COMPOSITION AND LANGUAGE
English 1001G Section 11

Spring 2013 / MW 3:00-4:15 pm / Coleman 3210 (or 3140)

Dr. Suzie Park
Office: 3030 Coleman
Email: sapark@eiu.edu
Office Hours: Mondays and Wednesdays 12:30-3:00

Course Description

English 1001G is a reading and writing course designed to enhance critical thinking and communication skills. The written word rules here. We will examine how good writing looks (grammar), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce short papers and a longer essay through stages of brainstorming, drafting, and fleshing out thesis statements and supporting ideas. You will not do this alone, of course. This is a workshop, which means that, much as in the world outside the university, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students’ work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

IMPORTANT NOTE: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class regularly this semester, you should reconsider taking this course.

Required Texts

4) They Say/ I Say (2006), 978-0-393-92409-1
5) Webster's English Language Desk Reference, 978-0-517-22434-8
Course Goals

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. Now that you are writing at the university level, you should start to become better able to:

- know your audience, and to write persuasively for different audiences and purposes
- reflect upon your own beliefs and consider the viewpoints and arguments of others
- economically incorporate and correctly document outside sources of ideas and information
- revise, revise, revise your writing
- copy-edit your drafts so that they are grammatically sound and readable
- offer insightful readings of other writers’ drafts

COURSE POLICIES FOR COMPOSITION

Respect
Because you have chosen to be in a university classroom, act like it and show respect for your professor and fellow students. Turn off the sound on your cell phone and any other electronic device. I will lower participation grades aggressively for those who show disrespect for others. This includes leaving cell phones on, texting in class, and snoozing.

Emailing
I want to get to know you and your work this semester. Thus I ask that you call me or stop by my office during office hours (or other scheduled times) so that we can talk. DO NOT EMAIL ME TO ASK FOR AN "UPDATE" ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE. I will assign working groups so that you can contact group members for notes and missed work.
Plagiarism
Plagiarism will not be tolerated and will result in a failing grade for the course. I will follow the departmental policy on plagiarism, and report all cases to Judicial Affairs:
“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 own 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.”

Conferences
As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work. You should be prepared to ask questions about assignments I have returned, or assignments that you are writing for the course.

Tests, In-Class Assignments, and Grammar
You cannot make up a test, grammar assignment, or other in-class assignment after the class period in which it is administered.

Late Policy—All Assignments Are Due at the Beginning of Class
I’ll say it twice because it bears repeating: all assignments are due at the BEGINNING OF CLASS. I will not accept late assignments. Two exceptions:

1) Turning in a LATE DRAFT of an assignment means that
   a) you will not receive written feedback from the professor
   b) you will not be able to make up peer assessments (if you miss these days)
   c) you will receive a lower grade on the final version of your assignment
2) For the FINAL VERSIONS OF YOUR THREE PAPERS, you will lose a full grade for every day past the due date. Thus five days late means a grade of “zero.”

Attendance and Participation
Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism. Because you are adults who have signed up for this course, I expect that you attend class. Do not bring excuses for missing class. The professor does not need for you to document or explain your absences. If you miss five or more classes, you will fail the course. For each class, I will note who attends and participates. Those who are “on” and present, ready for thoughtful discussion throughout the semester, will receive high participation grades. Accordingly, those who do not, will receive very low participation grades, up to and including “zero.” Bring your textbooks to class and be prepared for discussion. In addition, see again the two sections above—“Late Policy” and “Tests, In-Class Assignments, and Grammar”—as you cannot make up any missed assignments, including tests, in-class assignments, and grammar.
Required Format for All Papers and Assignments
--Paper-clip or staple sheets
--Include page numbers
--Use 12-point Times New Roman font, double-spaced lines, and one-inch margins
--Use correct MLA (Modern Language Association) format for all quoted material
--Include a Works Cited page for all three papers

Disability
If you have a documented disability and wish to receive academic accommodation, please contact the Office of Disability Services (217-581-6583) as soon as possible.

