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ENG 1001-008: Composition and Language

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English 1001C--Spring 1999

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Texts for the course: The Student Writer: Editor and Critic 4th ed., Clouse
The Prentice Hall Reader 5th ed., Miller
A Pocket Style Manual 2nd. ed., Hacker
Writing Online 2nd. ed., Crump/Carbone

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. If you need to speak to me about assignments or missed classwork, please phone me during my office hours or phone me at home. Do not leave voice-mail messages on my office phone; those messages go to Mrs. Clark, not to me; consequently, I will not receive messages you leave there.

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 seven essays--three 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:**

Essay #1-------------------------75 points  
Essay #2-------------------------100 points  
Essay #3-------------------------125 points  
Essay #4-------------------------150 points  
Three short essays(50 pts. ea.)----150 points

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

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

On official transcripts and grade reports, any grade below 420 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.
Course Objectives for English 1001C

The course objectives as stated by the composition committee are as follows:

Students should receive instruction which enables them to

- write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should have a beginning, middle, and end, and should demonstrate consideration of effective methods of organization. At least one paper should entail the use of source materials and reflect principles of documentation.

- write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.

- write standard written English that exemplifies the principles of preciseness and of suitability to the purpose of the paper.

- develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials, and for becoming more discerning readers and editors of their own writing. The course materials should reflect historically, socially and culturally relevant issues.
Enrollment Reminders

Students who have ACT scores in English of 15 or below (13 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 assigned essay and a grade of ‘F’ for the course, and to report the incident to the Judicial Affairs Office.”

Please note that I shall adhere to this policy throughout the semester.

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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Please note that all essays are due at the beginning of the class period unless otherwise specified. That means that when you come to class, you should have your paper ready to hand in—all phases of the process included and arranged in the proper order.

Tues., Jan. 12-------------------Introduction to the course

Thurs., Jan. 14-------------------In-class essay (writing sample for diagnostic purposes)

Tues., Jan. 19--Thurs., Feb. 4----------------------------------Looking at the whole essay/ illustrating
• Readings: “The Village Watchman” pg. 158 of The Prentice Hall Reader
  “Jack the Giantmugger” (section folder under reading assignments)
• Additional work: planning the essay, thesis statements, introductory paragraphs and conclusions, titles

First essay due Tues., Feb. 9

Tues., Feb. 9--Thurs., Feb. 25----------------------------------Developing body paragraphs/comparing and contrasting
• Readings: “Two Views of the River” (section folder)
  Untitled poem (section folder)
  “Faces of the Sky” (section folder)
• Additional work: concrete detail, unity, coherence, transitions

Second essay due Tues., Mar. 2

Tues., Mar. 2--Tues., Mar. 30----------------------------------Writing effective sentences/arguing effectively
• Readings: “I Have a Dream” pg. 453 Prentice Hall Reader
  “None of This Is Fair pg. 483 Prentice Hall Reader
• Additional work: combining sentences, varying length and structure, using and documenting sources

Third essay due Thurs., Apr. 1

Thurs., Apr. 1--Thurs., Apr. 22----------------------------------Choosing precise words/analyzing character traits
• Readings: Biography (or autobiography) of chosen person
  At least four additional articles or other sources about the person
• Additional work: avoiding clichés and euphemisms, eliminating wordiness

Fourth essay due Tues., Apr. 27

Thurs., Apr. 29--Last class day
Policies and Procedures for the ETIC

On alternating weeks we will meet in CH340, the English Technology-Integrated Classroom or ETIC. The classroom is equipped with 24 Gateway computers which use a version of Microsoft Word 6.0. If you have access to a personal computer which uses a version newer than Microsoft Word 6.0, 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 during your class periods there 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 four 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. I hope you enjoy the semester and come away with a sense of confidence in your writing skills.