ENG 1001G-008-037-057: Composition and Language

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ENGLISH 1001-G, COURSE GUIDELINES

English 1001-G, Fall 2006
Instructor: Tammy Veatch
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Office Phone: 581-6295
Office Hours: 8:30 – 9:00 MW, 10 – 11:00 MWF, and by appt.
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Texts: Ruszkiewicz, Anderson, & Friend, Beyond Words: Reading and Writing in a Visual Age
       Silverman and Rader, The World is a Text.
       Fulwiler and Hayakawa, The Blair Handbook
       Merriam Webster Collegiate Dictionary
       Harnack & ..., Online!: A Ref. Guide to Using Internet Sources

COURSE DESCRIPTION AND OBJECTIVES: What to say when we write and the way to say it will be our main focus this semester as we explore the purposes and the power of written language while striving to develop skills in drafting, revising, editing, and critical reading, along with a more diverse cultural perspective. We will also explore the role of images in communication (including photographs, art, and film), though our exploration will always involve writing in some way. Writing will be a regular occurrence in this class, sometimes for a grade, sometimes not. Ultimately, this course will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing.

SPECIAL INFORMATION REGARDING ENG 1001-G: ENG 1001-G is a writing-centered course. Students enrolled must have scored at least 15 or higher on the English section of the ACT (13 or higher on the old test). See me immediately if you scored below that value or if you have no ACT score on file with the University. As a graduation requirement, all freshmen must submit a revised essay from either this course or ENG 1002 to be included in their Electronic Writing Portfolios.

ATTENDANCE, MAKE-UP, AND LATE WORK: If you miss class, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from class obligations. Our syllabus is merely tentative, so check with me to see if any changes were made in your absence. Your regular attendance is important — quite frankly, due to the interactive nature of this course, much of what we do simply can’t be replicated, even for those with excused absences. Attendance is recorded at the start of every class, and unexcused absences will substantially hurt your grade, especially in the following ways:

- In-class work (essays, quizzes, writing exercises, etc.) can be made up only if your absence is excused.
- Any work turned in late for any reason except an excused absence is graded down one letter grade for each day it’s late.
- Part of your final grade is based upon in-class work: an essay, group research, a presentation, writing exercises, peer evaluation, discussion, and other activities. If you’re not here, you can’t participate, and your semester grade will suffer!

Other important policies and information regarding attendance/make-up work/late work:

- Excused absences are granted only for serious and verifiable reasons (e.g. illnesses documented with a doctor’s note, inclement weather for commuters, documented death in the family, etc.) — NOT for matters of personal convenience such as travel arrangements, appointments, extra-curricular activities (intramural sports, departmental club meetings, fraternity or sorority activities, etc.), job interviews, oversleeping, and so forth, nor for illnesses or emergencies that I’m unable to verify. Health Services will not provide you with a blanket excuse for missing class — walk-out statements will include the reason for your visit and a special notation if it is deemed that you were there merely to get a note for class.
- Work to be missed due to participation in an Official University function must be completed before your absence. Be sure to notify and/or remind me in advance of your absence to allow time to complete assignments before you leave.
- Absences on assignment due dates, presentation dates, or conference dates will require strong verification before make-up privileges will be granted or before late penalties will be waived.
- No assignments will be accepted more than one week after the due date; a grade of “zero” will be recorded.

INFORMATION FOR STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know, too, and realize that I can be of greater assistance to you if I am made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work. These are rather stringent guidelines, evaluating not only the quality and development of your ideas, but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. You will be graded on a variety of activities including essays, homework, quizzes, writing exercises, and participation, but the quality of your writing will be the primary determinant of your grade in this class. In calculating your semester grade, I use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800-999 for a B, and 700-799 for a C. (For a variety of reasons I do not round off grades; for example, 799 points or 79.9%, still equals a C). If I make any changes to the point totals (for example, adding extra essays or quizzes if needed), you will be forewarned, but such changes will affect the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1001-G is graded on an A, B, C, and NC (no credit) basis, so you must earn 70% (tentatively, 700 points) to pass this class.
TEACHER COMMENTS: On all major writing assignments, you will receive detailed comments from me that not only explain the grade you received, but which are intended to help you improve as a writer by pointing out what worked well in your essay and what didn’t. These comments are of no value, however, if you fail to read, analyze, and apply them to your work! Be sure to discuss the comments with me if you have any questions. You should also be aware that I will not serve as your personal editor, correcting your grammatical errors and stylistic problems for you, nor will I point out every possible problem in your essay but only representative examples of the most serious problems; I expect you to identify the problem elsewhere in your work and to learn to correct it by studying your Blair Handbook, consulting me, or working with tutors in the Writing Center.

