Spring 1-15-2013

ENG 1001G-009: Composition and Language

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Composition I - Syllabus

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Course Description

(3-0-3) Graded (A, B, C, N/C) 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. WC Prerequisites; Notes: ENG 1000 or proficiency in basic skills as determined by the English Department. Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement. A WebCT general orientation program is also required. Credits: 3

On Writing:

To learn to write well, you must practice the craft and read broadly. Those two elements are the best teachers – no more than these.

Course Notes:
Some other important items: For me and for at least some of you, this will be our maiden voyage on D2L. Given that, please understand that there undoubtedly will be some issues, problems and accidents. With that in mind, we will test the waters gingerly at first, hopefully to find the water is fine, and then plunge in head first. Hopefully, you will be able to submit electronic copies of your essays to me using D2L. If not, we will use email until I can establish a D2L dropbox. I will not accept paper essays in class (more on that later).

Regardless of how or where I ask you to turn in your essays, the essays will be due in electronic format no later than midnight the day they are due. Essays submitted at 12:01 a.m. will receive a 10 percent deduction (see section on late submissions below). Essays more than three days late will NOT be accepted so please don't ask.

Use Microsoft Word format (.docx) exclusively as your word processing program, and it is possible because the library and Triad, along with other campus resources, have computers available with MSWord installed. Submit files in Word's default format (.docx). And, I will NOT ACCEPT essays pasted into the message window of the e-mail, should that be the format we ultimately use. You must also turn in the "marked copies" of your essay. We will discuss how you will accomplish this miracle in class.
You must familiarize yourself with D2L. You will post your journal entries in the Journal Forum on the Course Content page beginning the first day of class, if I have the details worked out. If not, you will keep your journal in electronic format and turn them in weekly (more on journaling below).

Assignment details (subject to change)

• Four essays: I will use grading forms, which you will find on WebCT, to evaluate your essays. These are based on EIU's English Department master rubric and the Electronic Writing Portfolio's rubric. You will also receive a more detailed essay prompt to help guide you in completing a successful essay.
• Journaling - Daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on D2L (or, if unable to access the Journaling forum on D2L, you must save your daily journals on your computer harddrive). Other students cannot see your entries so do not be shy. I can, however, but will not read them unless you ask. You must make 100 entries (no more than two per day) over the course of the semester to earn the full score of 10 points (i.e., 90 entries = 9 points; 80 = 8 points). Each entry must be substantial. That means entries must be 100 words in length and delve into something other than your daily habits.


Entries must concern something that impacts your life or society. Details are important only if they help you understand your thoughts and feelings on a subject.

You could write about relationship problems, what you will do to solve those problems, or on the military operations of the United States. Perhaps you have served as a soldier and are troubled by your experience, or you could write about a loved one or friend who is enlisted. This may seem pointless, but I assure you, it will make you more comfortable with the writing and improve your writing skills.

• Peer Editing — You will be required to assist your classmates in improving the quality of their essays. Some of these will be ungraded assignments but nonetheless important. You must also participate in classroom discussion and activities.

In-class assignments as necessary. You are required to participate in classroom discussion.

Grading

I will calculate your essay grades according to the following scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Grade earned/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10/10 (for essays 1-3) 18-20/20 (for final paper)</td>
<td>A</td>
</tr>
<tr>
<td>8-8.9/10</td>
<td>16-17.9/20 (for final paper)</td>
</tr>
<tr>
<td>7-7.9/10</td>
<td>14-16.9/20 (for final paper)</td>
</tr>
<tr>
<td>6-6.9/10</td>
<td>12-13.9/20 (for final paper)</td>
</tr>
<tr>
<td>&lt;5.9 &lt; 11.9 &lt; (for final paper)</td>
<td>F</td>
</tr>
</tbody>
</table>

• Narrative + Descriptive + Compare/Contrast = 30 (10 pts. ea.);

  + Persuasive/Research = 20. Total Essay Score = 50

Final-Grade Scale

A=90-100; B=80-89; C=70-79. NC=69.9 or less. 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).
Participation can mean the difference between an A and B.

Other assignments and their scores:
• In-Class exercises (5 points each).
• Peer Editing (5 points each)
• Team Presentation (15 points)
• Journaling (Calculated at end of semester, 10 points possible).

For your convenience, I have provided a table so that you can track your score throughout the semester:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Earned/Possible</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Essay (10)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Reaction Essay (to BFC)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Narrative Essay (10 pts.)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Comparison/Contrast (10)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Final: Persuasive/Research (20)</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>5 In-class or homework assignments (including Peer Editing) (5 points each)</td>
<td>/25</td>
<td></td>
</tr>
<tr>
<td>1 Presentation (15 points)</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>100 Journal Entries (Calculated one-tenth of a point per entry)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/110</td>
<td></td>
</tr>
</tbody>
</table>

** Additional points may be added as needed **

Course Requirements

The keywords for this course could be process and personality. You will learn how to improve your writing through attentiveness to a process – your process.

You may subscribe to the myth that writing is a one-shot deal, etched in stone, static. You will think you are finished with your essay only to discover more needs to be done. That means you will be required to revise your essays. We will revise, revise, revise, toward—but always short of—perfection.

