Fall 8-15-2001

ENG 1001G-005: Composition and Language

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Course Description

The catalog describes this course as follows: "A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources." You will find, however, as you talk to your peers, that each instructor teaches this course a bit differently, with different texts and emphases. So... what sets this section apart?

As far as I am concerned, the title of this course may as well be "composition and research" because we will keep the focus on doing thorough and high quality research and incorporating that research into a written argument and presentation of ideas. Research does not mean just time in the library, however; we will be doing all manner of research: interviews, surveys, letter writing, observation—whatever is needed for you to come up with the most powerful evidence you need to make your case about the issue you choose to investigate.

You will have your choice of topics within some parameters your instructors will set. Our class discussions and readings are going to focus on myths, reality, truth, what we believe and why. Part of the point of this class is not only learning to read and write critically, but also to think, and to that end, we are going to ask you to think about things and to think about how and why you think, even at eight in the morning! The questions we will address as a class include the following:

- Why do we believe what we believe?
- How do we know what's true?
- How do we know what "truth" is?
- How do we learn how to think?
- How can we avoid fallacies, logical and otherwise?
- What is our responsibility to ourselves and others in regard to communicating the truth?

We will tie these questions into the research process. How do we know whether or not we can trust a source? To what extent do we depend on what others tell us?

In terms of format, we will have a lively class. I will do whatever I can to keep you awake (especially at 8 AM!) and involved and interested. Don't be surprised to see a lot of small group interaction and a variety of activities. I do not want to hear myself talk 150 minutes a week and I doubt you do either.

As you can see above, there will be two instructors for the price of one in this class! You may come to either of us when you have questions. Do not try to play us off each other, however; just like good parents, we will consult each other as we go!
Course Objectives

In this course, we expect you to...

- think about what you read and see and hear
- analyze your sources of belief and information
- verify what you read and hear for credibility and usefulness
- assimilate, abstract, and articulate ideas from a series of different reading and research experiences
- know how to write clearly, effectively, with graceful expression and logical organization and argument
- understand your own strengths, weaknesses, likes and dislikes about writing
- be able to critique and make constructive suggestions on the ideas and writing of others
- recognize the value of expression and creativity, especially in writing
- enjoy

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment 1—Issue analysis and project proposal</td>
<td>75 points</td>
</tr>
<tr>
<td>Writing Assignment 2—interview paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Writing Assignment 3—survey paper</td>
<td>150 points</td>
</tr>
<tr>
<td>Writing Assignment 4—resource review</td>
<td>50 points</td>
</tr>
<tr>
<td>Writing Assignment 5—research paper</td>
<td>300 points</td>
</tr>
<tr>
<td>Writing Assignment 6—response essay</td>
<td>75 points</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation / Attendance</td>
<td>150 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Observation essay (optional) up to 50 points extra credit

Course Grade Calculator:

901-1000 points A
801-900 points B
701-800 points C
0-700 points NC

Words of Advice on Grades

Adequate, Average work will earn you a 'C' in this course. If you merely go through the motions, but do so with a certain amount of skill, you are an average (i.e. 'C') student. If you merely go through the motions without much skill, you may very well earn an 'NC'; missing deadlines consistently or racking up lots of absences may also lead to a 'NC'. Good work, i.e. extra effort and good quality product will earn you a 'B.' Excellent work, i.e. going above and beyond the requirements for assignments, using both skill and creativity, should earn you an 'A.' Keep in mind that doing an assignment is no guarantee of an 'A' or 'B'—you must also do it well. If you are shooting for a particular grade in this course, I advise that you come see me early so we can discuss how you might best achieve that grade. I do not care what grade you need; I will do whatever I can to help you earn the grade you want.

Texts

Colombo, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*
Dunbar-Odom, *Working with Ideas: Reading, Writing, and Researching Experience*
Hacker, *A Writer's Reference*
Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations, please contact the Office of disability Services at 581-6583 (9th St. Hall).

