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ENG 1001-005: Composition and Language

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**ENGLISH 1001G Spring 2001**

- **Texts**
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**Texts:**
The Student Writer – Clouse  
The Prentice Hall Reader – Miller  
The Blair Handbook – Fulwiler/Hayakawa  
English Online – Crump/CARBONE

**Course Objectives:**
Welcome to the ETIC (English Technology-Integrated Classrooms). Together I hope we can learn the best ways to use the computer technology to improve our writing skills.

First, and foremost, please remember that this is a composition course. Our goals are to produce effective, competent essays, and we’ll do that with the aid of lots of great resources and technology. This course will focus on various modes of writing, paying particular attention to revision and peer editing methods. We will be focusing most of our attention on the role of revision plays in the writing process by doing conferences during various stages of the writing process.

I’m not a computer expert; I just play one in Coleman Hall. I thoroughly intend to learn as much, if not more, than you do about what these computers can do. This is truly going to be a team effort. I hope those with more computer skills will help out those of us who still call computers “thingamajigs.”

**Stuff You’ll Need:**
You must have two formatted 3.5 inch computer disks. These computers will “read” double sided or high density disks, so choose the type that is compatible with your computer. If you have no preference, get high density.

**Class Policy:**
Regardless of point totals, in order to pass the course, you must turn in all assigned papers. All phases of the writing process must be included with your final draft or the paper will be considered incomplete and will be graded accordingly. Missed assignments can be made up only if you have a verified excused absence. A late portfolio is one letter grade off for every class period that it is late. Arrangements to make up missed assignments must be made the class period following the absence.

**Grading:**
Your grade will be based upon the drafts and finished essays that you will submit at midterm and the end of the semester. You must submit all drafts of essays, but at midterm you will designate which one of the two essays you want to be evaluated. Included with the papers you want graded must be a "cover sheet" discussing your work on the essay, paying close attention to what you focused on and how the

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revised process went. Points will be given for all drafts demonstrating that you have gone through the entire writing process--prewriting, first draft, peer-editing, revision. A late portfolio is marked down one letter grade for every class period that it is late. After mid-term you must submit for evaluation one other essay and a research paper. At the beginning of the semester we will discuss a research project/essay. You will work on this project throughout the semester and turn it in with your second-half portfolio.

**Mid-term Portfolio point value:** 25 pts. for drafts of ungraded paper, 100pts. for the graded essay--total= 125pts.

**Second-Half Portfolio point value:** 25pts. for drafts of ungraded paper, 125pts. for the graded essay, 150pts. for the research project--total 300pts.

**Reading Responses:** 50pts.

**Documentation Quizzes:** 25pts.

**Course Total:** 500pts.

**Scale:**
- 500-450 = A
- 449-400 = B
- 399-350 = C
- 349--- = NC

This course is graded on the A, B, C, NC (no credit) scale. Students receiving points totaling less than a C will receive a NC for the course.

**Plagiarism:**
Note: The English Department's statement concerning plagiarism.

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of 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 assignment of a grade of F for the course, and report the incident to the Judicial Affairs office.

**Special Needs:**
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.

**Schedule:**
**Week 1:** Course Intro and diagnostic writing.

**Week 2:** Learning WebCT

**Week 3:** Comparison/Contrast Unit
   Reading for this unit:
   Prentice Hall Reader: "That Lean and Hungry Look" pg. 243
"Faces of the Sky" handout
Student Writer: "Neat People vs. Sloppy People" pg. 234

Week 4: Lab time for Comparison Contrast

Week 5: Illustration Unit
Readings:
Prentice Hall: "Cut" pg. 53
"Disney's 'Politically Correct' Pocahontas" pg. 73

Week 6: Lab time

Week 7: Conferences

Week 8: Lab time for Mid-term Portfolio preparation- Portfolios due March 1

Week 9: Reading Response Unit
Readings:
The Student Writer: "School Is Bad for Children" pg. 338
"Value and Violence in Sports Today" pg. 346
"Born Beautiful, Confessions of a Naturally Gorgeous Girl" pg. 352

Spring Break—March 12-16

Week 10: Lab time

Week 11: Argumentation Unit
Readings:
Prentice Hall: Argumentation and Persuasion chapter-Pg.427-439
"Help for Sex Offenders" pg. 447
"I Have A Dream" pg. 453

Week 12: Lab time

Week 13: Conferences and work on research project

Week 14: Lab work on Second-half portfolios and Research project—Portfolios due April 19

Week 15: Final conferences for the course

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