Spring 1-15-2009

ENG 1001G-004: Composition and Language

Carol Dudley

Eastern Illinois University

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ENGLISH 1001G—SPRING 2009

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Office Hours: MWF – 11:00-11:50
(or by appointment)

www.ux1.eiu.edu/~cjdudley

Required Texts: Webster’s Universal College Dictionary

Course Objectives and Prerequisites:
English 1001G is a writing centered course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and source documentation. Prerequisite = English 1000 or proficiency in basic skills as determined by the English Department. Students who have ACT scores 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. During the semester you will be expected to write and revise in and out of class, to complete readings as assigned, to participate in class discussions and peer groups, and to complete all assignments on time.

The minimum writing requirement for the course is 5000 words and will include work done both in and out of class. Essays will be evaluated according to “Guidelines for Evaluating Writing Assignments in EIU’s English Department (ATTACHED).

Note: As part of EIU’s Core Curriculum, 1001G will be graded A, B, C, NC (no credit). A grade of NC is not figured into a student’s GPA, but a student who receives a grade of NC must re-take the course.

Required Materials:
Since all essays must be typed, you must have a flash drive on which to save and back up your work. You will also need two highlighters and two folders—one in which to keep handouts, returned work, etc., and one in the class-designated color in which to keep your Journal/Responses.

Class Policy:
You will contract for the grade you want to receive in this course, and each letter grade has a different set of requirements. Our focus will be on revising/rewriting, not just fixing errors. Your essays will receive written and verbal evaluation from me at all stages of development, but your tentative letter grade will already have been determined by your signed contract. This contract is designed to identify and set a clear goal for you during the semester. If you do not fulfill the specifications of the letter grade for which you have contracted, you will drop to the grade for which requirements have been fulfilled. Fulfilling requirements for a given grade means that, by the end of the semester, you Must Be Writing At That Grade Level!!!

Contract Terms:
For an A, you must:
1. meet course attendance requirements (see attached policy),
2. make sure that all drafts and revisions meet with the specifications of the assignment and conform to the basic writing requirements,
3. revise two out of three essay (grade will be based, in part, on the quality of revision),
4. submit ALL Journal/Responses (8),
5. attend one session of each of three writing workshops,
6. complete all requirements of the research project on time and CORRECTLY, and
7. achieve a quality of writing in all final drafts within the A range of "Guidelines for Evaluating Writing Assignments in EIU’s English Department.”

For a B, you must:
1. do the same as for an A,
2. do the same as for an A,
3. revise one out of three essays (grade will be based, in part, on the quality of revision),
4. submit six (6) Journal/Responses,
5. attend one session in two of the three workshops,
6. complete all requirements of the research project on time and CORRECTLY, and
7. achieve a quality of writing in all final drafts within the B range of "Guidelines for Evaluating Writing Assignments in EIU’s English Department.”

For a C, you must:
1. do the same as for A and B,
2. do the same as for A and B,
3. revise one out of three essays (grade will be based, in part, on the quality of revision),
4. submit four (4) Journal/Responses,
5. attend one session in one of the three workshops,
6. complete all requirements of the research project on time and CORRECTLY, and
7. achieve a quality of writing in all final drafts within the C range of "Guidelines for Evaluating Writing Assignments in EIU’s English Department.”

For any contracted grade, each essay revision must have a cover letter that reflects:
1. the points that you have been asked to revise,
2. the points you chose to revise and why,
3. the process that you used, and
4. the most difficult part of the revision.

I will keep records of your revisions, attendance in class, and completed Journal/Responses. Attached to this syllabus, you will find a form for keeping track of your progress—please keep accurate records.

As your instructor, I have the right to decide if a revision is complete and in compliance with the assignment. You may revise a total of one time to fulfill your contract. The first submitted version will be evaluated in Green and the final in Red. If you have contracted for an A but your revisions contain serious errors, I have the right not to accept those revisions as sufficient and subsequently drop you down to the next contracted grade. At such time, we will discuss your options. We will spend considerable time discussing just what a revision is. It may require approaching your topic from an entirely different angle. Throughout the semester, the process will become clearer to you as you move toward your contracted goal. This is an A, B, C, NC course. If you do not fulfill the minimum requirements for a C contract, you will receive an NC and have to retake the course.
Attendance

Regular attendance is essential. You will have four personal days for the semester. If you miss a day, **it is your responsibility to contact a classmate to find out what you missed and/or what changes might have been made in our schedule.** A missed day does not give you permission to turn work in late. A scheduled EIU function – i.e. sports or academic club-sponsored event – is not counted as a personal day, but I must be notified about such situations one class period before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis. In documented, drastic cases of illness or personal emergency, absences may be excused. If you miss more than four personal days, you will receive an NC for the course. **Excessive tardiness will NOT be tolerated!**

Name ___________________ e-mail ___________________ phone _______

Name ___________________ e-mail ___________________ phone _______

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 to 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 Coordinator of the Office of Disability Services (581-6583) as soon as possible. Also, discuss the matter with me; I will be more than willing to work with you.

Electronic Writing Portfolio

The final submission date is no later than April 20, 2009.

Laptop and Cell Phone Policy

You may use your own computer or the computers that have been provided only in the scholarly fashion. In other words, you will open only applications and windows related to class discussions. **You are absolutely not allowed to check e-mail, news, or box scores; surf the Web; use chat applications; play games; or otherwise distract yourself and/or others from the business of class.**

I will, at random times during class discussion, tell everyone who is using a computer to turn the monitors around so that I may see what you were doing on it. If you have distracting applications and events open on your computer, you will receive one warning; if you persist in such activity after the warning, you will no longer be allowed to use a computer in class.