Grades—See the Attached Grading Rubric
10% Participation
10% Paper 1
25% Paper 2
25% Paper 3
15% Short Papers
15% Vocabulary and Reading Tests; In-Class Assignments

As you can see, the bulk of your grade is based on your writing. For your three papers, I will use the attached grading rubric.

For shorter papers and assignments, I will use the check-mark system. I will mark your paper draft, peer-editing sheets, and in-class assignments using a check-mark system: √+, √, √-, and √--.

| √+ | = excellent work that is strongly engaged, on-topic, and very well-written |
| √  | = satisfactory work that is on-topic and cleanly written |
| √- | = work that shows little engagement, is off-topic, and is hurriedly and poorly written |
| √--| = work that shows little understanding of the topic and is too short |
Professor Park / Spring 2013 / English 1001G: Schedule of Classes—SUBJECT TO REVISION

For each class period, you need to have carefully read and be prepared to discuss the assigned selections in their entirety, starting on the page number given. I will note any exceptions. Most of our readings can be found in The Norton Reader, abbreviated “Norton.” I may assign additional assignments and readings from The Little, Brown Handbook and Writing: A Guide for College and Beyond.

WEEK ONE
M 1/7 Introductions; in-class writing
Joey Franklin, “Working at Wendy’s” (Norton 25-30)

WEEK TWO
M 1/14 DUE: Diagnostic Essay
Molly Ivins, “Get a Knife, Get a Dog, but Get Rid of Guns” (Norton 323-325)
W 1/16 They Say/I Say (pages to be assigned); grammar

---Friday 1/18: Deadline to drop course without a grade---

WEEK THREE
M 1/21 Martin Luther King’s Birthday: no classes

WEEK FOUR
W 1/30 DUE: Paper One

WEEK FIVE
M 2/4 --Malcolm Gladwell, “Java Man” (Norton 248-253)
--Henry Louis Gates, “In the Kitchen” (Norton 260-266)
W 2/6 --David Foster Wallace, “Consider the Lobster” (Norton 635-647)
--Sallie Tisdale, “We Do Abortions Here: A Nurse’s Story” (Norton 650-656)
--Nora Ephron, “The Boston Photographs” (Norton 657-662)
RUBRIC FOR ANALYTICAL ESSAYS

"A" Range: Outstanding. Original and creative ideas developed exceptionally well. Essay is flawlessly revised and proofread.

Content: A persuasive, insightful presentation of your own ideas that analyzes the topic thoroughly

Organization: Clearly stated and specific thesis

Evidence: Succeeding paragraphs follow logically from thesis

Style: Thesis and body paragraphs are unified, organized, and coherent

"B" range: Displays sound understanding of the text, some originality, and a sense of the issues involved in interpretation, rather than mere exposition; proofreading needed, mostly finished; may have one or two of the following problems:

Content: Structure and argument are clear, but ideas lack depth and/or detail

Organization: Thesis is vague, difficult to understand and/or to prove

Evidence: Paper covers topic adequately, but not thoroughly

Style: Too few quotations used as evidence or quotes do not prove thesis

"C" range: Displays either an uneven performance (serious flaws of comprehension and/or presentation alongside signs of talent) competent exposition without a real attempt at interpretation; further revision needed; essay has not been proofread; may have three of the problems outlined in the "B" range and/or:

Content: No thesis or discernible argument

Organization: Introduction too vague, dull, confusing; conclusion overly general, repetitious, obvious, weak

Evidence: Topic sentences turn on plot

Style: Stylistic and grammatical errors interfere with the content of the essay

"D" range: Essay is off-topic (does not answer an assigned or approved topic; displays fundamental misunderstanding of the text); major revising needed, reads like a first draft; has three or more of the problems outlined in the "C" range; or does not fulfill page requirements.

"F" range: No paper submitted; paper has been plagiarized (incorporates another author's ideas or language without acknowledgment; or actually written by someone else).

COMMENTS: