Objectives: English 1001C is a computer oriented writing course which involves the reading, writing, and critiquing of both professional and student essays. By using different essay development strategies, the student should be able to write a clear, well supported essay. Students are responsible for using critical thinking skills to improve reading, writing and discussion abilities. In addition, e-mail and Internet technology will be incorporated to the class schedule. Also, students will be required to develop a lengthy research project. 
Note: No student will not be graded on computer skills.

Texts and Materials:
The Student Writer: Editor and Critic, 4th ed.
Connections: A Multicultural Reader for Writers, 2nd ed.
Blair Handbook
A notebook for a journal
A computer disc, formatted

Description: This course revolves around intensive student reading, writing, and discussion. You are expected to write often and regularly--in and out of class. In addition, you will read essays composed by both professional writers and your classmates, taking note of their struggles, successes, ideas, and experiences. Therefore, this class will run much like a workshop in which you regularly take part in peer triads, open discussion and in-class writing. It is not unusual for me to photo-copy a student’s essay to share with the class, ask a student to read aloud from his/her own essay, or even to share writing of my own. We will have e-mail discussion groups, explore the Internet, and write about our cyber-findings. Also, we will discuss popular culture, news events, history, and politics among many other thought provoking topics. You see, this is not only a writing class, but an arena of higher education where your opinions and voices are vital tools for acquiring a meaningful experience. So, by using the higher technology available to all of us, we will enter the 21st century--prepared, curious, and able to communicate. By the end of this class, I hope that you not only improve your writing abilities, but also learn about the world around you, how it affects you, and how it influences your ideas, writing, and educational career far beyond this semester.

Attendance and Participation:
Active participation plays a factor in your grade (See requirements). As for attendance, if you have more than six unexcused absences (equiv. 2 weeks) you will not pass this course. Beware: I have heard every excuse known to human kind. However, if you are extremely ill or have a family emergency, contact me or the proper authorities. If you decide to drop the class, it is your responsibility to have your name removed from the official class roster.
Grading:
My grading scale is very easy to understand, and it allows you to track your own progress— which I suggest you do. Almost, every assignment, in-class activity, and requirement for the class carry points. I add your points and divide by the total number possible which results in a percentage. Letter grades for percentages:
A= 100-90; B= 89-80; C= 79-70; D= 69-60

Requirements:
Diagnostic essay not graded, but required
Active participation: 100 points
3-4 essays 100 points each (length 2-3 pages)
Journal 100 points
Quizzes (rarely announced) 50 points (may be more or less)
Preparation 100 points
(includes peer evaluations, in-class activities, outlines, e-mails, Internet activities.)
Research Project: 200 points
Approx. total: 1000 points (may be more, may be less)

Revisions: I truly believe students become better, more conscious writers by revising. Therefore, you may revise your essays if they are lower than an A for a higher grade. If you want to revise, do so within a week and attach the original. Remember: revising does not entitle you to a higher grade.

Late Work: If you have a problem with writer’s block or understanding an assignment, talk to me before it is due. I may negotiate once for an extension. If you try to take advantage of negotiation, you will find yourself out of luck. Otherwise, late papers + assignments will be docked 10% for each day they are late. Also, anyone without a rough draft for peer evaluations will have their final essay grade lowered 10%. Non-negotiable.

Make-up Work: A student with an excused absence or who participates in a University sanctioned activity may make-up quizzes or assignments. Students without an excused absence may not.

Manuscripts: All rough and final drafts should be typed. Final drafts should have a cover page which includes your name, date, title, and my name. You should use size 12 characters, and double space throughout. Also, use one inch margins on each side, top and bottom. You do not need to quadruple space between paragraphs; in fact, I insist you do not. You should staple your manuscripts and keep a copy for yourself. All essays will be given a number grade, a letter grade, critical comments, revision advice, and an explanation of the grade. Any essay or grade may be discussed at length during office hours or a scheduled conference.

Journals: You need to bring your journals with you everyday. Choose an 8 1/2 by 11 notebook that you really like.

