Spring 1-15-2006

ENG 1001-006-012: Composition and Language

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Eastern Illinois University

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Spring 2006 ENG 1001G: Composition and Language (3 credit hours)
Sec. 6, 12-12:50 p.m. MWF and Sec. 12, 4:30-5:45 p.m. MW; both meet in CH3210

Instructor: Bill Feltt
E-mail: cfwef@eiu.edu
Office: CH3734; 581-7011

Office Hours posted on office door and by appointment.

Course Description

The keyword for this course could be process. You will learn how to improve your writing through attentiveness to that writing process and to revision. Despite what you may think or may have learned, writing is NOT a one-shot deal, not chiseled in stone. On the contrary, you will see through the development of your research/argumentative paper over the semester that good writing evolves over stages of revelation, layer by layer, during subsequent revisions.

Course Objectives:

☐ To learn how to write purposeful, spectacular paragraphs and stunning sentences that are direct, economic, free of ambiguity, and structurally appropriate for the ideas expressed.

☐ To learn how to write standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

☐ To develop skills in critical reading and listening to understand and evaluate culturally diverse course materials, and to become more discerning readers and editors of your own writing. The course materials will reflect historically, socially, and culturally relevant issues.

Required Textbook and Materials:


Other items:

☐ Paper for in-class writing assignments

☐ Pocket folder

☐ CD, jump drive or e-mail account (for submitting essays)
**Course Requirements:**

- In-class writing
- Reading textbook assignments and participating in class discussion
- Four essays: compare/contrast, descriptive, narrative and argumentative/research. Essays will be of varying length and complexity. Plan to put equal effort into all essays while realizing you may wish to choose, in consultation with me, an essay for the Electronic Writing Portfolio, which meets a portion of the University requirement for graduation. If you plan to use one of your essays, you must bring it to me at least two weeks before the close of the semester.
- All papers should be handed in electronic format. However, under extenuating circumstances, you may hand in your essays in hard (paper) copy. If so, you must include it and all drafts in a single folder. This holds true for essays and the final essay.
- Peer Editing—You will be required to assist your classmates in improving the quality of their essays. This will consist of reading your essays aloud to a classmate(s) and evaluating fellow classmates’ work online and off (guidance will be given beforehand).
- Attend one-on-one conferences with me, as needed.

**Grading:**

- Essays will be scored a maximum of 100 points each except the research paper, which will be your final paper and will be worth 150 points. Your grades will be based on four essays and supplemental in-class writing and other assignments, as needed. All submissions must include AT LEAST TWO DRAFTS IN ADDITION TO THE FINAL DRAFT. You may choose one essay to revise after final grading. That’s right. If you’re unhappy with one essay, you may choose to revise it for a better grade.
- Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought and logical structure. Some emphasis will also be placed on grammar, punctuation and spelling. Research sources and correct MLA format will play an important role as well. However, papers submitted in the wrong format will not be accepted.

**Instructor’s policies:**

- **Attendance:** You can miss three days without significant penalty, although generally you won’t be able to make up in-class assignments. If you miss more than three classes, your final grade will be reduced by one letter grade for each day over three absences. For example, if you miss four classes and earn an A, your final grade falls to a B, five absences and your grade falls to a C and so on. If you are ill and miss an in-class assignment or fail to turn in an assignment on time because of illness, the only way you can make it up is to present to me an excuse from the university’s Health Service or personal physician, or I will accept proof that you will or have attended a university-sanctioned event. The better news is that papers turned in “early” will receive a 5 percent bonus score. I’ll explain more about that. However, those who don’t come to class will suffer with lower grades.
- **Tardiness:** Please don’t interrupt class with excessive tardiness. My tardiness: If the occasion arises that I am late for class, please wait 10 minutes before leaving. If you
leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of my absences.

**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 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

If you commit any of the following, you could be plagiarizing:
- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (duh!).
- Using a paper with words, phrases, sentences, or ideas found in a previous student’s work (not always so obvious).
- Summarizing or quoting someone else’s words without giving that person proper credit (tricky).

If you have any question at all about plagiarism, please contact me **BEFORE** you turn in the paper. Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course, or worse

**Grading Scale:**

I’ll calculate your final grade according to the following scale:

- **A** = 600-540 pts.  
- **B** = 539-480 pts.  
- **C** = 479-420 pts.  
- **NC** = 419 or below. If you receive a **NC** (no credit) you must retake the course. You will not receive a midterm **unless you’re in danger of getting a D or an F (NC).**

**Point values per assignments:**

- **Four papers** (including all drafts) = 450 pts. (100 pts. each, except the research/argumentative paper, which equals 150 points)
- **Library Research project** = 50 pts.
- **In-class writing** = 100 pts.
- **Total** = 600 points

To learn to write, you must write and read. Those two elements are the best teachers.

**Other:**

☐ **STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).**

☐ **STUDENTS WHO HAVE AN ACT SCORE IN ENGLISH OF 14 OR BELOW, OR WHO HAVE NO TEST SCORES ON FILE WITH THE UNIVERSITY, MUST PASS ENGLISH 1000 BEFORE ENROLLING IN ENGLISH 1001G.**
Course breakdown—Subject to change!
(Key to texts: The Bedford Reader, (TBR); Here’s How to Write Well, (HHWW)
SUBJECT TO CHANGE. (Please, let me know if you find any errors.)