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- Essays, 800 points – You are required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft
  
  - Essay 1, Narrative, minimum of 750 words, 100 points
  - Essay 2, Response to movie, minimum of 750 words, 100 points
  - Essay 3, In-class essay, choice of modes, timed (so no required length), 100 points
  - Essay 4, Revision of your choice of essays 1, 2, and 3, 200 points – and must be submitted to your EWP
  - Essay 5, Persuasion – collaborative; research/documentation required; 2,500 – 3,000 words, 300 points; conferences required

- Group Presentation of Persuasive/Research Paper, 100 points – Group oral presentation on your research/persuasive subject – 8 – 10 minutes.

- Daily Grade – participation, discussion, in-class writing, peer evaluation responses, conference, self-evaluation statement at end of semester – 100 points: Your participation in this class on a day-to-day basis is crucial— you must show up and you must participate in class activities – BOTH factors will weigh heavily in determining your daily grade. (Participation, by the way, means much more than just showing up and sitting silently!) Other factors in determining your participation grade include completing all homework and other assignments; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect.

CONFERENCES: We’ll have mandatory conferences for essay 5, during which we will discuss your group’s rough draft of this assignment and any other questions you may have, but I encourage you to come by any time that you have a question or problem — that’s what I’m here for! And the sooner I know of any difficulties you’re having, the greater the help I can provide – waiting until a couple of days before an assignment is due or until the last few weeks of the semester to seek help isn’t allowing yourself time to work and improve. If my office hours don’t fit your schedule, we can arrange a conference at a mutually-convenient time.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #5). We will review research methods and MLA parenthetical documentation, but that won’t be enough if research writing is new to or difficult for you, so see me immediately if 1) you’ve never written a research paper, 2) you’ve never used MLA parenthetical documentation, or 3) you’ve had problems (esp. w/ documentation or plagiarism) on previous research assignments – you’ll need to allow time for extra conferences and instruction outside of class for this assignment.

EMAIL/VOICE MAIL/LONG-DISTANCE NUMBERS: While I don’t give out my unlisted home phone number, I do encourage you to contact me, either by email or by phoning my office #. (If I’m not in to take your call, leave a voice-mail message INCLUDING YOUR PHONE NUMBER, and I’ll get back to you as soon as possible. If my officemate answers, simply ask to leave me a voice-mail; otherwise, she’ll dutifully take your message, but I won’t receive it until I return to the office.) I usually pick up voice mail messages once or twice a week and email several times a day, so email is the preferred method of communication if you need a more timely response. I primarily use my EIU email account, but as a safeguard I encourage you to send email messages to both my EIU and personal email addresses in case EIU’s server is down when I attempt to pick up my messages at home. Please be sure to include your name in the subject heading and to sign your email, esp. if you’re using an account besides your EIU one – otherwise, I won’t know who you are! Please note: I am not permitted to call cell phone numbers or long-distance numbers from my office (my department gets charged for such calls and does not have room in its budget for this expense), so please leave a local call-back number (581, 345, or 348 prefix) or I’ll only be able to contact you via email.

A NOTE ON CLASSROOM ETIQUETTE: Demonstrating courtesy to other is important in this class. This means listening while another person is talking, saving private conversations for before or after class, doing your homework or reading the newspaper at home, turning off your cell phone before class, staying awake and alert during class, respectfully handling points of view that differ from your own, etc. Problems in this area will adversely affect your daily participation grade. If you repeatedly violate these principles or cause a serious distraction to me or your fellow students, you will be removed from class that day.
A NOTE FOR COMPUTER SECTIONS (those that meet in rooms 3120, 3130, 3140, and 3210) referred to as the ETIC, English Technology Integrated Classrooms). Some of the writing for this class will be performed on the new computers in the lab. These computers do not have floppy drives for saving your work (floppies are, alas, becoming antiquated). In order to save any work performed in the lab, you will need to purchase a “thumb drive” (portable storage) or save your work to our class folder, which can be retrieved anywhere you have web access to EIU. (More details on this in class.) Because there are numerous other classes needing access to the lab, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130). Please consult your syllabus for each day’s room assignment. The technology we have available to us will enhance our class dramatically, but our emphasis will be upon developing your writing skills, not on enhancing your computer expertise. I’ll warn you, too, that the system is not perfect; we will need to be patient and flexible when dealing with these unavoidable glitches. Some proactive steps you can take include saving your work frequently, creating at least one back-up file for every document you write, storing all of your work in Rich Text Format (so it can be accessible on computers with different word-processing programs), and storing a copy of your essays and other writing in the “Work” folder for our section (I’ll explain how to do this). 

