

Fall 8-15-2005

# ENG 1001G-065: Composition and Language

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**English 1001G-065: Composition and Language**  
**Fall 2005 Syllabus and Course Procedures**

Rachel Vaughn, Instructor  
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 Email: [cfrav@ux1.cts.eiu.edu](mailto:cfrav@ux1.cts.eiu.edu) OR [RayV13@Hotmail.com](mailto:RayV13@Hotmail.com)  
 Mailbox: 3155 Coleman Hall

**Office Hours:**

Tuesday/Thursday 4-4.50pm, Wednesday 3-5.30pm, and by Appointment

**Required Texts:**

(Please be sure to acquire the right books from textbook rental)  
*Here's How to Write Well* (2<sup>nd</sup> ed.), Funk & McMahan (**WW**)  
*American Voices: Culture & Community* (5<sup>th</sup> ed.), La Guardia & Guth (**AV**)  
*The College Writer's Reference* (3<sup>rd</sup> ed.), Fulwiler & Hayakawa (**CWR**)

**Journals** (minimum of one page per entry):

Indeed, I will require that you keep a journal for the duration of this composition course! The journal will make up an important portion of your grade, and is a means for you to compose meaningfully, while maintaining the relaxed stylistic approach of "journaling". Your journal is a written record of your voice, and I hope you will take it as seriously as you might any of your other paper assignments.

**Course Description:**

English 1001G: Composition & Language is a writing centered course, focused on generating a variety of writing projects exemplifying elements of research, persuasion and expression through the development of critical thinking skills, proper structural and grammatical development, and precise documentation of outside sources. This is an ETIC course (English Technology Integrated Classroom), which means that we will have access to a computer lab every other week for research and workshop purposes. Please note where we will meet each week (listed on the syllabus).

**Course Objectives:**

This particular section of 1001G will be exploring the theme of *Community and Community Living* through the various writing, reading and critical thinking activities assigned throughout the semester. You should realize that while many of your writing assignments will be traditional examples of academic writing, you will also be required to complete some work involving "service learning". This means that part of your grade will be based upon writing tasks that will require you to interact with people outside of the classroom.

**Grading Scale:**

|  |                |
|--|----------------|
| ✓ Short Narrative-----                                       | 100 points     |
| ✓ Definition-----  | 125 points     |
| ✓ Description-----   | 125 points     |
| ✓ Research Paper-----  | 150 points     |
| ✓ Service Project (collaborative)-----                       | 200 points     |
| ✓ Project Proposals-----                                     | 25 points x 2  |
| ✓ Journals (writing/reading prompts and responses)-----      | 10 points x 10 |
| ✓ Miscellaneous (participation, in-class work, quizzes)----- | 50 points      |
| ✓ Conferences-----   | 25 points x 4  |

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**1000 total points**

**Grades:**

Please keep in mind that this is an ABC or NC course!  
900-1000 points: **A**, 800-899: **B**, 700-799: **C**, 699-below: **NC**

**Papers:**

For this course you will be required to generate a variety of writing assignments including one short narrative (2-3 pages), a definition essay (4-5 pages), a descriptive essay (4-5 pages), a research assignment (5-6 pages), a service project to be completed collaboratively (roughly 5-6 pages), and ten journal responses (min. 1 page each).

Your papers should be typed, double-spaced, written in 12 point font (Times New Roman or Garamond), and your last name and page number should be in the upper right-hand corner of each page. You may or may not choose to have a cover page (see CWR 54h).

Each of your paper assignments should be presented to me in the following manner on the specified final draft due dates: Your final draft should be on top, followed by any/all rough drafts; and finally, all comments made by myself and/or your peers during peer review sessions. These should all be fastened together with a paperclip, and turned in by the end of the class.

**Revisions:**

The nature of this course lends itself to the process of writing and revising and revising and revising! I will be critiquing your writing, along with small groups of your peers during Peer Review workshops. Please take careful note of the specific **Peer Review Workshop** dates, as those will be class periods dedicated to revising new drafts and old drafts! Be sure to bring rough drafts and any revised essays on these Peer Review dates.

**Attendance, Tardiness & Participation:**

My gut instinct on this issue is as stated:

Hear ye, hear ye! Those students interested in becoming better writers, readers, critical thinkers, and overall scholars will prove said dedication by faithfully attending this class, actively participating in class activities, and courteously arriving on time!

Alas, I must also enforce the "three strikes policy," which functions as follows: you are each allowed three unexcused absences, after which, your grade will dwindle letter by letter for each additional unexcused absence. If you do not have an excused absence, I will not accept late work of any kind! Please communicate with me! I am not unreasonable. If you are having personal or scholastic troubles, which might prevent you from attending class, I need to know about them. It is your responsibility to find out about make-up assignments, by contacting me or other members of this class. Please take a few moments to jot down the names and phone numbers of two-four fellow classmates in case you should need to contact them as a result of absence.

**Conferences:**

From time to time you will be required to meet with me for individual and group conferences. This means that we will not meet as a class; however, you are required to attend these meetings. Any unexcused failure to attend conferences will count as one of the three unexcused absences, as well as a reduction of conference points. Please note the individual and group conference dates listed in the course syllabus!

**Plagiarism:**

I am required to give a nod to the English Department's policies on plagiarism.

*Any teacher who discovers an act of plagiarism- "The appropriation or imitation of language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Department of the English Language)- 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.*

Sharing ideas is a critical part of what writing is about, and I hope that you will all continue to be responsible writers and researchers. Imitating without giving credit to the contributor is not only irresponsible, but it is unjust and cruel. That said, should you have any questions or concerns related to this very serious topic, please feel free to meet with me for further discussion!

### **Electronic Writing Portfolio:**

Please realize that you must fulfill some writing requirements for the Electronic Writing Portfolio (EWP) in order to graduate. You may choose to fulfill one of these requirements by submitting an essay from either 1001G or 1002G for your university portfolio. If you choose to submit a piece of work from this course, you will need to obtain the necessary EWP form (see <http://www.eiu.edu/~assess/ewpmain.php>), which you will need to have me sign. For further information, please contact The Writing Center (3110 Coleman Hall), or Dr. Daiva Markelis (3375 Coleman Hall).

### **Students with Disabilities:**

If you have a documented disability and wish to receive academic accommodations, please contact the office of Disability Services (581-6583) as soon as possible.

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**\*Please Note:** The following syllabus is a tentative outline of the work we will be doing. This is subject to change as new situations arise in our day- to-day classroom schedule.

## **Fall Course Syllabus**

### **Week 1 (3130)**

- T 8/23            Introductions and diagnostic essay
- TH 8/25            **Brainstorming Workshop:** Starting the Process (Ch.1 WW, CWR 3a-3e), in-class reading, essay #1 assignment, Assignment: AV pp. 35-39, 58-61

### **Week 2 (3120)**

- T 8/30            **Narrative:** Reader-response groups, journal entry #1 (CWR 4a-4d),  
Assignment: complete journal entry
- TH 9/1            **Peer Review Workshop,** (see Ch. 6 WW, CWR 10c), essay #1 rough drafts due  
Assignment: read poetry handouts

### **Week 3 (3130)**

- T 9/6            Reader-response groups, Film viewing  
Assignment: AV pp. 267-278
- TH 9/8            Film viewing, Reader/viewer response groups, **essay #1 due**  
Assignment: complete journal entry #2, read AV pp. 517-19

**Week 4 (3120)**

T 9/13            **Definition Language Workshop:** (Ch. 2 WW, CWR 28e), brainstorming essay #2

TH 9/15            Journal entry #3 in-class activity, outlining & organization essay #2

**Week 5 (3130)**

T 9/20            In-class readings (AV pp. 347-51), essay #2 drafts due

TH 9/22            **Peer Review Workshop**, revisions (see Ch. 4 WW), conference sign-up, **revisions essay #1 due**

**Week 6 (3120)**

T 9/27            Individual Conferences

TH 9/29            Individual Conferences

**Week 7 (3130)**

T 10/4            **Description Workshop:** Description through Poetry, brainstorming essay #3, **essay #2 due**, Assignment: Jhumpa Lahiri short story (handout)

TH 10/6            Reader response groups, journal entry #4  
Assignment: AV pp. 242-3, 255-6

**Week 8 (3120)**

T 10/11            In-Class Film, viewer -response groups, essay #3 drafts due

TH 10/13            **Peer Review Workshop**, in-class revisions, **revisions essay #2 due**

**Week 9 (3130)** \*Please be sure to bring CWR & WW to class!

T 10/18            **Research Workshop:** Tools of the Trade (Ch. 8 WW), group assignments & conference sign-up

TH 10/20            **Research Workshop:** Ch. 9/10 WW, brainstorm research proposals, **essay #3 due**  
Assignment: complete journal entry #5, complete project proposal

**Week 10 (3210)**

T 10/25            Brainstorming essay #4, research possible topics, conference sign-up  
Assignment: AV pp. 290-94, 616-19

TH 10/27            **Writing Workshop:** Ch. 7 WW, Reader-response groups  
Assignment: AV pp. 526-537

**Week 11 (3130)**

T 11/1 Individual conferences, **revisions essay #3 due**

TH 11/3 Individual conferences, **revisions essay #3 due**

**Week 12 (3120)**

T 11/8 Reader-response groups (AV pp. 526-537), essay #4 drafts due  
Assignment: complete journal entry #5

TH 11/10 **Peer Review Workshop**, revisions essay #4, group contracts & conference sign-up  
Assignment: contact your service coordinator, complete project proposals

**Week 13 (3130)**

T 11/15 Group conferences: community service projects, newsletter voting

W 11/16 Group conferences: community service projects, newsletter voting

TH 11/17 Group conferences: community service projects, newsletter voting

**Week 14: 11/21-11/25 No Class. Thanksgiving Break**

**Week 15 (3130)**

T 11/29 **Peer Review Workshop**, final research/project revisions

TH 12/1 In-class revisions, **research papers & service projects due!**

**Week 16 (3120)**

T 12/6 Photos for newsletter, newsletter presentation & distribution

TH 12/8 newsletter presentation & distribution, **journals due by Friday 12/9!**

**Week 17: 12/12-12/16 No Class. Final Exams. Good Luck!**