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ENG 1002G-008: Composition and Literature

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Course Outline
 English 1002G, Section .008
 12:30—1:45 a.m., TR

Coleman Hall ETIC 3210 (lab) and 3140 (classroom)

Instructor: Debra Valentino
Office: CH 3836

Campus Phone: 581-6987
E-mail: davalentino@eiu.edu

Office Hours: Tuesday and Thursday
 8:30 -- 9:30 a.m.,
 11 a.m.—12:15 p.m., 2—3 p.m.
 and by appointment

Texts:

Fiction 100, James H. Pickering, 11th ed.
An Introduction to Poetry, X. J. Kennedy, 12th ed.
The Compact Bedford Intro to Drama, Lee Jacobus, 5th ed.
Writing Essays About Literature, Kelley Griffith, 7th ed.
The Blair Handbook, Fulwiler and Hayakawa, 4th ed.

Course Objectives: ENG 1002G is a writing-centered course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. Our primary focus will include the genres of short fiction, drama, and poetry. Students will also have the opportunity to improve their critical thinking and documentation skills by writing a research paper.

Class Participation: Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions. In addition, students are expected to conduct themselves in a respectful manner in the classroom. Student performance in this category will be factored into final grade by being awarded a point value (see “Grade Distribution” below).

Homework: You will have a reading assignment for all class periods (unless otherwise announced). Typically, each reading will be expected to be completed by the start of the following class period. In addition, you will be given eight writing assignments, including four essays. Our goal will be to spend a minimum of five hours working outside of class per week, as established by the Department of English.

Written Assignments: Each assignment will be explained and discussed in class. In most cases, you will receive an accompanying assignment sheet. Follow directions given in class and on the accompanying assignment sheet. It is your responsibility to ask questions if there is anything you do not understand, and to notify the instructor if for any reason you feel unable to complete an assignment.

Note: By the time of submission, it is presumed that you understand the assignment, and that your work represents your best effort.

Draft, Essays, and Exercises: You will write a total of four essays that will be polished over time through writing exercises, drafting, and revision. In order to receive the benefits of peer evaluation and instructor guidance, “workshops” will be held throughout the semester. Drafts will be checked and discussed during these times, with student progress assessed on each of the drafts. In addition, peer review sessions may be conducted with some responses collected for credit (as part of the draft or final essay grade).

Note: You are required to keep all coursework, especially essays and drafts, and to bring all work with you to student conferences. In addition, be sure to bring all drafts on current essays to all class meetings (including both electronic and hard copies). *Failure to do so will result in a deduction of Class Participation points.*

Due Dates: All out-of-class essays will be due at the beginning of the class period on the date specified. In-class essays will be due at the end of the class period, unless otherwise announced by the instructor.

Late Work: Essays are expected to be completed in a timely fashion and turned in on the due date. If no extension has been granted, late papers will be marked down ten points for each missed class period.

Note: All final drafts must be submitted to complete this course. Failure to submit any essay will result in a grade of N/C (No Credit) for the course.

Attendance: Regular attendance is expected. When an absence does occur, it is the absent student's responsibility to get all class information (including schedule/assignment modifications) from another class member. Students should **use the class phone list to consult classmates** regarding missed material and assignments. Once informed, students may then e-mail, visit, or telephone the instructor with specific questions. Failure to comply with this policy will result in lowered Class Participation points.

Note: Students with more than three (3) unexcused absences will have their course grade lowered one letter grade. An excused absence generally occurs only when the student has a documented illness. Events such as funerals (other than immediate family), vacations, weddings, and other appointments are generally considered to be *unexcused*.

Also, if you are not present when roll is called, you may be counted absent for the entire period.

Absences/ Missed Work: Students who are ill must telephone the instructor on the day of their absence. Report Health Service visits and provide documentation upon your return to class.

Note: Any student needing a prolonged absence for any reason should inform the instructor immediately. Do not wait until the end of the semester to express concern over attendance problems, since then it will be too late to compensate for missed work.

Also, E-mail is not always a reliable source of communication. When it comes to attendance, use e-mail only as a *supplemental means of communication*. Do not assume that all reported absences are excused.

Make-up Work: Missed exercises due to absence are due upon the student's return to class. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with instructor permission. *If the absence is unexcused (no note, no phone call, or without approval) make-ups are not allowed.*

Grades: All essay grades will be evaluated using the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached) and averaged using the following scale:

91—100	A
81—90	B
70—80	C
60—69	D
below 59	F

Note: If a student fails to follow instructions, or writes an essay in the wrong mode (e.g., expressive vs. expository, as defined in class), an "N/C" (No Credit) may be given for the paper. Note also, that no "Ds" or "Fs" will be given for the final course grade. Students averaging points below 70% will receive a grade of N/C as defined by the core curriculum standards of the Department.

