Fall 8-15-1998

ENG 1001C-004-019: Composition and Language

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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, please phone me 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.

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.

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 a total of six essays--two short essays (1½ to 2 typed pages) and four longer essays (3½ to 5 typed pages). 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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration essay</td>
<td>100</td>
</tr>
<tr>
<td>Comparison/contrast essay</td>
<td>50</td>
</tr>
<tr>
<td>Description essay</td>
<td>50</td>
</tr>
<tr>
<td>Definition essay</td>
<td>150</td>
</tr>
<tr>
<td>Argumentation essay</td>
<td>175</td>
</tr>
<tr>
<td>Analysis</td>
<td>75</td>
</tr>
</tbody>
</table>

The total number of points possible for the course is 600. Final grades will be assigned according to the following scale:

- 540 -- 600 = A
- 480 -- 539 = B
- 420 -- 479 = C
- 419 & below = NC

On official transcripts and grade reports, any grade below 419 points will be recorded as “NC” (no credit). Any student receiving “NC” for the course must retake English 1001C before enrolling in English 1002C.

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.

The best news of all--for you and for me--is that there is neither a mid-term nor a final exam in this class.
Policies and Procedures for the ETIC

On Thursdays we will meet in CH340, the English Technology-Integrated Classroom or ETIC. The classroom is equipped with 24 Gateway computers which use 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 is a classroom which lends itself well to self-directed work, so frequently on Thursdays 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 classroom. 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.

The ETIC has been operational for only three semesters prior to this one, so I continue to learn with my students. In fact, 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. We will be piloting a new software program called First Class this semester, and I hope it will facilitate both my teaching and your learning. Whatever the outcome, we will all be starting at ground level and learning as we go. I hope you enjoy the semester and come away with a sense of confidence in your writing skills.
Fall 1998—English 1001C
Course Outline

Tues., Aug. 25—Introduction to the course
    Read pgs. 179-183 in The Student Writer for Thurs., Aug. 27

Thurs., Aug. 27—Planning the essay; preliminary considerations
    Reading assignment (to be read by Thurs., Sep. 3):
        “Cut” pg. 53 The Prentice Hall Reader
        “This Is Progress?” pgs. 184-186 The Student Writer
        “Darkness at Noon” pgs. 187-88 The Student Writer
    --Essay topics for development by illustration may be found on pgs. 197-98 in The Student Writer; make sure you have chosen a topic and are prepared to work on a rough draft for Thurs., Sep. 3

Tues., Sep. 1--In-class writing on “A Dance To The Music Of The Mind”

Thurs., Sep. 3--Work on rough draft of illustration essay

Tues., Sep. 8--Discussion of previously assigned essays; work on introductory and concluding paragraphs

Thurs., Sep. 10--Complete first draft of illustration essay; submit via First Class
    Read pgs. 223-229 in The Student Writer for Tues., Sep. 15
    Additional readings: “Columbus and the Moon” pgs. 231-33 in The Student Writer
        “Neat People vs. Sloppy People” pgs. 234-235 in The Student Writer
        “That Lean and Hungry Look” pgs. 243-245 in The Prentice Hall Reader

Tues., Sep. 15--Discussion of development by comparison/contrast; topics found on pgs. 245-46 of The Student Writer

Thurs., Sep. 17--Work on developing paragraphs with concrete detail; continue with first draft of comparison/contrast essay

Tues., Sep. 22--Discussion and writing exercise on using focused description to develop a point

Thurs., Sep. 24--Continue work on comparison/contrast and/or description assignments
    Description assignment due by the end of the period; submit via FC

Tues., Sep. 29--Peer-editing workshop

Thurs., Oct. 1--FOLDER DUE; should contain printed final drafts of both illustration
and comparison/contrast essay along with an explanation of which of the two essays you want me to mark for a grade and why you have chosen that essay. Folders are due at the beginning of the class period.

--Begin discussion of development by argumentation; read pgs. 309-319 in The Student Writer for Tues., Oct. 6

--Set up mid-term conferences

Tues., Oct. 6--Discussion and demonstration on using research tools; using and documenting sources

--Readings & assignment for argumentation: essays on pgs. 440-488 of The Prentice Hall Reader and on pgs. 319-331 and 338-364 of The Student Writer; choose the essay which interests you most, conduct your own research, and construct an argument in favor of or in opposition to the essay you have selected.

Thurs., Oct. 8--mid-term conferences (no class)

Tues., Oct. 13--mid-term conferences (no class)

Thurs., Oct. 15--Continue discussion of using and documenting sources; work on first draft of argumentation

Tues., Oct. 20--Discussion and exercises on varying sentence structure and length

Thurs., Oct. 22--Finish rough drafts of argumentation essay; submit via FC

Tues., Oct. 27--Using definition to develop a point; short writing exercise

Thurs., Oct. 29--Work on revision of argumentation or definition assignment; definition assignment due at end of period--submit via FC

Tues., Nov. 3--Peer editing workshop

Thurs., Nov. 5--Final class period for working on argumentation assignment

Tues., Nov. 10--Argumentation essay due at the beginning of the period; submit folder with printed copy of final draft along with a brief explanation of what you believe to be your paper's strengths

Thurs., Nov. 12--Discussion of analysis as a method of development; explanation of analysis projects

Tues., Nov. 17--Group work on analysis project

Thurs., Nov. 19--Work on rough draft of analysis assignment; submit rough draft via
FC

Tues., Nov. 24 & Thurs., Nov. 26--Thanksgiving holiday (no class)

Tues., Dec. 1--Groups meet to finalize analysis project/presentation

Thurs., Dec. 3--Analysis essays due at the beginning of the period
    --Begin presentations

Tues., Dec. 8--Continue with group presentations

Thurs., Dec. 10--Finish presentations; hand back essays
    Last class day; no final exam!
Course Objectives for English 1001C

The objectives stated by the Composition Committee are as follows:

Students should receive instruction which will enable them to write

1. 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.

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

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

4. Standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

*In addition, I ask that you learn to

1. Be confident that you have something worthwhile to say.
2. Become determined to communicate effectively with your audience.
3. Be informative, reasonable, and enthusiastic about your subject.
4. Organize your essay logically and persuasively.
5. Compose sentences that are clear, lively, and emphatic.
6. Select accurate, specific, forceful words.
7. Revise your prose.
8. Revise your prose again.

*Adapted from Jean Wyrick's *Steps to Writing Well*; Holt, Rinehart & Winston.
Enrollment Reminders

Students who have ACT scores in English of 15 or below (12 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 1001C.

and

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

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 course and to report the incident to the Judicial Affairs Office.”

Writing Center

Please be aware that 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. The Writing Center is not a center for remedial students only. 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 Ms. Martha Jacques, Coordinator of 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."
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two essays you want me to mark for a grade and why you have chosen
that essay. Folders are due at the beginning of the class period.

--Begin discussion of development by argumentation; read pgs. 309-319
in The Student Writer for Tues., Oct. 6
--Topics for argumentation found on pgs. 332-333 of The Student Writer
--Set up mid-term conference appointments

Tues., Oct. 6--Discussion and demonstration on using research tools; using and
documenting sources
--Reading assignment for argumentation: essays on pgs. 440-488 of
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