A note on computer etiquette: The computers and printers in the ETIC are to be used only for your work in this class and only when I’ve instructed you to do so. You will be asked to leave if you use the equipment at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department’s limited budget, you are not allowed to print long documents (more than just a couple of pages) or even several short ones in the ETIC—such documents should instead be saved to your thumb drive or saved to our class folder and printed at the library, another campus lab, or using your own printer.

ENGLISH DEPARTMENT’S POLICY ON 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 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 works of others should encompass all formats, including print, electronic, and oral sources.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING: Plagiarism means taking the words or ideas or efforts of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material, you must cite each author and page number—after any sentences that include this material (and you’ll need to include a Works Cited page with complete bibliographic information). If you use both ideas and wording from a source it’s not enough just to cite author and page #: you must also use quotation marks around all words, phrases, or sentences taken from this source; failure to both cite and use quotation marks around “borrowed” language is plagiarism! If you have any questions about incorporating/citing source material, please see me BEFORE the assignment is due. And even when you’re not using outside sources, you must still be sure that all of the work is your own. If you have problems with your writing, you need to develop the skills to overcome those problems, and I’m here to help you do that, but it won’t happen magically, effortlessly, or overnight. Even though it takes hard work and is often a slow process, it’s a far better choice than cheating. Please note that the F gained through academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. By working hard, you might find yourself raising your skill level and grade to the C level—or even higher! – the honest way!

Acceptable help with your writing: consulting with me; heeding the advice of your peer evaluation group, who will respond to your work following a set of restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (tutoring, not proofreading).

Unacceptable help with your writing: taking shortcuts—having someone edit or polish your work; having anyone else write, rewrite, or correct any portion of your essay; taking anyone else’s ideas, words, or efforts and passing them off as your own; submitting an essay in which all or any portion thereof has come from anyone else’s essay, from an Internet site, fraternity or sorority file, term paper company, Cliff’s Notes, Masterplots, Versity.com or any other “cheater” source. Remember: I enforce my department’s plagiarism policy to the fullest.

I wish each of you the best of luck this semester—and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you—together we will work hard, but I hope we’ll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class—and I hope you’ll soon feel that it’s our class. I’m looking forward to a great semester!
ENG 1001-G, Veach
Fall 2006 Tentative Syllabus
Sections 008—9:00 – 9:50 and 037—1:00 – 1:50 MWF, both in CH 3140/3210

(Abbreviations of texts used on this syllabus: BW = Beyond Words, WT = The World is a Text,
BH = The Blair Handbook, H = handout)

Reminders:
- Complete all reading assignments before class on the dates indicated. Bring books indicated for that day. The activities listed are ones we will do in class that day
- We alternate weeks between the classroom (3140) and the lab (3210) – consult this syllabus for dates/room assignments.

August
M 21, CH 3140 Intro to course and policies; writing sample
W 23, CH 3140 Discuss English Dept. grading standards (H); Review the writing process; review parts of the essay, thesis, intro/concl methods, paragraph writing (WT 21-33)
F 25, CH 3140 Making the transition from high school to college level writing; Audience awareness activity (WT 20-21)
M 28, CH 3210 Narrative assignment given. Read background info on narrative and personal writing (BW 204 – 11, 250 – 63; WT 60-61)
W 30, CH 3210 Making your story vivid and memorable – “Home Invasion – Versions 1 and 2” and “Champion of the World” (all H)

September
F 1, CH 3210 In-class work on narrative essay
M 4, CH 3140 Labor Day; No Class
W 6, CH 3140 sentence combining and variety; A Lot of Got
F 8, CH 3140 grammar review
M 11, CH 3210 in-class work on narratives
W 13, CH 3210 Bring 3 copies of your completed rough draft to class – work on narratives in peer evaluation groups; due in class: a written response (1 paragraph) from each of you – compare/contrast the best essay in your group to your own essay (or if you thought yours was best, compare/contrast it to the one you thought was worst in your group)
F 15, CH 3210 work on revising narratives; Essay # 1 Due (at or before the end of class)!!!!!
M 18, CH 3140 Essay # 2 assigned and explained. Read BW 293, 314 – 318.
W 20, CH 3140 NO CLASS: watch movie Pay It Forward (on reserve in Booth Library) for Essay #2
F 22, CH 3140 NO CLASS: “ “
M 25, CH 3210 NO CLASS – Finish Pay It Forward if you have not done so
W 27, CH 3210 Sample essay # 2 discussed. Grammar Review/ Writing Workshop – discuss errors and problems from Essay # 1; work on Essay # 2
F 29, CH 3210 Peer evaluation of Essay # 2 – bring 3 copies of your rough draft to class. Due in class: written comments for each person’s essay – 1 copy to each person, and 1 copy of each to me