You will also see how through the development of your papers and daily journaling good writing evolves through stages. Oh yes. We will sneak in some grammar and other mundane lessons along the way.

Our use of D2L will be a limited. Nonetheless D2L is a valuable resource, one I hope to utilize increasingly throughout the semester. I recommend you sign up for one of the of the D2L orientations available through CATS. You will need to familiarize yourself with D2L to facilitate navigation using the online tools. I may post assignments, among other items, here.

You will submit your essays only in electronic format. I will give you more details on how to do that during class. Essays attached to emails or pasted in the window of the message window will NOT be recognized or acknowledged.

Essay assignments:
• Four essays:
• Narrative Essay
• Descriptive
Comparison-Contrast
Final Persuasive/research.

Essays will be of varying length and complexity.

- Reading textbook assignments participating in class and team discussions.
- Journaling.
- In-Class exercises.
- Peer Editing—You will be required to assist your classmates in improving the quality of their essays
- Conferences -- Team and one-to-one

Instructor Policies

- Late Assignments
  Submitting assignments: All essays will be submitted on electronically before midnight of the due date. An essay received at 12:01 a.m. or later will be subject to percentage deduction, as follows:

  Late assignments: For each day late, your paper will receive a 10 percent deduction. Papers will not be accepted after the third day and will receive a zero.

  If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. If you are ill, we will make mutually reasonable arrangements to complete missed assignments, but essays will still be subject to these deductions.

  I will not accept any work after the last day of class.

- My NEW attendance policy
  Be there. To gain full benefit from the class, you must be present. I have established the following simple attendance policy:
  For each class missed – except documented University-sanctioned absences, which are excused – you will receive a two-point deduction from your total score. So miss as many classes as you wish. Just remember, if you miss five classes for illness, family emergencies or whatever, you will lose 10 points from your Running Point total. That is nearly a full grade. An A would slip to a B, a B to a C, and a C to an NC (non-credit), which means you must retake the course.

  Absences for court appearances are not excused under any circumstances.
  If you know in advance of the absence, you must submit it beforehand.

To pass this course, you must earn a C. Those who earn a D or an F must retake the course.

Unless you are earning a D or an F, you will not receive a Midterm grade.

- Tardiness – Please do not 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.

Other Policies

- 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. Need help with an assignment? I encourage you to use EIU’s Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Desired Learning Outcomes (not necessarily all inclusive)

To collaborate with your classmates in team projects. (Collaboration)
You will be placed on a team and prepare a presentation. Expect to function smoothly, cooperatively and equally on your team.

To learn how to navigate and participate in a partial online learning environment. (Developing Technical/Online Skills)
Working in WebCT and other online forums (as needed and assigned) will supplement classroom activities, not replace.

To practice your academic writing skills. (The Process of Writing)
All essays will be written in academic format, conforming to MLA format. You will also learn and practice the format of a formal argument.

To identify your personal writing process. (The Process of Writing)
We will discover how you approach the process of writing--are you a plunger or a planner? And, then fine tune your process to get the most out of it.

To apply various rhetorical strategies. (The Process of Writing)
You will use narration, description, comparison and contrast, and persuasion to communicate your ideas clearly and succinctly.

To develop skills in critical reading/thinking skills (Developing Critical Thinking Skills)
You will question the writing of authors from culturally diverse course materials.

To expand your horizons through diverse reading. (Developing Critical Thinking Skills)
The course reading will reflect historically, socially, and culturally relevant issues.

To develop skills in editing, revision and proofing. (The Revision Process)
You will be expected to submit multiple drafts, reflecting a process that includes revision and proofing.

To improve upon mechanical skills (The Revision Process)
You will be quizzed on grammar and sentence structure.

Textbooks

Title: Writing: A Guide for College and Beyond, 3rd ed.
Author: Faigley
Publisher: Pearson Education, Inc.
Edition/Year: 3rd/2012
Type: Required resource

Title: The Little, Brown Handbook
Author: Fowler, Ramsey H. & Jane E. Aaron
Publisher: Pearson
Type: Required resource
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.

Course Schedule

(Subject to change)

