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ENG 1001G-053-055-063: Composition and Language

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ENG1001: **Composition and Language**

Fall 2010

Considering Our Place in the World

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Texts:

The Contemporary Reader by Gary Goshgarian

This I Believe II edited by Jay Alison and Dan Gediman

A Pocket Style Manual by Diana Hacker

Writing: A guide for college and beyond by Lester Faigley

One Flash drive and one pocket folder (I will supply folder)

Course Objectives:

In this ENG1001, we will explore issues that encourage students to consider their place in the world and their impact upon it. By reading, writing, discussing, and reflecting on these issues, students will be challenged to examine what they believe and how they arrived at those beliefs. It is my hope that we can learn some pretty neat stuff about ourselves and about the world around us.

Our primary focus, though, will be on critical reading of these texts and effective academic writing. Because writing texts cannot be separated from reading and thinking about texts, those challenges will draw not only on your writing skills, but also on your critical thinking and reading abilities. The best way to develop and hone these skills is to read, write, and think together as an academic writing community. Therefore, in this course, you will engage in reading, writing, and thinking critically about various kinds of texts. Peer evaluations and group work will be used extensively.

General Bulletin Course Descriptions: English 1001G. Composition and Language is a writing centered course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department. Students who have ACT scores of 14 or below, or who have no test scores on file with the University, must pass English 1000 before enrolling in English 1001.

Learning Goals:

Upon completing English 1001, students should be able to:

- Write informative and persuasive essays clearly and concisely 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.
- Evaluate and critique their own and their peer's writing and assist fellow students in their writing and revision.
- Understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.
- Conduct research to participate in academic inquiry.

Requirements:

Written papers: We will write **three essays** this semester. The first two essays are worth 100 points. The third paper is a research project and will generate 250 points. In this research project, you will produce a proposal, a bibliography, a double entry journal, a 7-10 page research paper and other small assignments. All essays will be graded on focus, organization, development, style and awareness of audience, mechanics, and process. All papers are to be typed double-spaced and your name, class and section time, and date placed in the upper left-hand corner on separate lines. Please be aware that I generally do not accept late papers. Also, all papers must be completed to pass this class.

Peer review: A portion of all essays also includes peer review and the process of writing the paper, thus drafts, plan sheets, and peer review sheets need to be turned in with each paper. We will have two peer review sessions that last two days each. This is worth a

total of 50 points. Please note that peer review days are set up on specific class periods. Do not be absent from these if you expect points.

Group Data Project: In this project you will be asked to conduct surveys from a selected number of people, formulate and refine questions, analyze data and then draw conclusions from this data. The data will be represented in one of your papers. You will work in groups. A handout will be distributed detailing the requirements. This is worth 50 points.

Response papers: You will write **4 reading responses** to selected topics. This is worth **25 points each for a total of 100 points**. More about this later.

Late Paper Policy: Here are some general principles. An assignment is late if it is not ready at the start of class: printed and with all of the necessary drafts included. If you do not attend class and then deliver a paper at the end of the session (or later in the day) that assignment is already late. If you have completed an assignment on time but cannot attend class because of an emergency, e-mail the paper to me as an MS Word attachment before class or have someone deliver the assignment to my mailbox in the English Department office before the class begins. Please do not leave your work with the Department Secretary or slide it under my office door. If multiple or past drafts are due, bring those to the next class, or you will not receive credit for your work.

Please note that some situations are not emergencies. The mechanics of printing papers is a part of the writing process; allow time for possible printer, disk, or network muddles. Avoiding last-minute print-jobs significantly minimizes these troubles. Get to know your programs, your personal computer, and the limitations of the computer labs on campus.

There is no final exam in English 1001.

Other concerns:

Class Attendance: Attendance is required. Interaction among members of the class is vital to the learning experience; if you aren't here, it can't happen. With the exception of rare and extreme circumstances, I do not distinguish among kinds of absences for attendance purposes. Contact or see me immediately if rare and extreme circumstances arise which will affect your class attendance.

You are expected to be present every day your class meets, but to accommodate accidents, illnesses, and emergencies; I allow **4** absences without penalty. Absences beyond this limit are considered excessive and result in grade reductions. Reductions will be taken on a percentage basis from the total number of points possible in the course. Students are expected to arrive in class on time in order to be counted present.

For MWF classes, the following policy will apply: you may miss **4** times without an automatic grade reduction; 5 absences = a final grade reduction of 5%; 6 absences = a

final grade reduction of 10%; 7 absences = a final grade reduction of 20%; 8 = failure of the course.

For MW classes, your class is worth 1 ½ days each. I will allow 4 absences without penalty. However 5 absences = a final grade reduction of 10%; 6 absences = a final grade reduction of 20%; 7 absences = failure of the course.

You are always expected to have assignments ready on the due date regardless if you have been sick. For your convenience, assignments and handouts are always posted on my webpage on the day they are given. Please consult the site often for updated material. That web address is <http://ux1.eiu.edu/~madwiggins>.

Academic Honesty Policy

All students are expected to uphold professional standards for academic honesty and integrity in their research, writing and related performances. Academic honesty is the standard we expect from all students. 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 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.

Read the Student Handbook for further explanation. If you have difficulty with any assignment in this course, please see me rather than consider academic dishonesty. The following apply specifically to academic misconduct in this course:

- Plagiarism: The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own. Appropriation includes the quoting or paraphrasing of another's work without giving credit.
- Collusion: Prohibited collaboration with another in preparing work.
- Fabrication/Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission by the same individual of substantial portions of the same work (including oral reports) for credit more than once in the same or another course without authorization.
- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

Turnitin.com may be useful to students in addressing any plagiarism concerns they may have. Eastern Illinois University students may learn more about how to properly cite sources and maintain the highest degree of academic integrity with the Turnitin online program. All Eastern Illinois University faculty may, at their discretion, use Turnitin.