Electronic Writing Portfolio
Assuming you have written a competent essay during the semester, you will need to submit it to your Electronic Writing Portfolio. The deadline to submit something from this class is November 26. Please consult the EWP handout (attached) and the assessment web site (www.eiu.edu/~assess). You may also attend informational sessions on the EWP on October 15 (4 PM) or 16 (5 PM) in the Effingham Room of the MLK Union.

English Department Policy on Plagiarism
Any teacher who discovers an act of plagiarism—"the appropriation 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 assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Questions??
If I've forgotten something or you have questions at any time, please feel free to drop by my office (3871 Coleman)
SYLLABUS
(Readings are listed on the day they are due, not on the day on which you should do them.)

Unit 1: Getting Started

Tu  Aug 21  Introduction
     Diagnostic Writing
Th  Aug 23  W/WI (Working with Ideas), pp. 1-10
            and 2 essays in any one sequence in W/WI, except sequence 1.
Tu  Aug 28  RA (Rereading America), pp. 1-6
            and 2 essays from any one section in RA, except section 6 ("Westward Ho!")
Th  Aug 30  Article Review / Paper Proposal discussion
Tu  Sep  4  Establish work teams; brainstorm papers
            Paper Proposal due

Unit 2: What do other people know and think?

Th  Sep  6  Interviewing workshop
Tu  Sep 11  Reading/Discussion
Th  Sep 13  Draft day (Bring 2 copies of your paper to class for others to evaluate)
Tu  Sep 18  Introduction to Survey methods
            Interview Paper due
Th  Sep 20  Survey Workshop
Tu  Sep 25  Skill Building: sentences and paragraphs
Th  Sep 27  No class—spend the time surveying!!
Tu  Oct  2  Survey Data Analysis workshop
Th  Oct  4  Draft day (Bring 2 copies of your paper to class for others to evaluate)

Unit 3: Finding and evaluating print, media, and web-based sources

Tu  Oct  9  Library Tour—Meet at Entrance to McAfee Branch of Library
            Survey Paper due
Th  Oct 11  Article analysis workshop—Read an article on your topic and bring it to class
Tu  Oct 16  Research day
Th  Oct 18  Research day
Unit 4: Putting It All Together, the Argumentative Research Paper

Tu  Oct 23  Research report due / Writing Workshop
Th  Oct 25  Essay discussion / Writing Workshop
Tu  Oct 30  Essay discussion / Writing Workshop
Th  Nov  1  Draft day (Bring 2 copies of your paper to class for others to evaluate)
Tu  Nov  6  Why are we all here? Read an essay from sequence 1 of *WWI*
         Research paper due
Th  Nov  8  Conferences
Tu  Nov 13  Conferences
Th  Nov 15  Revised Research paper due

Unit 5: What have we learned? What do we believe? How do we think?

Tu  Nov 27  PICK UP YOUR PAPER FROM ME ON MONDAY, NOVEMBER 26
AND SEND IT ELECTRONICALLY TO CASA FOR YOUR ELECTRONIC
WRITING PORTFOLIO!!! THERE WILL BE NO CLASS ON TUESDAY,
NOVEMBER 27.
Th  Nov 29  Paper exchange—Bring an extra copy of your paper to class
Tu  Dec  4  Belief Discussion
Th  Dec  6  Response Essay due
To Submit to the Electronic Writing Portfolio

Information for Students:

Submissions must be made from your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it.

Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, save the form to a floppy disk as lastnamesubform.rtf (e.g., smithsubform.rtf).

Click on CASA’s email address at the top of the form or address an email message to casa2000@www.eiu.edu. Attach the completed submission form and your document to be submitted to this email message. Your document should be saved in rich text format (RTF) and labeled lastname.rtf (e.g., smith.rtf). Make sure you remove your name and other identifying information from the document you submit. If www.eiu.edu/mymail is being used, you will need to scroll down past the message area to attach the second document. Add your name (last name first) for the subject line of the email message and send the message to CASA.

CASA will forward your document and form to your professor for assessment. If your submission is incomplete or not approved by your professor, you will receive an email to your eiu.edu account indicating what is wrong and asking you to make corrections and resubmit. After your professor has approved your submission, you will receive e-mail verification. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

The student’s submission form and document will come to your eiu.edu e-mail account with two attachments in the e-mail.