You are likewise expected to use cell phones in a responsible manner; turn them off when you come in to class. If you have an emergency for which you must be available, you should leave your phone out on your desk with the ringer ON. In the event that it rings, you may retrieve it and then leave the room to take the call. **Under NO conditions are you allowed to text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class.**
### NAME ___________________________ GRADE CONTRACTED ________

### PAPERS

<table>
<thead>
<tr>
<th>PAPER #1-</th>
<th>REVISION</th>
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<tr>
<th>PAPER #2-</th>
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<tr>
<th>PAPER #3-</th>
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### JOURNAL/ RESPONSES

1. __  2. __  3. __  4. __  5. __  6. __  7. __  8. __  

### Extra Credit


### RESEARCH PROJECT DEADLINES

(#1) _______  (#2) _______  (#3,4,5) _______  (rough draft,#6) _______  (final paper due, #7) _______

### WORKSHOPS

Session #1 _______  Session #2 _______  Session #3 _______

### CONTRACT

I, _________________________ (Print), am contracting for a letter grade of _______ for English 1001, Spring of 2009. I have read the contract requirements and understand them and the syllabus.

Signed, ____________________________________________
Correction Symbols

Dudley

Commas
K = awkward
coh = coherence
ref = reference
no contractions
SS = sentence structure
frag = fragment
CS = comma splice
FS = fused sentence
P = paragraph error
P = punctuation
To Tense = verb tense
Vb = verb error
Adv = paragraph development
caps = capital letters
// = parallel structure
adj = adjective
adv = adverb
\ = delete
rep = repetition
Do not begin sentences w/but or and
Focus = topic is too broad, too narrow, not clear, or wandered away from
agr = subject-verb-agreement
pronoun-antecedent agreement
sp = spelling
D.A. = direct address (YOU) - do not use it
**Guidelines for Evaluating Writing Assignments in EIU's English Department**

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Has clearly stated purpose or main idea/thesis.</td>
</tr>
<tr>
<td>B</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness, may have missed or failed to conform to some element of the assignment's guidelines.</td>
</tr>
<tr>
<td>C</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines.</td>
</tr>
<tr>
<td>D</td>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment.</td>
</tr>
<tr>
<td>E</td>
<td>Is not organized, has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion.</td>
</tr>
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<table>
<thead>
<tr>
<th>Focus</th>
<th>Organization</th>
<th>Development</th>
<th>Style &amp; Audience</th>
<th>Mechanics</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment.</td>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion.</td>
<td>Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment.</td>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well.</td>
<td>Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment.</td>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments.</td>
</tr>
<tr>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment.</td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion.</td>
<td>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately.</td>
<td>Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately.</td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly.</td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments.</td>
</tr>
<tr>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness, may have missed or failed to conform to some element of the assignment's guidelines.</td>
<td>Is organized, but not necessarily in the most logical way; has unity &amp; coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak.</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague.</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtfully or imaginatively constructed; sources may sometimes be awkwardly incorporated.</td>
<td>Has some grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used.</td>
<td>Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback.</td>
</tr>
<tr>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines.</td>
<td>Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion.</td>
<td>Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed.</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly.</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style poorly used.</td>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback.</td>
</tr>
<tr>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment.</td>
<td>Is not organized, has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion.</td>
<td>Does not develop main idea; may use sources inadequately/inappropriately.</td>
<td>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated.</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used.</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback.</td>
</tr>
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NAME __________________________  GRADE CONTRACTED ____________

PAPERS

PAPER #1- ________  REVISION ________  NOT REVISED ________
  green  red

PAPER #2- ________  REVISION ________  NOT REVISED ________
  green  red

PAPER #3- ________  REVISION ________  NOT REVISED ________
  green  red

JOURNAL/RESPONSES

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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/12/2009</td>
<td>Intro/Diag plan</td>
<td>1/14/2009 Correction symbols</td>
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<td>1/19/2009 Martin Luther King Jr. Day</td>
<td>1/21/2009 Preposition/Contract</td>
</tr>
<tr>
<td>2/16/2009</td>
<td>“Inside the Brain”</td>
<td>2/18/2009</td>
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<tr>
<td>2/23/2009</td>
<td>Workshop #1/ Journals 3</td>
<td>Essay #1 due</td>
</tr>
<tr>
<td>3/2/2009</td>
<td>Library/Tour</td>
<td>Essay #1 due</td>
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<tr>
<td></td>
<td>3/9/2009 Journals 6</td>
<td>Essay #1 due</td>
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<tr>
<td></td>
<td>3/16/2009 Essay #2</td>
<td>Essay #2 due</td>
</tr>
<tr>
<td>3/23/2009</td>
<td>Spring Break</td>
<td>Essay #3 due</td>
</tr>
<tr>
<td>3/30/2009</td>
<td>Research #3, 4, 5 due</td>
<td>Workshop #3</td>
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<tr>
<td>4/6/2009</td>
<td>Research #6 due</td>
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<td>4/13/2009</td>
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<tr>
<td>4/27/2009</td>
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Quiz/x-credit Journal Research Essays Workshop