Grading scale:

As you can see, you can receive a total of 600 points. Grade will be assigned as followed:

585-650= A range

520-584=B range

455-519=C range

454 or below =NC

Grades for individual assignments will be determined according to the Guidelines for evaluating Writing assignments in EIU's English Department (attached). Be sure to read these guidelines fully as they will help you to understand what is expected of your work. Keep in mind that adequate, average work will receive a C, and excellent work will receive an A. The possible final grades for English 1001G are A, B, C, NC (No Credit) and INC. In other words, you cannot pass this course with D-level work. If your grade for the course is less than a C, you will receive an NC for the course and you must then retake the entire course to receive credit. Please remember that your grade for an essay will be determined not just by your final draft, but also by your revision work.

In addition, you must turn in all assignments to receive credit for the course. If you fail to turn in one of your assignments, you will receive an NC for the course.

Expectations for Classroom Behavior

Faculty members have the responsibility and the authority to maintain a productive educational environment in the classroom. It is the responsibility of the student to practice conduct conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by accepting policies set forth by the professor to maintain an academic decorum.

Acceptable classroom behavior is behavior that encourages critical inquiry and thought and promotes a shared community of learners. Focused attention on the tasks at hand and respect for fellow peers are expected. During classroom discussions and presentations, you need to listen carefully to others and be prepared to add relevant insight and responses.

Behavior that repeatedly interferes with my ability to teach class or the ability of other students to benefit from the instructional program include: constant idle chit-chat,

idleness, irrelevant use of computers, routine late arrival or early departure, inappropriate interruptions (such as back-pack shuffling or cell phone use), use of threatening language and personal insults toward the professor or other students. This behavior is inappropriate and will be subject to appropriate disciplinary measures. Also, cell phones are to be turned on vibrate.

Electronic Writing Portfolio (EWP): All EIU students are required to submit an essay their freshman year to their Electronic Writing Portfolios from a writing intensive course. To submit an essay for the EWP, go to the EWP website at <http://www.eiu.edu/~assess/ewpmain.php>.

Writing Center: I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers. The Writing Center is open to work with any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the Writing Center (3110 Coleman Hall), or you can call 581-5929. The Center is open Monday through Thursday, 9 a.m. to 3 p.m. and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Special needs:

Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Disability Services (581-6583) as soon as possible.

Disclaimer: If necessary, the syllabus can change, so if you feel we are going too fast or too slow, tell me and we can change things. Another change could include **Pop quizzes:** I don't like to give quizzes. In the event, however, I notice that students are unprepared for class and not reading assignments, I will institute them. This could be worth as much as **50 points and I will adjust the grading scale accordingly.**

ENG1001
The Research Essay
Prof. Dwiggin
Oct 27, 2010

The Research Essay

In this paper, you are to write a research essay on the topic of your choice. Ballenger's essay about pigeons is an example of a research essay; use this as your guide. There is also an example of a more formal research paper on page 660 of your text book (Faigley). While of course your paper will be informative, you will want to create an argument or angle of vision, etc. so that you are doing something with the information you gather.

Requirements:

- For this paper, you may choose to collaborate with a partner (or two) from your class, but you don't have to. No more than three in a group.
- The essay length should be 7 to 9 pages for a solo paper, or 10 to 12 pages for collaborative partners. The length requirement refers to the essay itself. The works cited page does not count.
- You must have **at least 7 outside sources in the body of your paper and they must** including the following:
 - ✓ 1 contemporary book or pamphlets
 - ✓ At least 2 peer-reviewed, scholarly journals or popular magazines (not an online source that you just print from the computer)
 - ✓ **Only three** internet sites total. Be careful with online sources; those that do not adhere to scholarly and/or professional guidelines are not acceptable.
 - ✓ 1 interview or survey that you conduct.
- You must have a works cited page at the end of your paper
- MLA format is required. Double-space between lines and indent the first line of each paragraph five spaces. Font no more than 12. Leave margins of at least one inch on all sides of the page. Do not justify the right margin.
- Your topic must be approved by me

Please consult your Steps handout for due dates.

If you can't think of a topic, use this to guide you: write about a problem in the world, then come up with your own solution and discuss the moral and ethical aspects of your solution.

To also help you generate a topic, look at pages 6 to 11 and 599 to 601 in your **Writing book**.

Banned topics: abortion, gay marriage, legalization of marijuana

Turn over for information on step 1

Step 1 for the research paper: Research Proposal

Nov 1st- 5th in conference

To complete this, you should address the following issues as thoroughly as possible without doing any research. The paper length is at least 5 pages.

1. State the issue you wish to research this semester. State how you will extend the issue to create a clearer understanding of the issue and how it could relate to today's culture. Communicate everything you already know about the issue.
2. Clearly articulate your reasons for wanting to focus your research on the particular topic.
3. Identify the biggest gaps in your knowledge regarding the topic.
4. What are some questions you need answers to as you begin your research? Have at least 12 questions ready for me to look at.
5. What are the broad subject areas in which information about your topic is likely to be found? These will help you determine where to begin your information search? Broad areas include but are not limited to social, economical, historical, psychological, spiritual, literary, personal, medical and cultural.