October
W 4, CH 3140 More on modes, and on writing about images (WT 359-61).
October, Cont’d

F 6, CH 3140  Tentative: NO CLASS – Library day. Locate the photo(s) you wish to write about. Email rough outline and ?’s regarding assignment – you’ll write it entirely in class next Monday and Wednesday!

M 9, CH 3210  Begin writing Essay # 3 in class. Save in class folder or on thumb drive, which will be collected and held until Wed. (be sure to label with your name). You will NOT be allowed to work on your essay outside of class or to bring additional materials to class on Wed.

W 11, CH 3210  Finish Essay # 3 – Due by end of class today!!!
F 13, CH 3210  NO CLASS – FALL BREAK!!

M 16, CH 3140  Essay # 4 (Revision) assigned; revision checklist and strategies discussed.
W 18, CH 3140  Discuss what makes “good writing.” Bring in a copy of something you think is well-written to share in class, along with 1 – 2 paragraphs in which you justify your selection as “good writing.”
F 20, CH 3140  Turning your critical eye to your own work – in-class revision work. Discuss EWP submissions.

M 23, CH 3210  In-class work on Revision essay. Choose groups for Collaborative research assignment.
W 25, CH 3210  Essay # 5 Assigned – Collaborative essay (persuasive, using outside sources). Background on persuasive writing (WT 33 - 42); Background on research writing: choosing and narrowing the topic; searching for and evaluating sources (BH 155 – 188; 195 – 202; 213-223).
F 27, CH 3210  Tentative: NO CLASS, library research day. Group meets at library – decide topic, locate sources.

M 30, CH 3140  Essay #4 (Revision) Due (beginning of class)!! Research: Preliminary sources and source evaluation due – make a copy to turn in. Also: note-taking; integrating info from sources; controlling sources (BH 189 – 194; 228 - 240). Persuasion: avoiding logical fallacies.

November

W 1, CH 3140  Research: quoting, paraphrasing, and avoiding plagiarism (BH 241 – 244, H). Persuasion: how to handle rebuttal issues; sample persuasive essays: WT pp. 701-707, 286-305; BW 105-114
F 3, CH 3140  Research: plagiarism quiz; persuasion: in-class debate.

M 6, CH 3210  Research progress check: notes. Persuasion: work in class on a list of your main arguments, rebuttal issues, & how you plan to defend your view in light of those counter-arguments.
W 8, CH 3210  In-class work with group on Essay # 5.
F 10, CH 3210  “* * and progress check: notes

M 13, CH 3140  Progress check: list of final sources and final division of labor, including a specific break-down of what needs to be done over break
W 15, CH 3140  Final progress check before conferences: thesis and preliminary outline due
F 17, CH 3140  NO CLASS. Optional conferences 8:30 – 11:00 a.m. in my office if your group has questions.

M 20, W 22, and F 24  Thanksgiving Recess – No Classes!!!!

M 27, W 29, F Dec. 1, and M Dec. 4: NO CLASS – Group conferences on the persuasive research paper!!!!
Be sure to bring all materials and to show up at your group’s assigned time! All members of group MUST ATTEND CONFERENCE!!! NO RESCHEDULING!!!! On the days that your group isn’t meeting in a conference with me, you should be meeting privately to work on the paper and the class presentation. We will not meet again as a class until papers and presentations are due!!
Conferences on Nov. 27, 29, and Dec. 1 will be in CH 3210 and in CH 3140 on M, Dec. 4.

December

W 6, CH 3140  Mandatory attendance for all groups!!!! Essay # 5 (Collaborative Persuasion/Research) Due at start of class! Presentations begin.
F 8, CH 3140  Last class session; Finish presentations.

