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ENG 1001-004: Composition and Language

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ENGLISH 1001-G, COURSE GUIDELINES

English 1001-G, Spring 2002
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Office Hours: 8:00–9:00, 12:30–1:00 MWF and by appt.

Kennedy, The Bedford Reader, 7th Ed.
Fulwiler and Hayakawa, The Blair Handbook
Merrill Webster Collegiate Dictionary
Hamack & ..., Online!: A Ref. Guide to Using Internet Sources

COURSE DESCRIPTION AND OBJECTIVES: What to say when we write and equally important the way to say it will be our main concerns this semester. Language, especially the written word, has the potential to inspire, persuade, instruct, entertain; to engage both our passions and our intellect; literally, to unite or divide entire nations. We will explore the purposes and the power of written language this semester as we strive to develop critical reading, drafting, revision, editing, and listening skills, as well as a more diverse cultural perspective. Although we’ll talk some about writing, mostly we’ll write — and write and write and write sometimes for a grade, sometimes not. But writing will be a regular occurrence in this class. Ultimately, this course will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing.

SPECIAL INFORMATION REGARDING ENG 1001-G: ENG 1001-G is a writing-centered course. Students enrolled must have scored at least 15 or higher on the English section of the ACT (13 or higher on the old test). See me immediately if you scored below that value or if you have no ACT score on file with the University. As a graduation requirement, students enrolled in ENG 1001 must submit a revised essay from this course to be included in their Electronic Writing Portfolios. Reminders and deadlines for this assignment appear on your syllabus.

ATTENDANCE, MAKE-UP, AND LATE WORK: If you miss class, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from class obligations. Our syllabus is merely tentative, so check with me to see if any changes were made in your absence. Your regular attendance is important — attendance is recorded at the start of every class, and unexcused absences will substantially hurt your grade, especially in the following ways:

- In-class work (exams, quizzes, writing exercises, etc.) can be made up only if your absence is excused.
- Any work turned in late (for any reason except an excused absence) is graded down one letter grade for each day it’s late.
- 25% of your final grade is based upon in-class essays, presentations, writing exercises, contributions to discussion, and other in-class activities. If you’re not here, you can’t participate, and your semester grade will suffer!

Other important policies and information regarding attendance/make-up work/late work:

- Excused absences are granted only for serious and verifiable reasons (e.g. illnesses documented with a doctor’s note, inclement weather for commuters, documented death in the family, etc.) — NOT for matters of personal convenience such as travel arrangements, appointments with advisors, extra-curricular activities (such as intramural sports, departmental club meetings, fraternity or sorority activities, etc.) job interviews, oversleeping, and so forth, nor for illnesses or emergencies that I’m unable to verify.
- Work to be missed due to participation in an Official University function(such as intercollegiate sports, debate team meets, etc.) must be completed before your absence. (Therefore be sure to notify and/or remind me of your absence, to find out what we will be doing that day, and to allow time to complete assignments before you leave.)
- Absences on assignment due dates, test dates, or conference dates often look particularly suspicious and will require strong verification before make-up privileges will be granted.
- No assignments will be accepted more than one week after the date due; a grade of “zero” will be recorded.

INFORMATION FOR STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know, too, and realize that I can be of greater assistance to you if I am made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work. These are rather stringent guidelines, evaluating not only the quality and development of your ideas, but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. You will be graded on a variety of activities including essays, homework, quizzes, writing exercises, and participation, but the quality of your writing will be the primary determinant of your grade in this class. In calculating your semester grade, I use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800 – 899 for a B, and 700 – 799 for a C (for a variety of reasons I do not round off grades; for example, 799 points or 79.9%, still equals a C). If I make any changes to the point totals (for example, adding extra essays or quizzes if needed), you will be forewarned, but such changes will affect the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1001-G is graded on an A, B, C, and NC (no credit) basis, so you must earn 70% (tentatively 700 points) to pass this class.
TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 800 points** – You are required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft
  - Essay 1, Narrative, minimum of 750 words, 100 points
  - Essay 2, Response to essay or movie, timed (no length requirement), 100 points – written entirely in class
  - Essay 3, Persuasion, minimum of 1,000 words, 200 points
  - Essay 4, Revision of your choice of essays 1 – 3, 200 points – and must be submitted to your EWP
  - Essay 5, Collaborative Research, 2,000 – 2,500 words, 200 points, mandatory conferences