If you agree that this document is ready for submission, you certify that the document is fine to submit by clicking on the submission form that was attached with the writing sample and completing the “Instructor’s Assessment.” Please make certain that you check only one box for each question. Following the instructions on the submission form, return this form and the student’s document to us in a single e-mail message at casa2000@www.eiu.edu.

If you do not agree that this document is ready for submission, check “not competent” and return the form and the document to CASA at casa2000@www.eiu.edu. CASA will then send a standard e-mail message to the student indicating that the instructor did not approve the document and instructing the student to contact his/her professor.
English 1001G—Fall 2001
Syllabus

Instructor: Janelle Carey
Office: Coleman Hall 3860 (3151)
Office hours: 9:30--11:00 Tues., Thurs.
2:00--3:30 Tues., Thurs.
Other times by appointment
Phone: 581-6287 (office)
345-2994 (home)
e-mail address: cfkjc@eiu.edu

Rereading America, Colombo, Cullen, and Lisle

Class Policies and Procedures

Attendance: Please be clear about this from the beginning: you must attend class on a regular basis if you expect to earn a passing grade for this course. It is impossible to duplicate class discussions and activities for students who are absent. Since students arrive at a greater understanding of course material through these class discussions and activities, those who frequently miss class find themselves at a serious disadvantage when writing papers or completing class assignments, and such frequent absences almost always manifest their effect on the final course grade.

Missed assignments and exams: Missed assignments may be made up for credit only with a verified excused absence. If you are ill but do not go to Health Service, you must phone me before class during my office hours on the day of the absence to verify an excused absence for that day’s class session. Arrangements for making up missed work must be made with me the class period immediately following the absence. If you have a university-recognized anticipated absence (academic or athletic activity), please note that you are to submit any work that is due on that date before the anticipated absence. If you need to speak to me about assignments or missed class work, please phone me during my office hours or phone me at home. Do not leave voice-mail messages on my office phone; those messages go to Mrs. Clark, not to me; consequently, I will not receive messages you leave there.

Late papers: You have ample time for each essay assignment; however, for those of you who have a tendency to procrastinate, please note that essays which are turned in late will lose one letter grade for each class meeting that they are overdue.

Submitting Essays

All essays should be submitted according to proper MLA format, which may be found in The Blair Handbook, pg. 293. You will need a pocket folder in which to submit your essays for evaluation. The essay which you select for thorough evaluation should be placed on the right side of the folder along with all phases of the writing process—final polished manuscript on top; planning, rough draft(s), peer and/or instructor comments and revisions— in that order— following. On the left side of the folder, you should place the paper you wish to be evaluated for completed process but not for thorough revision and polished manuscript. This paper, too, must include—in the following order— planning, rough draft, peer
and/or instructor comments, and a preliminary revision. Papers submitted without all phases of the writing process will be considered incomplete and will thus lose at least a letter grade, depending on how many stages of the process are missing. That means that even though you have your drafts on disk, you must make paper copies of all drafts to be included in your submission folder. On the date that they are due, folders should be in the proper order and ready for submission at the beginning of the class period—no last minute printing in class.

Course requirement: Please be aware that you must complete and submit all essays (no matter how late they may be) in order to pass the class. Failure to submit all essays will result in an "NC" for the course.

Grading

During this semester you will write five major essays. In addition you will have numerous short writing assignments and exercises designed to help build skills and develop style. Grades will be assigned on a point system as indicated by the following chart.

Point values for the course:

Diagnostic essay----------------------------- 0 points (instructor comments only)
Illustration essay
Comparison/contrast essay
--For first folder submission, students will choose one of the above essays to be thoroughly evaluated for 150 points; the remaining essay will be evaluated for completed process worth 25 points.
Argumentation essay
Analysis essay
--For second folder submission, students will choose one of the above essays to be thoroughly evaluated for 175 points; the remaining essay will be evaluated for completed process worth 50 points.