Calendar for planning (Subject to change without notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading/Activity</th>
<th>Deliverables</th>
</tr>
</thead>
</table>
| Week 1 – Jan. 7 | • Overview of syllabus  
• Questions and answers  
• Movie: Freedom Writers (123 min)  
• Read:  
  - And, “Keep a Journal on What You Read” p. 4 in TCR.  
  * Read carefully; this will give you the tools to succeed in this course | • Diagnostic paper. Subject: What was your most difficult writing assignment? What made it difficult? How did you solve those difficulties? What would you have done differently? Written in class.  
• Begin making journal entries first day of class. |
| Week 2 – Jan. 14 | • Discuss movie  
• Discuss last week’s reading.  
• For next week, read:  
  - Part 2: Ch 6 "Reflections" and  
  - Ch 7 "Observations" in Writing.  
  - Format and guidelines of descriptive paper (Paper is due in Peer Editing sessions next Wednesday). |
|-----------------|--------------------------------------------------|
| Week 3 – Jan. 21 | • Discuss challenges you may be have encountered while writing descriptive paper.  
• Descriptive papers due for peer editing.  
  Wednesday (Peer edits will be graded).  
• We’ll schedule conferences for next week.  
• Group discussion questions – to be completed before the movie is shown (beginning Feb. 11) but after individual conferences next week.  
• Also, assignment to teams.  
* Remember to post your essay electronically BEFORE YOUR CONFERENCE. I will tell you how to do it beforehand. Also bring a hard copy of your essay to your conference. |
| Week 4 – Jan. 28 | • Required individual conferences  
  – You will meet with me individually on the second draft (graded during conference) of your descriptive papers, MWF. These conferences are mandatory. Make sure you post your essay electronically, as directed.  
• Descriptive Paper – Final draft due Friday.  
• One page proposal for final persuasive-research paper topic, also due Friday. |
| Week 5 – Feb. 4 | • Before Viewing Bowling for Columbine,  
  --Monday: Prepare to view the film by completing five group exercises.  
• Wednesday: Movie: Bowling for Columbine (120 min).  
• Also, read examples of narrative:  
  -- "Weight of the World" (61),  
  -- "The Men We Carry in Our Minds" (316) and  
  -- "A's for Everyone" (417)  
• To wrap up this film, you will write a one-page reaction essay to BFC. – it will include a short introduction, including a thesis statement, three body paragraphs, each explaining a reason you reacted in the way you did, and a short conclusion. The paper is due Wednesday of next week for peer editing (bring |
| Week 6 – Feb. 11 | • Continue class discussion of **BFC**.  
• **Wednesday:** Peer editing of **BFC** reaction essay.  
• Group discussion of **BFC** in preparation for group activity.  
• Read,  
  -- Chs. 5, 26-28 on "Writing as Editor" in **Writing**.  
• Peer editing of **BFC** reaction essay **Wednesday**.  
• Final reaction essay due **Monday**.  
| Week 7 – Feb. 18 | • Group activity all week.  
• **Peer editing of narrative essays Wednesday.**  
• Narrative drafts due for peer editing **Wednesday** (Share comments with writer but turn in PE form).  
• Final reaction essay due **Monday**.  
• Final draft of narrative essays due next **Monday**.  
| Week 8 – Feb. 25 | • On research: Read chs. 19-22 in **Writing**.  
• Seeking valid sources for your final essay.  
• Library Week – We will visit the library for direction on research and how to use the library.  
• The principles of MLA documentation (Ch. 24, "MLA Documentation") and its importance.  
• Narrative essays – Final draft due **Monday**.  
| Week 9 – March 4 | • Begin movie Monday after peer editing: *An Inconvenient Truth* (100 min) [This movie is an example of persuasion].  
• Examples of comparison-contrast: in **TCR**, read,  
  -- "My Hips, My Caderas" (57)  
  -- "The Language of Advertising" (123)  
  -- "The End of White America?" (391).  
• Comparison-contrast essay – reading TBA  
  -- Description of comparison-  
• Draft copy of Works Cited due Friday (graded). This is a preliminary list of sources that will support your thesis of your final paper, and may change.  
• Peer editing of Comparison-Contrast essay Monday (peer edit graded). |
<table>
<thead>
<tr>
<th>Week 10 – March 11</th>
<th>SPRING BREAK ALL WEEK</th>
<th>SPRING BREAK ALL WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING BREAK ALL WEEK</td>
<td>NO CLASSES</td>
<td>SPRING BREAK ALL WEEK</td>
</tr>
</tbody>
</table>
| Week 11 – March 18 | • **All week:** Team presentations – As a member of teams, you will search for documentation supporting and refuting A/I'T's claims. | • Peer editing form - comparison-contrast essay (Share comments with writer but turn in PE form). 
• Comparison-contrast 2nd draft due Monday for conferences with me. |
| Week 12 – March 25 | • Conferences on comparison-contrast essay – essays scored. 
• No classes this week but conference attendance required. | Comparison-contrast essay. |
| Week 13 – April 1 | • Discussion of movie. 
• Workshops: Final Persuasive-Research essay; you have already chosen your topic so see me before switching. | Comparison-contrast essay – **final draft due Monday.** 
• Bring enough copies of your persuasive-research essay to share with each member of your group. |
| Week 14 – April 8 | Conferences on second draft of final paper (graded); read "Nobel Lecture on Global Warming," by Al Gore, (181) TCR. | |
| Week 15 – April 15 (Dec. 7 – LAST CLASS DAY) | Optional conferences. Bonus points (5% of total essay grade) given if handed in early (by Monday, 12/3). | Final persuasive research paper due Friday. |
| Week 16 – April 22 | TBA | TBA |
| Week 17 – April 29 | **FINAL EXAMS** | **NO FINAL IN THIS CLASS** |

**Key to textbook abbreviations:**

- **Writing** = *Writing: A Guide for College and Beyond*
- **TCR** = *The Contemporary Reader*
- **LBHB** = *The Little, Brown Handbook*