Reminder: No final exam in ENG 1001G; during exam week check late in the week for status of research paper and presentation grading.
ENG 1001-G, Veach
Fall 2006 Tentative Syllabus
Section 057—4:30 – 5:45 MW, CH 3150

(Abbreviations of texts used on this syllabus: BW = Beyond Words, WT = The World is a Text, BH = The Blair Handbook, H = handout)

Reminders: Complete all reading assignments before class on the dates indicated. Bring books indicated for that day. The activities listed are ones we will do in class that day

August
M 21 Intro to course and policies; discuss English Dept. grading standards (H); writing sample
W 23 Making the transition from high school to college level writing and review the writing process; review parts of the essay; thesis, intro/concl methods, paragraph writing (WT 20-33); Audience awareness activity
M 28 Narrative assignment given. Read background info on narrative and personal writing (BW 204 – 211, 250 – 263; WT 60-61)
W 30 Making your story vivid and memorable – “Home Invasion – Versions 1 and 2” and “Champion of the World” (all H)

September
M 4 Labor Day; No Class
W 6 sentence combining and variety; A Lot of Got; grammar review
M 11 Bring 3 copies of your completed rough draft to class – work on narratives in peer evaluation groups; due in class: a written response (1 paragraph) from each of you – compare/contrast the best essay in your group to your own essay (or if you thought yours was best, compare/contrast it to the one you thought was worst in your group)
M 18 Grammar Review/Writing Workshop – discuss errors and problems from Essay # 1; work on Essay # 2
W 20 NO CLASS: watch movie Pay It Forward (on reserve in Booth Library) for Essay #2
M 25 NO CLASS – Finish Pay It Forward if you have not done so; finish rough draft for Wed.
W 27 Sample essay # 2 discussed (H): peer evaluation of Essay # 2 – bring 3 copies of your rough draft to class. Due in class: written comments that you give to each person (show me 1st, so I can record in grade book)

October
W 4 More on modes, and on writing about images (WT 359-61). Before Monday: Locate the photo(s) you wish to write about. Email rough outline and ?’s regarding assignment – you’ll write it entirely in class next M &W!
M 9 Begin writing Essay # 3 in class. Turn in all materials to me before you leave. You will NOT be allowed to work on your essay outside of class or to bring additional materials to class on Wed.
W 11 Finish Essay # 3 – Due in class by 5:00!! (My MW and MWF classes were given the same amount of time to write; that’s why you can’t have the entire class period.
M 16 Essay # 4 (Revision) assigned; revision checklist and strategies discussed. Discuss EWP submissions.
W 18 Discuss what makes “good writing.” Bring in a copy of something you think is well-written to share in class, along with 1 – 2 paragraphs in which you justify your selection as “good writing.”
October, Cont’d.
M 23  Essay # 5 Assigned — Collaborative essay (persuasive, using outside sources). Choose groups for this assignment. Background on persuasive writing (WT 33 - 42)
W 25  Background on research writing: choosing and narrowing the topic; searching for and evaluating sources (BH 155 – 188; 195 – 202; 213- 223).
M 30  Essay #4 (Revision) Due (beginning of class)!! Research: Preliminary sources and source evaluation due – make a copy to turn in. Also: note-taking; integrating info from sources; controlling sources (BH 189 – 194; 228 - 240). Persuasion: avoiding logical fallacies; how to handle rebuttal issues.

November
W 1  Research: quoting, paraphrasing, and avoiding plagiarism (BH 241 – 244, H); plagiarism quiz. Persuasion: sample persuasive essays: WT pp. 701-707, 286-305; BW 105-114
W 8  Work in class with group on assignment, including compiling a list of your main arguments, rebuttal issues, & how you plan to defend your view in light of those counter-arguments.
M 13  Work in class with group. Progress check: notes, list of final sources and final division of labor, including a specific break-down of what needs to be done over break.
W 15  Group work. Final progress check before conferences: thesis and preliminary outline due

M 20 & W 22  Thanksgiving Recess – No Classes!!!!!!

M 27, W 29, and M Dec. 4: NO CLASS – Group conferences here in our classroom on the persuasive research paper!!!! Be sure to bring all materials and to show up at your group’s assigned time! All members of group MUST ATTEND CONFERENCE!!! NO RESCHEDULING!!!! On the days that your group isn’t meeting in a conference with me, you should be meeting privately to work on the paper and the class presentation. We will not meet again as a class until papers and presentations are due!!

December
W 6  Last class session. Mandatory attendance!!! Essay # 5 (Collaborative Persuasion/Research) Due! Research Presentations Due!!

Reminder: No final exam in ENG 1001G; during exam week check late in the week for status of research paper and presentation grading.