- **Portfolio Project and Presentation, 100 points** – complete details forthcoming soon, but in short, you will work within a group to determine the best writing you’ve each produced this semester, which you will place in a group portfolio along with professional samples of writing that you’ve selected because they reflect the qualities of good writing that we’ve discussed this semester. In your group’s portfolio, you will include individual responses to these student and professional essays. Your group will also discuss its findings about good writing in a brief (5-8 minute) class presentation.

- **Daily Grade – participation, discussion, in-class writing – 100 points**: Your participation in this class on a day-to-day basis is crucial—you must show up and you must participate in class activities (participation means more than just showing up and sitting silently) – BOTH factors will weigh heavily in determining your daily grade, along with other factors, including completing all homework and other assignments; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect.

CONFERENCES: We’ll have mandatory conferences for essay 5, during which we will discuss your rough draft of this assignment and any other questions you may have, but I encourage you to come by any time that you have a question or problem— that’s what I’m here for! And the sooner I know of any difficulties you’re having, the greater the help I can provide – waiting until a couple of days before an assignment is due or until the last few weeks of the semester to seek help isn’t allowing yourself time to work and improve. If my office hours don’t fit your schedule, we can arrange a conference at a mutually-convenient time.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #5). We will review research methods and MLA parenthetical documentation, but that won’t be enough if research writing is new to or difficult for you, so see me immediately if 1) you’ve never written a research paper, 2) you’ve never used MLA parenthetical documentation, or 3) you’ve had problems (esp. w/ documentation or plagiarism) on previous research assignments – you’ll need to allow time for extra conferences and instruction outside of class for this assignment.

VOICE MAIL/ E-MAIL: While I don’t give out my unlisted home phone number, I do encourage you to call me at my office #, even at times other than my posted office hours. If I’m not in, leave a voice-mail messages INCLUDING YOUR PHONE NUMBER, and I’ll get back to you shortly – I typically pick up my messages daily (though less frequently on weekends). If my officemate answers, simply ask to leave me a voice-mail; otherwise, she’ll dutifully take your message, but I won’t receive it until I return to the office. Feel free to contact me via e-mail as well, but please note that I usually pick up and answer my e-mail only on MWF.

A NOTE FOR COMPUTER SECTIONS (those that meet in rooms 3120, 3130, 3140, and 3210 – referred to as the ETIC, English Technology Integrated Classrooms): Most of the writing for this class will be performed on the Gateway computers in the lab. For this reason, during the first week of the semester, you will need to by several formatted 3½ IBM-compatible high-density (HD) disks, upon which you will copy and store information, write essays, and back up your work. (I encourage you to label your disks with your name and phone number in case you misplace them – and remind you to bring your disks with you to class every day and to take them with you when you leave.) Because there are numerous other classes needing access to the lab, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130). Please consult your syllabus for each day’s room assignment before coming to class.

The technology we have available to us will enhance our class dramatically – making it easier for us to write and revise our work, to share our writing with others, to locate information using the Internet, etc., but the technology is only a tool: our emphasis will be upon developing your writing skills, not on enhancing your computer expertise. (We will, however, cover such computer “basics” as using Microsoft Word, saving or copying assignments and essays, converting files, using the Internet as a research tool, etc.) I’ll warn you, too, that the system is not perfect; occasionally “glitches” will arise, and we will need to be patient and flexible when dealing with these unavoidable problems. Because of potential technology-related problems, I urge you to save your work frequently, to create – on a separate disk – at least one back-up file for every document you write, to store all of your work in Rich Text Format (so it can be accessible on computers with different word-processing programs), and to store a copy of your essays and other writing in the “Work” folder for our section (I’ll explain how to do this).
A note on computer etiquette: The computers (and printers) in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. You will be asked to leave if you use the computer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, researching a topic or doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department's limited budget, I must ask that you refrain from printing long documents (more than just a couple of pages) or even several short ones in the ETIC — such documents should instead be saved to disk and printed at the library, another campus lab, or using your own printer.

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

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' (Random House Dictionary 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.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING: In short, plagiarism means taking the words or ideas or efforts of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate material found in outside sources, you must cite in parentheses each author (or editor, or key word from the title if no author or editor can be determined) and page # — after any sentences that include this material (and you’ll need to include a Works Cited page with complete bibliographic information). If you use both ideas and wording from a source it's not enough just to cite author and page #: you must also use quotation marks around all words, phrases, or sentences taken from this source. (If you fail to use quotation marks around "borrowed" language, you’re guilty of plagiarism — even if you’ve correctly cited author and page number! And even if you’re producing the entire essay without the use of outside sources, you must still be sure that all of the work is your own.

In short, you must do your own work for this class. If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I’m here to help you do that, but it won’t happen magically or effortlessly or overnight. However, even though it takes hard work and is often a slow process, it’s a far better choice than taking those huge risks found with shortcuts. Please note that the F gained through dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level and grade to the C level — or even higher! — the honest way!

Acceptable help with your writing: consultation and tutoring sessions with me; heeding the advice of your peer evaluation group, who will respond to your work following a set of guidelines and restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110) or other professionally-trained tutors who follow the practices of the Writing Center staff: that is, providing remedial help with your writing, but without doing the work for you — no editing or "polishing", no pointing out or correcting your mistakes for you, no writing or rewriting your sentences for you (tutoring, not proofreading).

Unacceptable help with your writing: the obvious shortcuts — having someone proofread, edit, or polish your work; having someone else write or rewrite any portion of your essay; taking someone else’s ideas and/or words and/or efforts and passing them off as your own; or submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else’s essay, from an Internet site, term paper company, Cliff’s Notes, Masterplots, Varsity.com, Pinkmonkey.com, or any other “cheater” source. Remember: I enforce my department’s plagiarism policy to the fullest.

I wish each of you the best of luck this semester — and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you — together we will work hard, but I hope we’ll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class — and I hope you’ll soon feel that it’s our class. I’m looking forward to a great semester!
Spring 2002 Tentative Syllabus  
ENG 1001-G, Veach  
Sect. 004, 10:00 – 10:50 MWF, CH 3210/3140

(Abbreviations of texts used on this syllabus: StM = St. Martin’s Guide to Writing, BR = Bedford Reader, BH = The Blair Handbook, H = handout)

Reminders:
- Complete all reading assignments before class on the dates indicated. Bring books indicated for that day. The activities listed are ones we will do in class that day.
- We alternate weeks between the lab (3210) and the classroom (3140) – consult this syllabus for dates/room assignments.
- Bring your disk to class every day that we’re scheduled in the lab (3210)

January
M 7, CH 3210 Intro to course and policies; writing sample; get acquainted activity
W 9, CH 3210 Review the writing process; Audience awareness activity – 3 letters
F 11, CH 3210 Discuss English Dept. grading standards (H), essay structure, and intro/concl methods (H)
M 14, CH 3140 What makes for good writing? Bring in a selection that you believe is well-written and a paragraph explaining why you think so. Discuss JFK Inaugural Address (H)
W 16, CH 3140 Narrative assignment given: Read background information (StM 48 – 55 and 573 – 581) and Maya Angelou’s “Champion of the World” (BR 52 – 56)
F 18, CH 3140 Making your story vivid and memorable – “Home Invasion – Versions 1 and 2” (H)
M 21 ——— Martin Luther King’s Birthday Observed; No Class
W 23, CH 3210 Bring completed rough draft (3 copies) to class – work on narratives in peer evaluation groups
F 25, CH 3210 In-class work on narrative essay – Essay #1 (narrative) due at end of class today!
M 28, CH 3140 Essay #2 assigned – respond to reading assignment from approved list of essays (see Wed.) or to movie we’ll watch together in class. Begin watching movie Pay It Forward in class.
W 30, CH 3140 Movie, cont’d. Also, begin exploring essays from approved list – you may write about one of them instead. All are in BR: “Arm Wrestling with my father (100 – 104); “Batting Clean-up and Striking Out” (191-93); “Our Barbies, Ourselves” (288-90); “The Ways We Lie” (340-47); “The Holocaust” (436-39); or “Stone Soup” (442-48).