Requirements for the Journal: At least 3 entries, one page long, each week on your own time. In addition, you will keep in class writing assignments in this. I use the journal also to keep track of what you missed and what you didn’t.
Many students think writing instructors assign journals as busy work. However, these instructors know daily writing is one way to build writing power! And really, I do not care what
you write for your 3 solo entries. You can write stories, record what you learned that day, or just gripe about mean old English teachers. You can rant, dream, curse, pray, slam, profess, rap, whatever---as long as you are writing regularly and extensively. You could look at this journal as a way to record your college experiences. Ten years from now, when this class has moved to the back of your mind, pull out this journal, blow the dust off of it, and read who you were 10 years earlier. I will collect the journals 2 weeks before the last class day, and may--unannounced--check them earlier.

**ADA Policy:** If you are a student who has a documented disability and wishes to receive academic accommodations, please contact the coordinator of the office of disabilities services (6583) as soon as possible.

**Plagiarism:** Eastern Illinois University English Department’s policy on plagiarism: “Any teacher who discourses 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 English Language)—has the right and the responsibility to impose upon the student an appropriate penalty up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

**Computers:** When we are in the computer lab, use your best judgement for visiting web sites. This is not a time to check e-mail, play cards, or visit sites deemed generally distasteful or offensive to others. Use your best judgement.

**Conferences:** I will hold at least one writing conference with each of you this semester. While at this time we will discuss successes, problem areas, and other facets of your performance, I encourage each of you to approach me with any difficulties at any time this semester.

Note my e-mail address: cfsjb1@eiu.edu

**Miscellaneous:**
1. Memorize the requirements for turning in a revision.
2. Make sure you understand the expectations for each writing assignment. Ask questions!
3. Essay manuscripts are due at the beginning of class, not 4:00 p.m.
4. Provide titles for all manuscripts
5. Hand papers directly to me or put them in my mailbox
6. Invest in a dictionary and Thesaurus; you will find a use for them after this class.
7. Make hard copies of your work or make a back up on another disc. Trust me on this.
8. If you are having trouble, talk to me!
9. We have a great writing center with tutors who are more than willing to help you!
10. **ADVICE:** Come to class; read everything twice, but don’t believe everything you read; try your best; ask questions; talk and listen. Also, you should know that I reward effort and hard work. Finally, don’t be afraid to make a mistake or fail or take a chance.

“A writer is someone who has found a process that will bring about new things...” William Stafford

“Writing keeps me from believing everything I read.” Gloria Steinem

“Don’t tear up the page and start over when you write a bad line—try to write your way out of it. Make mistakes and plunge on. Writing is a means of discovery, always....” Garrison Keillor

“I have rewritten—often several times—every word I have ever published. My pencils outlast their erasers.” Nabokov
MWF ETIC Class

Class Outline: subject to expansion, deletion, and change.
Some reading assignments may change, be rebooted, or added.

Week One: 3 journal entries
Mon., Jan. 10th: Introduction/Examine syllabus/Write expectations/
   Reading assignment: *The Student Writer* pp. 3-26
Wed., Jan. 12th: Quiz over syllabus & reading/ Introduce diagnostic essay/ Brainstorm activities
Fri., Jan. 14th: In class Diagnostic Essay/ Intro Computers
   Reading assignment: Handout “How to Say Nothing in Five Hundred Words” by Paul Roberts.

Week Two: 3 journal entries/

Mon., Jan. 17th: MLK Observerance
Wed. Jan. 19th: Discussion/ Diagnostic essays back/Reader Based-Writer Based
   Composition
   Reading assignment: *The Student Writer* pp. 27-40
Fri.: Jan. 21st: Thesis and Introductions/ In-class activity/
   Reading assignment: *The Student Writer* pp. 41-52
   Handout: “The Grieving Never Ends” Roxanne Roberts. (Readings for Writers”)

Week Three: 3 journal entries

Mon. Jan. 24th: Discussion/ Conclusions
Wed. Jan. 26th: Discussion/ Introduction to Descriptive Writing/ In-class writing
   Reading: *The Student Writer* pp. 127-132

