Spring 1-15-2004

ENG 1001G-003: Composition and Language

Bridget Johnson
Eastern Illinois University

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Composition and Language
Spring 2004

English 1001G
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Office: Coleman Hall 3744
Instructor: Bridget Johnson
Office Hours: T/TH 11:00-12:30, 2:00-3:00
Office Phone: 581-6319

Course Description

Welcome to English 1001G. This is a writing centered course designed for the purpose of helping you become a more effective writer, as well as reader and thinker.

In this composition class, you will be asked to write a number of informal and formal essays, respond to peer writing, and participate in class discussions. This class, in particular, will focus on increasing your understanding of the role writing has and will play in your life. In other words, you will examine what it means to read, respond, and think critically on subjects relating to the writing task. In approaching these issues, we will write from our personal experiences as well as conduct research on the beliefs held by others. The following is a list of goals/objectives we will work towards throughout the course of the semester.

Course Objectives:

• Writing - to go beyond creating the five paragraph essay and yet still write essays in a clear, logical and organized manner, applying all parts of the writing process, including pre-writing, researching, writing, and revising.

• Responding - to be able to respond constructively to your peers’ writing, to course assignments, and especially to your own strengths and weaknesses.

• Critical thinking - to be able to listen to the opinions and beliefs of others who may hold cultural, ethical and social values much different than your own – and in listening, be able to explore your own thoughts on these particular issues.

Texts and Materials

Fulwiler, Toby and Alan Hayakawa. *The College Writer’s Reference*
Harneck, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources*
Kennedy, X.L., Dorothy Kennedy and Jane Aaron. *The Bedford Reader*
McMahan, Elizabeth and Robert Funk. *Here’s How to Write Well*
Grading

Your grade in this course will be based not only on the quantity but also quality of work you do. First, you will be required to write a narrative essay, persuasive/field research paper, library project and overall research paper (all at varying lengths). For your final essay, you will have to present your side of the argument in front of the class. We will discuss this in more detail in class. In addition, you will need to complete two peer reviews per essay; I will give you specific details on their format during the first few weeks of class. You will also be required to respond critically by writing ten reading responses throughout the semester – relating to essay assignments as well as issues relevant to today. Finally, you will be asked write additional in-and-out of class responses and to participate regularly. There will be no final exam in this course. All assignments must be turned in for you to pass the course. Refer to the following handout, “Guidelines for Evaluating Writing Assignments in EIU’s English Department” to determine how grading will be evaluated in this class. You must earn a “C” or better in order to pass this course. Anything lower than a “C” will earn you a “NC” (No Credit) and you will have to take this course again.

Revisions

As you will learn quite early on in the semester, writing is a process. Part of that process deals with revising. Therefore, you may revise any paper as long as it is handed in within one week after it has been returned to you. I will then take the average between your first and second paper. If you have any questions regarding my comments on any of your drafts, please make an appointment to see me.

Grading Scale:

The following is a breakdown of points for this class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>50</td>
</tr>
<tr>
<td>Persuasive/Field Research</td>
<td>75</td>
</tr>
<tr>
<td>Library/Online Project</td>
<td>125</td>
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<tr>
<td>Research Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>100</td>
</tr>
<tr>
<td>Misc. (in-and-out of class writing/participation)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
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</table>

The Grading Scale:

- 540 - 600 Points ..........A
- 480 – 539 Points ..........B
- 420 – 479 Points ..........C
- 419 or below ..........N/C
Attendance: Your participation and attendance is critical and needed in order to do well in this course. However, you are allowed to have three unexcused absences without them affecting your final grade. For each missed unexcused absence after that, your grade will drop one letter grade. Unless you have an excused absence, I will not accept late work in this class. You will automatically receive no credit for the assignment due on that particular day. As a result, please try to make an effort to attend every scheduled class date. If you have an excused absence (e.g. illness) you will need to meet with me as soon as you return to class, so that you can make up the work. It is your responsibility to come see me about a missed or late assignment.