Grade Distribution – Assignments will count for the following points:

Essay I	50
Essay II, III	100
Research Essay IV	200
Writing Exercises (2)	100 (50 pts. each)
Writing Exercises (2)	200 (100 pts. each)
Mid-term Exam	100
Final Exam	100
Class Participation	150 (10—20 pts./week)
Total Points	1000

Electronic Writing Portfolio

what you need to know

What is the purpose of the Electronic Writing Portfolio?

Effective writing is a goal of Eastern's undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students' writing to ascertain that Eastern's students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students.

What does Eastern consider effective writing?

Competent writing at Eastern displays the following skills: establishing and maintaining focus and appropriate voice; organization that enhances presentation of material/ideas; development of ideas supported by details; use of effective sentence structure, syntax, and diction; and the use of correct mechanics.

What courses are eligible for paper submissions?

Three submissions are required for the portfolio. Submissions may come from any writing-centered or writing-intensive course, or from any other undergraduate course for which you have completed an appropriate writing assignment (see below). Courses designated as writing-intensive or writing-centered are indicated in the catalog, or a list is available at www.eiu.edu/~assess.

Only one submission is allowed from any one course. If you submit from ENG 1001G/1091G, you may not submit from ENG 1002G/1092G. Before you submit from any course, it is a good idea to discuss your plan to submit with your instructor.

What kind of papers may be submitted?

- ◆ The paper must be at least 750 words in length (approximately 3 pages).
- ◆ It must be written in standard English.
- ◆ It must be developed in a manner consistent with the demands of the discipline for which it was written.
- ◆ It must contain a coherent writing sample that connects ideas within and between paragraphs. Therefore, lists, lesson plans, and other such documents may not be submitted.
- ◆ Submissions may not be creative pieces, such as poems, short stories, or plays.

When do I need to submit?

All papers must be submitted the semester a student is enrolled in a course. Students may not submit papers for courses after the semester ends. If you fail to submit a paper from a course from which you planned to submit, you will need to choose a new course for your EWP submission.

You must submit your first two papers by the time you have earned **60 credit hours**. If you do not, a registration hold will be placed on your record at 75 hours.

The third and final submission must be submitted by the time you earn **105 hours**. A registration hold will be placed if this deadline is not met.

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**[www.eiu.edu/
~assess](http://www.eiu.edu/~assess)**

Electronic Writing Portfolio

www.eiu.edu/~assess

How do I submit to the EWP?

- ◆ Go to <http://www.eiu.edu/~assess>.
- ◆ Click on "student login" under the EWP heading. Instructions are also available here.
- ◆ Enter your EIU login and password. Click "submit." This is the same as your EIU e-mail login and PAWS login. (Please call the Help Desk at 581-help (217-581-4357) if you have trouble with your login.)
- ◆ This should take you to the EWP Student: Main Menu page. Click on "Submit a Writing Sample."
- ◆ Select the course from which you want to submit from the drop-down menu.
- ◆ Click the "Upload Writing Sample" button.
- ◆ Click the "browse" button and go to the file you want to submit and click on the file.

The file must be one of the following types: Microsoft word (.doc), plain text (.txt), rich text (.rtf), or PDF (.pdf). If you have questions about converting a file to one of the formats listed above, please call the Help Desk at 217-581-4357.

- ◆ Click the "open" button. The file location will appear in the "File to Upload" box. Type in a description of the assignment that was given for the paper you are submitting.
- ◆ Click the "validate file" button.
- ◆ Click the "Upload File and Complete Submission" button. You will receive a message that you have successfully submitted a writing sample to the Electronic Writing Portfolio and will be taken back to the main menu.

How will I know the ratings my papers received?

After you have submitted your document, a notice will be sent to your professor to rate your paper. To check your ratings, log in by following the first 4 steps given under the submission instructions. At the main menu, click on "View Ratings" to see your ratings.

How will my ratings be used?

Ratings will be used to determine how well you write. Students whose 3 submissions are primarily "superior" will be given a "writes with distinction" designation.

Students whose first two submissions are "unsatisfactory" and/or "needs improvement" will be required to take a diagnostic test that will determine if further remediation is needed. An average score below 2.0 will determine who is required to test.

Students will be contacted through their EIU email account if this test or other requirements are needed.

Do I have to submit if I transfer in to Eastern?

Yes. Transfer students must submit 3 documents to the EWP as part of their graduation requirements. Additional time may be needed for transfer students to submit, so leeway will be granted. Students who transfer into Eastern should consult with their advisors concerning their submission plans. It is recommended to submit at least one paper your first semester at Eastern.

GOOD PRACTICE:

Keep all your coursework electronically until you graduate!

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback