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ENG 1001G-001: Composition & Language

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Course Details

DESCRIPTION

A required course for all students, English 1001G develops your writing skills, focusing in particular on descriptive and analytic writing. The course's primary goals include the following:

GOALS

- gain practical understanding of college-level research and writing;
- practice both informative and persuasive writing;
- understanding audience and purpose;
- increasing awareness of development, organization, and logic in writing;
- building your confidence and skill at editing your own writing

REQUIREMENTS

- Essay 1 . . . . . . 10% (due: June 21)
- Essay 2 . . . . . . 15% (due: June 28)
- Essay 3 . . . . . . 20% (due: July 8)
- Essay 4 . . . . . . 20% (due: July 17)
- In-Class Work, Quizzes, & Brief Writing . . . . . . 20%
- Participation . . . 15% 35%

Grading Scale:
A = 94-100%  
A- = 90-93% 
B+ = 87-89% 
B = 84-86%  
B - = 80-83% 
C+ = 77-79% 
C = 74-76%  
C- = 70-73%    
69% and below = "No Credit" (NC)

Office Hours: Given our daily meetings and your schedule for the Summer Institute, I will set aside time each class period for individual consultation. You're also welcome to meet with me after class or set up another time to meet.

To ensure you do well, note the following expectations about our daily meetings and your preparation:

This is not a lecture course.
- Good writing habits rely on practice, drafting, and active feedback. We'll be doing all of these activities in class.
- Class meetings, therefore, will be a mix of large group discussions, smaller group workshops, and peer reviews.
- It's vital that you are prepared to give your best efforts in class.
- A significant component of your final grade will be based on your in-class contributions.
SUBMITTING PAPERS

Unless otherwise indicated, all assignments are due on the date and time specified on the assignment sheet. Papers turned in after the due date will be penalized five percent for each calendar day they are late — unless you have made prior arrangements with me. I usually deny any requests to turn in a paper late that are made on the day a paper is due. If you have a legitimate reason, speak with me before the due date. I will not accept work that is more than one week late.

ATTENDANCE POLICY

This is not a lecture course. The writing projects extend from our discussions and substantial class time is devoted to your writing. Therefore, you need to attend all class meetings. But things happen, so I usually allow two personal days. (For this intensive course one class session equals two days.) Thereafter, you will lose approximately 5% from your final grade for each unexcused absence. So, for instance, if your final grade is 85% (or a B) and you have 5 unexcused absences, your adjusted FINAL grade will be a 70% (or a C-).

If you have a University-approved excuse for missing class, you must present appropriate documentation to me — in person — within one week of missing class.

CLASSROOM ETIQUETTE

You're welcome to bring your notebook computer to class, although for part of class each day we'll be using desktop computers for in-class writing. Regardless, I ask that you observe common rules of etiquette and decorum when you use technology. In brief, you should not disturb or disrupt classroom activities not let it interfere with your own participation. Please turn off (or mute) cell phones. Out of respect for the class and the integrity of class activities, please refrain from text messaging during class.

PLAGIARISM POLICY

Since the university is a place of ideas, discussion, and reflection, it views plagiarism — the taking of others' ideas as one's own — very harshly. According to University policy, the penalty for plagiarizing is swift and severe. You will receive an immediate F for the course and notice will be given to the Office of Judicial Affairs. If you have any questions about plagiarism — however small— please talk to me before you turn in your work.

ELECTRONIC WRITING PORTFOLIO

This course is a writing-centered course and, as such, your papers satisfy the requirements for the Electronic Writing Portfolio. EWP guidelines insist that you complete your submission prior to the last day of class. Talk to me if you have any questions about this or consult the EWP website.

IF YOU ARE ABSENT

It's your responsibility to find out what we covered and what is due for the next class meeting. You may come by my office and discuss this with me; I'll happily go over any material and fill you in.

DO NOT EMAIL ME asking me to update you of any changes.
ESSAYS

You will write four major essays for the course, in addition to completing daily shorter writings and group activities. For each of the major essays, I will hand out an assignment sheet with the writing prompt, due dates, and expectations. Each essay usually involves completing several smaller writing tasks, so it’s important that you follow the directions and requirements of the assignment closely.

IN-CLASS ACTIVITIES & BRIEF WRITINGS

Class meetings are designed to introduce you to (or further develop) writing concepts that apply to the major writing assignment you’re currently working on. You will be writing frequently—in and outside of class, individually and in groups—most of which you will turn in for me to read. I won’t evaluate these shorter writings in the same way I do the major papers, but will assign a plus, check, or minus (above average, average, below average). The cumulative total of these writings are worth approximately 20% of your final grade. More importantly, however, these brief writings allow me to see many different samples of your prose, which helps me provide better commentary and understand your strengths and weaknesses as a writer.

REVISIONS

You will have an opportunity to revise the first three papers, which I strongly encourage you to do. However, there are three stipulations you must meet:

1. You must have turned in the final draft on time.
2. You must meet with me to discuss your draft and to determine a strategy for your revision.
3. You must turn in your revision at the agreed upon time (arranged at our meeting, usually within one to two days).
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.

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