 534
10/17 (Fri. is D/L for W for course withdrawal)	Library week. Class schedule will change this week. More later.	Read Ch. 10 "Documenting Your Sources" p. 163; TBR "Drugs" p. 437; "Too Much Pressure" p. 557

10/24	First draft of research paper due (to include, but not limited to outline, rough draft and preliminary list of sources) and also library research project, not paper, due.	Read TBR "Sex, Drugs, Disasters, and the Extinction of Dinosaurs" p. 592; "I Have a Dream" p. 603.
10/31 (Fri., D/L to w/d WP/WF from courses or univ.)	Discussion; narrative essays due. Schedule conferences for next week. By then, you should have the second draft of your research paper done and be prepared to discuss it with me. Bring your questions and problems. Begin Compare and contrast essays.	Read TBR "Shooting an Elephant" p. 629 through Orwell on Writing p. 637
11/7	CONFERENCES. NO CLASS. Time to hear my input on your papers. Remember you'll not receive a grade yet. C/C first draft due for peer editing.	Read HHWW Ch. 11 "Reviewing the Basics of Grammar" p. 183; TBR "Neat People vs. Sloppy People" p. 223; "Barring Clean-Up and Striking Out" p. 229 through Barry on Writing p. 232.
11/14	Meet in groups to discuss third draft of research paper. Can use rest of class polish or finish it early— avoid the Thanksgiving rush.	Read HHWW Chs. 12-15, pps. 220-246. Be prepared to discuss troublesome construction, grammar, etc., after break
11/21-11/25	THANKSGIVING BREAK	
11/28	Discussion of grammar, etc.; in-class writing; schedule conferences. Final C/C due.	Research, revision
12/5 (Last class day Fri)	NO CLASS—Conferences with me on status of research papers and C/C paper. Missing a conference will count as missing a class. The policy for excuses stands.	Research, revision
12/12 (Final exam week)	NO FINAL; Research papers due MONDAY, DEC. 12. NO EXCEPTIONS.	