<table>
<thead>
<tr>
<th>Class date</th>
<th>Material covered in class</th>
<th>Homework for next class</th>
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<tbody>
<tr>
<td>Week of 1/9 (Fri. is Deadline to</td>
<td>Introduction; begin diagnostic essay, groups. Discuss assigned reading; hand in</td>
<td>Finish diagnostic essay (turn in next class); Read HHWW Ch. 1, “The Planning Process</td>
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<tr>
<td>add courses)</td>
<td>diagnostic essay.</td>
<td>p.3; Ch. 2, “Addressing Your Readers” p.18; TBR “Arm Wrestling With My Father” p.136,</td>
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<td>“Shooting Dad” p.144.</td>
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<tr>
<td>1/16* (Fri, D/L to drop a course</td>
<td>Answer questions about syllabus; discuss trouble areas from diagnostic essays</td>
<td>HHWW Ch. 3 “Useful Strategies for Developing Ideas” p.30; read TBR “Edward Hopper’s</td>
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<td>w/ no grade/no charge)</td>
<td>and talk about other assigned reading.</td>
<td>Nighthawks, 1942” p.165; “Joyce Carol Oates on Writing” p.170.</td>
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<tr>
<td>1/23</td>
<td>No class Monday (Labor Day). Discuss strategies; in-class writing; talk about</td>
<td>HHWW Ch. 4, p.51; “Composing Effective Paragraphs”; TBR “Ever Et Raw Meat” p.382;</td>
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<tr>
<td>Week of 1/30</td>
<td>Discussion; in-class writing; group brainstorming on research papers. Descriptive</td>
<td>HHWW Ch. 5 “Polishing Your Sentences” p.71; TBR “Champion of the World” p.86; “Fish</td>
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<td>draft due for peer editing.</td>
<td>Cheeks” p.92; “Amy Tan on Writing” p.90.</td>
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<tr>
<td>2/6 (Mon deadline to w/d from Unv.</td>
<td>Discussion; in-class writing; name your research topic (In writing). I’d rather</td>
<td>HHWW Ch. 6 “The Revising and Editing Process” p.95; TBR “Student Case Study: ‘Reporting</td>
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<tr>
<td>&amp; be charged 50% (plus ins.))</td>
<td>you choose your own research topic but will be happy to provide some options.</td>
<td>a Car Accident’” p.84; “The Tell-Tale Heart” p.123.</td>
</tr>
<tr>
<td>2/13 NO CLASS FRIDAY LINCOLN’S</td>
<td>Discussion; yet more in-class writing; meet in groups (discuss work on</td>
<td>HHWW Ch. 7 “Thinking Critically and Logically” p.104; other reading tba.</td>
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<tr>
<td>BIRTHDAY</td>
<td>research paper). NO CLASS FRIDAY</td>
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<tr>
<td>Week of 2/20</td>
<td>MID-TERM (for those receiving a D or F (NC); peer editing of narrative essays.</td>
<td>Read Ch. 8 HHWW “Conducting Your Research” p.117; TBR “Student Case Study: ‘Disputing a</td>
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<tr>
<td>2/27</td>
<td>Discussion of reading.</td>
<td>p.520.</td>
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<tr>
<td>Date</td>
<td>Event/Task</td>
<td>Notes</td>
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<tr>
<td>3/6 (WP/WF Begins Saturday)</td>
<td>Library week. Class schedule will change this week. More later.</td>
<td>Read Ch. 10 “Documenting Your Sources” p. 163; TBR “Drugs” p. 437; “Too Much Pressure” p. 557</td>
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<tr>
<td>3/13</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/20</td>
<td>First draft of research paper due (to include, but not limited to outline, rough draft and preliminary list of sources) and also library research project, not paper, due.</td>
<td>Read TBR “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” p. 592; “I Have a Dream” p. 603.</td>
</tr>
<tr>
<td>3/27 (Deadline to Remove Credit/No Credit Requests Fri., D/L to w/d WP/WF from courses or univ.)</td>
<td>Discussion; narrative essays due. Schedule conferences for next week. By then, you should have the second draft of your research paper done and be prepared to discuss it with me. Bring your questions and problems. Begin Compare and contrast essays.</td>
<td>Read TBR “Shooting an Elephant” p. 629 through Orwell on Writing p. 637</td>
</tr>
<tr>
<td>4/3</td>
<td>CONFERENCES. NO CLASS. Time to hear my input on your papers. Remember you'll not receive a grade yet. C/C first draft due for peer editing.</td>
<td>Read HHWW Ch. 11 “Reviewing the Basics of Grammar” p. 183; TBR “Neat People vs. Sloppy People” p. 223; “Barring Clean-Up and Striking Out” p. 229 through Barry on Writing p. 232.</td>
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<tr>
<td>4/10</td>
<td>Meet in groups to discuss third draft of research paper. Can use rest of class polish or finish it early—avoid the Thanksgiving rush.</td>
<td>Read HHWW Chs. 12-15, pps. 220-246. Be prepared to discuss troublesome construction, grammar, etc., after break</td>
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<td>4/17</td>
<td>Discussion of grammar, etc.; in-class writing; schedule conferences. Final C/C due.</td>
<td>Research, revision</td>
</tr>
<tr>
<td>4/24 (Last class day Fri)</td>
<td>NO CLASS—Conferences with me on status of research papers and C/C paper. Missing a conference will count as missing a class. The policy for excuses stands.</td>
<td>Research, revision</td>
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<tr>
<td>12/12 (Final exam week)</td>
<td>NO FINAL; Finish research papers. <strong>Research papers due MONDAY, DEC. 12. NO EXCEPTIONS.</strong></td>
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