Plagiarism

Please note the English Department’s statement 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 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.

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.

Questions/Concerns

During the course of the semester, you may have questions/concerns regarding assignments or class discussions. If so, please do not hesitate to stop by my office to talk to me or email me your questions. Remember, we are all here to help each other become better at the skill and art of writing.

Course Syllabus

The syllabus below is tentative. While we will attempt to closely follow this schedule, at times, it may be subject to change.

Week 1

T (1/13) Introduction to Course
Diagnosis essay
Assignment: Reading Response (RR) – one typed page

TH (1/15) RR Discussion - what makes a good narrative?
Distribute Narrative assignment
Pre-writing strategies
Assignment: Begin to draft essay #1
Week 2

T (1/20)  Writing Workshop – in-class writing response to essay
         Assignment: bring two copies of draft to conference

TH (1/22) Individual Conferences

Week 3

T (1/27)  Individual Conferences

TH (1/29) Peer Reviews
         Assignment: Narrative Essay and RR (one typed page)

Week 4

T (2/3)   Narrative Essay due
         RR discussion – argumentation – persuasion
         Paragraph development – reconstructing RR paragraphs
         Assignment: RR - writing from the opposing view’s side

TH (2/5)  RR discussion
         -continued discussion on persuasion – incorporating narratives
         Grammar / Writing Workshop
         Assignment: RR

Week 5

T (2/10)  RR discussion – looking at sample essay – small and large group discussion
         Assignment: RR

TH (2/12) RR discussion
         Field Research – incorporating field research into our essays
         Assignment: RR

Week 6

T (2/17)  Discussion on RR -
         Distribute persuasive/field research assignment
         Pre-writing on topic – small and large group discussion
         Assignment: work on persuasive/fr project

TH (2/19) Discussion on quotations – MLA style documentation and citation page
         Assignment: Bring two copies of draft to conference
Week 7
T (2/24)  Individual Conferences
TH (2/26) Individual Conferences

Week 8
T (3/2)  Peer Reviews
Assignment: Revise Persuasive/FR Essay
TH (3/4) Persuasive/FR Essay due
Library Tour – Meet in classroom first
Distribute Library/on-line assignment
Assignment: work on gathering research

Week 9
T (3/9)  Incorporating research into our essays - using MLA style – citation page
Assignment: Bring two copies of essay to class
TH (3/11) Peer Reviews
Assignment: Library/on-line project due – RR

Week 10 – Spring Recess – no class

Week 11
T (3/23)  RR Discussion –
Distribute Persuasive Research Essay
Choose partners – pre-writing – submit proposal
Assignment: Begin to work on Essay
TH (3/25) Writing Workshop
Assignment: Gather all information for Research presentation

Week 12
T (3/30)  Individual conferences
TH (4/1)  Individual conferences

Week 13
T (4/6)  Research Presentations
TH(4/8) Research Presentations
<table>
<thead>
<tr>
<th>Week 14</th>
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</thead>
<tbody>
<tr>
<td>T (4/13)</td>
<td>Peer Reviews for Research Essay</td>
</tr>
<tr>
<td>TH (4/15)</td>
<td>Research Essay due – letter to Instructor</td>
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<td></td>
<td>Assignment: RR</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
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<tbody>
<tr>
<td>T (4/20)</td>
<td>RR discussion</td>
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<tr>
<td></td>
<td>Discussion on Writer’s Autobiography</td>
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<tr>
<td></td>
<td>Writing Workshop</td>
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<td></td>
<td>Assignment: Bring two copies of autobiography to class - RR</td>
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</tbody>
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| TH (4/22) | Peer Reviews for autobiography   |
|          | Discussion on RR                 |
|          | Assignment: revised copy of autobiography— Bring electronic portfolio essay |

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<thead>
<tr>
<th>Week 16</th>
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<tbody>
<tr>
<td></td>
<td>Assignment: RR</td>
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| TH (4/29) | RR Discussion – what does it mean to be a critical writer/reader/thinker? |