February
F 1, CH 3140 Finish movie.
M 4, CH 3210 Write Essay #2 in class – leave all rough drafts, disks, notes, and other materials with me at end of class
W 6, CH 3210 Finish working on essay – Essay #2 (response) due at end of class today!
F 8, ——— Abraham Lincoln’s Birthday Observed; No Class
M 11, CH 3140 Writing Workshop: “A Lot of Got” (H), wordiness (H)
W 13, CH 3140 More writing workshop: Essay #2 returned – put errors and problems on board and correct together; work on methods of sentence combining
F, 15, CH 3140 Background information on research/documentation
M 18, CH 3210 Persuasive essay assignment given and explained – read background info (StM 265-72 & 623-38)
W 20, CH 3210 Quiz on logical fallacies; Read sample persuasive essays “The Penalty of Death” (BR 470-73) and “The Unquiet Death of Robert Harris” (BR 476-480); assignment for Friday: choose topic
F 22, CH 3210 In-class writing: 1 page for and 1 page against your stand on the issue
M 25, CH 3140 Work on rebutting an opposing view: in-class debate
Peer evaluation of persuasive essays - bring 3 printed copies to class

March
F 1, CH 3140  Essay # 3 (persuasion) due at start of class! Revision essay assigned. Revision checklist (H) and revision strategies discussed in class.
M 4, CH 3210  In-class writing exercises; work on revision essay
W 6, CH 3210  Peer evaluation of a partner's essay - bring original version and copy of completed revision to class. Due by end of! class - paragraph discussing changes made between original and revised versions and analyzing the effectiveness of those changes
F 8, CH 3210  In-class work on revision; Essay # 4 (revision) due at end of class today!

M 11, W 13, and F 15: No Class – Spring Break!!!!!!

M 18, CH 3140  Research assignment and group placements given: background on research writing (BH 148-67, 168-209, 220-232) – how to choose and narrow topics; where to find sources; evaluating sources; using Internet sources, etc.
W 20, CH 3140  Topic proposals due. Using sources; citation methods, etc. – BH 237-40, 256-84
F 22, CH 3140  Note-taking; quoting, paraphrasing, and avoiding plagiarism – BH 186-92, 240 – 55; Progress check: preliminary list of sources, written evaluation of each source, preliminary division of labor

M 25, CH 3210  Plagiarism and citation methods quiz; Progress check: notes
W 27, CH 3210  Sample research paper – BH 286-300; Progress check: more notes, thesis
F 29  No Class – Groups work outside of class to devise r. outline, begin work on rough draft

April
M 1, CH 3140  Troubleshooting on research paper; Final progress check before conferences: rough outline due
W 3, CH 3140  Group conferences – bring segment of rough draft and copies of sources used in that segment
F 5, CH 3140  " "
M 8, CH 3210  " "
W 10, CH 3210  Optional class – attend if you have questions or problems
F 12, CH 3210  Essay # 5 (Collaborative Research) due at start of class! Group portfolio/presentation assigned

M 15, CH 3140  Grammar review; work on group project
W 17, CH 3140  Writing exercises; group work
F 19, CH 3140  Sample professional essay discussed; group work

M 22, CH 3210  In-class work on projects/presentations
W 24, CH 3210  " "
F 26, CH 3210  Last regular class session; Portfolio due/ group presentations in class

Reminder: No final exam in ENG 1001G; check late in the week for status of portfolio/presentation grading