Spring 1-15-2011

ENG 1001G-010: Composition and Language

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Eastern Illinois University

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Bring this syllabus to class every day so that you may note any announced changes!

English 1001G – Syllabus/Spring 2011

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Required Texts: Dictionary.
“They Say/I Say” Graff and Birkenstein.

Course Description: English 1001G is a writing centered course designed to improve skills in critical thinking and analytical expression. It requires 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 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 assigned, to participate in class discussions and peer groups, and to complete all assignments correctly and 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" (see attached).

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

Required Materials: Since all essays must be typed, students are required to have flash drives on which to save and backup work. They will also need to highlighters and two folders-- one in which to keep handouts, returned work, etc., and one in the class designated color in which to keep Responses.

Grading policy: Focus will be on writing and revising. Essays will receive written and verbal evaluation for me at all stages of development. Each essay will receive CREDIT for the original version and a GRADE for the revision. Essays will be evaluated according to the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (GEWA). Note: As part of EIU’s Core Curriculum, 1001G will be graded B, C, or NC (no credit). An NC is not figured into a student's GPA, but the student who earns a grade of NC must retake the course.
Focus will be on writing and revising/rewriting, not just fixing errors. Grades will be based on the following point system consisting of a total of 1500 points:

RESEARCH PAPER (500 Points)

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>10</td>
</tr>
<tr>
<td>Thesis</td>
<td>20</td>
</tr>
<tr>
<td>Note Cards</td>
<td>40</td>
</tr>
<tr>
<td>Works Cited/MLA</td>
<td>40</td>
</tr>
<tr>
<td>Outline</td>
<td>40</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>200</td>
</tr>
<tr>
<td>General Mechanics/Grammar</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
</tbody>
</table>

ESSAYS (450 Points)

3 originals--------------------------- 50 x 3 = 150

3 final essays-----------------------100 x 3 = 300

RESPONSES (3) ------------------------3 x 50 = 150

WORKSHOPS (3) ------------------------3 x 50 = 150

ATTENDANCE AND PARTICIPATION--------250

Each revision must have an 8-10 sentence (minimum) cover letter reflecting the:

1. items you were advised to revise,
2. suggestions acted upon,
3. reasons for all revisions,
4. process used, and
5. most difficult part of revision.

I will keep records of your grades, attendance in class and workshops, and completed Response Sheets. Attached to this syllabus is a form for keeping track of student progress. As the instructor, I have the right to decide if a draft is complete and in compliance with the assignment.

Attendance: Regular attendance is essential. You will have three (3) 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 University 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 day before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis, but you must notify me about the situation. **If you miss more than THREE (3) personal days, you will receive an NC for the course.**

NAME: ___________________ PHONE: ___________ E-MAIL: ___________________

NAME: ___________________ PHONE: ___________ E-MAIL: ___________________

**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. Any time you use the exact words or paraphrase of another person's work, you must give credit to that person with in text citations that are noted on the Works Cited page that should accompany your essay. Anything listed on the Works Cited page **must** be used in the paper. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. If you are not sure whether a source needs to be cited in the text and on the Works Cited page, please consult with me. **Plagiarism in any form will absolutely not be tolerated!**

**Prerequisites:** Any student in a section of 1001G who has not completed 1000 or achieved an ACT score of at least 14 is not eligible to enroll in 1001G may not reregister for 1001.

**Electronic Writing Portfolio:** Instructions in this process are included in this handout. A deadline for submission will be set.

**Disabilities:** If you have a documented disability and wish to receive academic accommodation, please contact the coordinator of disability services (581-6538) as soon as possible.

**Writing Center:** The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. You can expect the WC staff to help you find and eliminate specific problems.

**Laptop and Cell Phone Policy:** In class, you may use your own computer or the computers that have been provide **only** in a scholarly fashion. In other words, you will open only applications 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, tell everyone who is using a computer to turn the monitor around so that I may see what you are doing on it. If you have distracting applications and events open on your computer, you will receive one warning; if you persist 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 Non-class related manner during class!

**Guidelines for Evaluating Writing Assignments in EIU’s English Department**

Grades on written work range from A to F. The categories 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. (See attached)
NAME

PAPERS:
PAPER #1 _____ Revision ______

PAPER #2 _____ Revision ______

PAPER #3 _____ Revision ______

RESPONSE SHEETS: ______ ______ ______

Research Project: #1 ________ #2 ________ #3 ________

#4 ________ #5 ________ #6 ________ #7 ________

EXTRA CREDIT POINTS:

WRITING WORKSHOPS ATTENDED AND DATES:

WORKSHOP #1 ________ WORKSHOP #2 ________ WORKSHOP #3 ________

I, __________________________________ (Print), have read and understand the syllabus.

Signed, ____________________________________________
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></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</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>
<td>Has no apparent purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines</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><strong>Organization</strong></td>
<td>Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion</td>
<td>Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak</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>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>
<tr>
<td><strong>Development</strong></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>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague</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>Does not develop main idea; may use sources inadequately/ inappropriately</td>
</tr>
<tr>
<td><strong>Style &amp; Awareness of Audience</strong></td>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</td>
<td>Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren’t particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
<td>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly</td>
<td>Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments</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>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
</tr>
</tbody>
</table>
Electronic Writing Portfolio

what you need to know

What is the purpose of the Electronic Writing Portfolio?

Effective writing is a goal of Eastern's undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students' writing to ascertain that Eastern's students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students.

What does Eastern consider effective writing?

Competent writing at Eastern displays the following skills: establishing and maintaining focus and appropriate voice; organization that enhances presentation of material/ideas; development of ideas supported by details; use of effective sentence structure, syntax, and diction; and the use of correct mechanics.

What courses are eligible for paper submissions?

Three submissions are required for the portfolio. Submissions may come from any writing-centered or writing-intensive course, or from any other undergraduate course for which you have completed an appropriate writing assignment (see below). Courses designated as writing-intensive or writing-centered are indicated in the catalog, or a list is available at www.eiu.edu/~assess.

Only one submission is allowed from any one course. If you submit from ENG 1001G/1091G, you may not submit from ENG 1002G/1092G. Before you submit from any course, it is a good idea to discuss your plan to submit with your instructor.

What kind of papers may be submitted?

- The paper must be at least 750 words in length (approximately 3 pages).
- It must be written in standard English.
- It must be developed in a manner consistent with the demands of the discipline for which it was written.
- It must contain a coherent writing sample that connects ideas within and between paragraphs. Therefore, lists, lesson plans, and other such documents may not be submitted.
- Submissions may not be creative pieces, such as poems, short stories, or plays.

When do I need to submit?

All papers must be submitted the semester a student is enrolled in a course. Students may not submit papers for courses after the semester ends. If you fail to submit a paper from a course from which you planned to submit, you will need to choose a new course for your EWP submission.

You must submit your first two papers by the time you have earned 60 credit hours. If you do not, a registration hold will be placed on your record at 75 hours.

The third and final submission must be submitted by the time you earn 105 hours. A registration hold will be placed if this deadline is not met.
NAME ____________________________________________________________

**PAPERS:**
PAPER #1 _____ Revision ______

PAPER #2 _____ Revision ______

PAPER #3 _____ Revision ______

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Signed, __________________________________________