Bulletin Board postings will be worth 50 points total; in addition, we will have several skills-building exercises worth 50 points total.

The total number of points possible for the course is 500. Grades will be assigned according to the following grading scale:

450--500 = A
400--449 = B
350--399 = C
349&below = NC

On official transcripts and grade reports, any grade below 350 points will be recorded as "NC" (no credit). Any student receiving "NC" for the course must retake English 1001G before enrolling in English 1002G.

Please keep all returned papers, exercises, and any other graded assignments in a pocket folder so that you will have a ready record of your progress in the course. You can figure your grade in the course at any time during the semester by dividing the number of points you have accumulated by the number of points possible up to that time.
Enrollment Reminders

Students who have ACT scores in English of 15 or below (13 on the old version of the test) or who have no test scores on file with the university must pass English 1000 before enrolling in English 1001G.

and

Successful completion of English 1001G or its equivalent is a prerequisite for enrollment in English 1002G.

Plagiarism Policy

Please note the English department's statement concerning 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 the immediate assignment 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."

I shall adhere to this policy throughout the semester.

Writing Center

Help is available through the Writing Center in Coleman Hall, room 301. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center, is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. Don't be afraid to ask for help, and do it before it is too late to salvage your grade. Check the notice on the Writing Center door to find operating hours for the current semester.

Students with Disabilities

Please note the following information from the Office of Disability Services: "If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible."

Course Visitors
Course Objectives for English 1001G

These are the guidelines set forth by the English department's Composition Committee:

Students should receive instruction which will enable them to develop

- expository and argumentative papers in which paragraphs, sentences, and words develop one controlling idea. These papers should have a beginning, middle, and end. At least one of them should reflect the principles of documentation.

- paragraphs that are discrete, purposeful units within the paper. Where appropriate, paragraphs should be developed by means of examples, details, and illustrations.

- sentence patterns that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.

- standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

Course Visitors
English 1001G—Fall 2001
Course Outline

Tues., Aug. 21----Introduction to the course

Thurs., Aug. 23---In-class essay (for Diagnostic purposes)

Thinking Critically about Media Influences/Using effective examples to illustrate a point

Tues., Aug. 28----Read "Looking for Work," pg. 39 and "The Military Nintendo Complex," pg. 81 in Rereading America before the beginning of class
Discussion of the planning process/ thesis statements/assignment of topics

Thurs., Aug. 30---Drafting work period for illustration essay

Tues., Sep.4---Writing effective introductory and concluding paragraphs


Tues., Sep. 11----Peer evaluation session; bring four copies of your paper to class

Thurs., Sep. 13---Revision work period (Revised draft to be dropped in folder on desktop at the end of the period)

Thinking Critically about Self and Environment/Using comparison/contrast to make a point

Tues., Sep. 18---Read "Two Views of the River," "Once upon a time," and "Faces of the Sky" (found on WebCT) before the beginning of class
Begin discussion of comparing and contrasting (purpose and organization)

Thurs., Sep. 20---Continue work on comparison/contrast (group activity)

Tues., Sep. 25---Drafting work period

Thurs., Sep. 27---Finish draft (drop in folder on desktop by the end of the period); last day to post first Bulletin Board assignments

Tues., Oct. 2---Individual conferences

Thurs., Oct. 4---Individual conferences

Thinking Critically about Important Issues/Using effective argumentation to prove a point

Tues., Oct. 9--- Submit folders at the beginning of the class period; have both essays and all phases in the proper order in your folder at the beginning of class.
Begin discussion of effective strategies for argumentation
Individual readings selected from Rereading America
Thurs., Oct. 11—Planning and drafting work period; assignment of topic for second Bulletin Board postings (Read Chapter 2, pgs. 25-47 in The St. Martin's Guide to Writing)

Tues., Oct. 16—Using and documenting sources properly

Thurs., Oct. 18—Varying sentence structure and length

Tues., Oct. 23—Drafting work period

Thurs., Oct. 25—Completed draft to be dropped in desktop folder by the end of the class period

**Thinking Critically about Character/Using analysis to show the relationship of parts to the whole**

Tues., Oct. 30—Readings based on individual selections of biographies or autobiographies

Begin discussion of analysis (purpose and organization)

Thurs., Nov. 1—Using effective transitions to show relationships and add coherence

Tues., Nov. 6—Drafting work period; last day to post second Bulletin Board assignments

Thurs., Nov. 8—Completed draft to be dropped in desktop folder by the end of the class period

Tues., Nov. 13—Individual conferences

Thurs., Nov. 15—Individual conferences

Tues., Nov. 27—Revision work session

Thurs., Nov. 29—Submit folders for evaluation by the end of the class period

Tues., Dec. 4—Odds and ends day

Thurs., Dec. 6—Folders returned

No final exam for this class.
Essay Guidelines

Unless I specify otherwise, the essays you write for this class should be about three to five typed pages. It is imperative that you understand that essays in this course are evaluated on process, not on the final manuscript alone. Therefore, **you will need to have print copies of all phases of the writing process for each essay**. In other words, you should not only save your first draft (and any subsequent drafts) on disk, but you should also make a print copy to submit for evaluation. If you merely edit drafts on the computer without making print copies, I have no way of viewing the process that brought you to the final product. Consequently, I will be unable to provide a thorough evaluation of your essay, and you will lose at least one letter grade—depending on how many of the phases you fail to include.

To submit essays, you will need a pocket folder (not a binder, please). The essay which you select for thorough evaluation should be placed on the right side of the folder along with all phases of the writing process—final polished manuscript on top; planning, rough draft(s), peer and/or instructor comments and revisions—in that order—following. On the left side of the folder, you should place the paper you wish to be evaluated for completed process but not for thorough revision and polished manuscript. This paper, too, must include—in the following order—planning, rough draft, peer and/or instructor comments, and a preliminary revision. Papers submitted without all phases of the writing process will be considered incomplete and will thus lose at least a letter grade, depending on how many stages of the process are missing. Once again, that means that even though you have your drafts on disk, you must make paper copies of all phases of the process to be included in your submission folder.

The final, polished copy of your essays should be typed according to MLA Guidelines for manuscript form; these are found on page 293 of *The Blair Handbook*. Short essays (fewer than 10 typed pages and thus all of the essays for this class) do not use a separate title page.

Also note that on due dates, **essays are to be ready for submission at the beginning of the class period**. This means that folders should be in proper order before you get to class; you must not wait until you get to class to print your final manuscript. **Be prepared before you come to class.**
Policies and Procedures for the ETIC (English Technology- Integrated Classroom)

We will alternate our class time--from week to week-- between the computer lab and the classroom. The lab is equipped with Gateway computers which use a version of Microsoft Word 7.0. If you have access to a personal computer which uses a version newer than Microsoft word 7.0 or if you use a program other than Microsoft Word, you must remember to save your work in Rich Text format in order to be able to work effectively between computers. For saving your work, you will need at least three pre-formatted IBM-compatible high density diskettes (1.44MB). It is imperative that you always make back-up copies of your work. Diskettes should be clearly labeled with your name and appropriate course information.

The ETIC lends itself well to self-directed work, so frequently during your class periods there you will have time to work on rough drafts, class assignments, final drafts, or other course projects. Note that a few rules do apply. First, there are to be absolutely no drinks or food in the lab. In addition, you are expected to work on course assignments, and unless all of your assigned work has been completed and submitted, you may not use the computers for reading e-mail or browsing the Internet. In short, you must stay on task; failure to do so will result in dismissal from the class. In the event that we need to use class time in the ETIC for instructional purposes, I also expect you to be attentive to lectures or class discussions. In other words, no working on the computers when attention should be directed to the person or persons talking--a simple matter of courtesy, I think.

I'm sure that many of you have more experience with computer use than I do, so I welcome your comments and suggestions. For those of you who are relatively new to computer use, relax and don't be afraid to ask questions. Remember that this class is first and foremost a composition course; the computers are here to serve our needs, not to overshadow our purpose. I hope you enjoy the semester and come away with a sense of confidence in your writing skills.