Week Four: 3 journal entries/

Mon. Jan. 31st: Descriptive drafts due/ Revision Techniques & Editing
   Reading: *The Student Writer* pp. 61-80
Wed. Feb. 2nd: Organizing Everything/ In-class writing
Fri. Feb. 4th: Drafts returned/ Paragraphs--”What Are They?”
   Final revisions of Descriptive due Monday.
Week Five: 3 Journal entries
Mon. Feb. 7th: Final Descriptive Drafts due/ Introduction to Narrative/Pre-reading
  "For My Indian Daughter" Johnson, p. 138; handout: "Beauty: the Other Dancer is the Self," Walker.
Wed. Feb. 9th: Discussion/Introduce triads /Topic proposal due
  Writing: Begin brainstorming for your narrative
Fri. Feb. 11th: No class
  Rough drafts for peer groups due Monday.

Week Six: 3 Journal Entries
Mon. Feb.14th. Peer groups
  Connections Reading Assignment: "Learning to Read and Write" Douglass, p. 167
Wed. Feb. 16th : Discussion/In-class writing
  Connections Reading Assignment: "I Just Want to Be Average" Rose, 173.
Fri. Feb. 18th: Final draft Narrative due/ Discussion
  Connections Reading Assignment: "The Face of Beauty" Ackerman p. 252

Week Seven: 3 Journal entries
Mon., Feb.21st: Discussion/ Introduction to Causal Analysis
  reading: Student Writer: pp.249-253
Fri., Feb. 25rd: "Atomic Cafe" cont’d

Week Eight: 3 Journal entries./
Mon., Feb. 28th: Discussion/causal chains/topic proposal due
Wed., Mar.1st: In class writing
  Reading: Handout: “Sentence Effectiveness”
Fri., Mar. 3rd: Peer groups
  Reading: Handout “Pot-Luck

Week Nine: 3 journal entries
Mon., Mar 6th.: Causal Analysis Due/ Intro to Persuasive Writing
Connections Reading: “Here Comes the Groom” p. 432
“The Case Against Civil Rights for Homosexuals” p. 437.

Wed., Mar. 8th: Discussion/ In-class responses/
Writing Assignment: Typed position to readings.

Fri., Mar. 10th Responses due/ Handout: Library Search
Reading: “The Student Writer: pp. 309-319
Blair Handbook: 178-191

Week Ten: 3 Journal entries

Spring Break March 13th-17th

Week Eleven: 3 Journal entries

Mon., Mar. 20th: Introduction to Research/ Selecting a Topic

Wed., Mar. 22nd: Discussion/ Topic Proposal
Reading: Connections: “Let’s Put Pornography Back in the Closet” S. B. Miller,
p. 541 & “Notes from a Free Speech Junkie”, Jacoby, p. 545

“Fri., Mar. 24th: Debate/
Blair Handbook pp. 233-246

Week Twelve: 3 Journal entries

Mon., Mar. 27th: Topic Proposal Due/ Deadlines/Evaluating Web sites

Wed., Mar. 29th: Taking Notes/ Incorporating sources

Fri., Mar. 31st: Avoiding Plagiarism/ Working Bibliography Due/ Blair
Handbook pp. 247-248

Week Thirteen: 3 Journal entries/ETIC


Wed., April 5th: More practice with “Quotations”/In-class writing

Fri., April 7th: Discuss presentations/ Research should be complete

Week Fourteen: 3-journal entries
Mon. April 10th: Triad presentations

Wed. April 12th: In class writing/tutoring
Fri. April 14th: In class writing/ Journals due

**Week Fifteen:** Conferences for Research Paper  
April 17th-21st  
During this week students are responsible for attending conferences with individual instruction with me. Any student who fails to show up for the conference loses 50 points on final project.

**Week Sixteen/**

Mon., April 24th: Research triads  
Wed., April 26th  Last Questions for Revision/ In-class writing 
Fri., April 28th: Last Class Day/ Expectations/Journals Returned 

Week 17  
Mon-Fri= Final Exams

Mon., May 1st: Final Research Papers Due at 4:30 p.m. (or before).  
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