Fall 2012

ENG 1001G-013-030: Composition I

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Composition I – Syllabus

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Section Information: Composition and Language

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.

Assignment details (subject to change)

The first thing you must do is familiarize yourself with WebCT. You will post your journal entries in the Journal Forum on the Course Content page.

• Four essays: You will write at least the following: Descriptive, narrative, comparison-contrast, and persuasive-research essay.

• Journaling - Daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on WebCT. 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 there. This may seem pointless, but I assure you, it will make you more comfortable with the writing.
• 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)</td>
<td>18-20/20 (for final paper)</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</td>
<td>11.9 (for final paper)</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>Narrative Essay (10 pts.)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Descriptive Essay (10)</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 each)</td>
<td>/25</td>
<td></td>
</tr>
</tbody>
</table>
**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 that good writing evolves through stages.

Oh yes. We will sneak in some grammar and other mundane lessons along the way. Our use of WebCT will be limited nonetheless a valuable resource. I recommend you sign up for one of the WebCT orientations available through CATS (see Web Links). You will need to familiarize yourself with WebCT to facilitate navigation using the online tools. I may post assignments, among other items, here. However, you will **NOT** post your essays on WebCT. Essays or emails through WebCT 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

**Late Assignments**

Submitting assignments: All essays will be submitted on paper in class on the due date.

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 0.

If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. If you are ill and I excuse your absence, we will make mutually reasonable arrangements to complete missed assignments.

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

• Attendance: You can miss two unexcused days without significant penalty, although generally you won’t be able to make up in-class assignments.

• If you accumulate four unexcused absences, you will not be able to earn an A.

• Miss five and you will not be able to earn a B.

• If you miss six you will receive an NC (no credit) for the course.

• No exceptions; you will fail the course.

Excused absences mean those necessary for verifiable medical illness or injury (accompanied by a doctor’s excuse, which I am not required to accept as an excuse) or University-sanctioned events.

Absences for court appearances are not excused under any circumstances.

If you know in advance of the absence, you must submit it beforehand. Assignments can be made up if missed for a valid excuse.

Talk to me ahead of time for any absence, if at all possible.

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

Introduction: • STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).

Additional information: • 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 academic writing skills. (The Process of Writing)
All essays will be written in academic format, conforming to MLA format.

To identify 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

Title: The Contemporary Reader
Author: Goshgarian, Gary.
Publisher: Pearson
Type: Required resource

Avoiding 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)

Tentative Calendar for planning (Subject to change without notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading/Activity</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(ALL SUBJECT TO CHANGE)</td>
<td></td>
</tr>
<tr>
<td>Week 1 – Aug. 20</td>
<td>• Overview of syllabus&lt;br&gt;• Questions and answers&lt;br&gt;• Movie: <em>Freedom Writers</em> (123 min)&lt;br&gt;• Read:&lt;br&gt;  - Part I &quot;The Writer as Explorer,&quot; Chs. 1-5*, in <em>Writing.&lt;br&gt;  - And, &quot;Keep a Journal on What You Read&quot; p. 4 in TCR.</em>&lt;br&gt;  * Read carefully; this will give you the tools to succeed throughout this course and beyond.</td>
<td>• 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.&lt;br&gt;• Begin making journal entries first day of class.</td>
</tr>
<tr>
<td>Week 2 – Aug. 27</td>
<td>• Discuss movie&lt;br&gt;• Discuss last week's reading.&lt;br&gt;• For next week, read:&lt;br&gt;  - Part 2: Ch 6 &quot;Reflections&quot; and Ch 7 &quot;Observations&quot; in *Writing.&lt;br&gt;  - Format and guidelines of descriptive paper (Paper is due in Peer Editing sessions next Wednesday).</td>
<td></td>
</tr>
<tr>
<td>Week 3 – Sept. 3</td>
<td>• Discuss challenges you may be have encountered while writing descriptive paper.&lt;br&gt;• Descriptive papers due for peer editing Wednesday (Peer edits will be graded).</td>
<td>• Wednesday: Peer editing form (Share comments with writer but turn in Peer Editing form).&lt;br&gt;• FINAL PAPER PROPOSAL:</td>
</tr>
</tbody>
</table>

(No class Monday – Labor Day)
| Week 4 – Sept. 10 | • Required individual conferences  
- You will meet with me individually on the second draft (graded during conference) of your descriptive papers, W & F. These conferences are mandatory.  
- Descriptive Paper – Final draft due Friday.  
- One page proposal for final persuasive-research paper topic, also due Friday. |
| --- | --- |
| Week 5 – Sept. 17 | • 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)  
  (TCR).  
- Begin Narrative essay (draft 1 due Oct. 1)  
  -- Download paper guidelines from WebCT.  
  -- Review Ch. 6 “Reflections” in Writing.  
- Time permitting, begin discussion of BFC.  
- 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 Friday of next week. |
| Week 6 – Sept. 24 | • 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 – Oct. 1 | • 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 |
| Oct. 5 - No class Friday: Fall Break |
| Week 8 – Oct. 8 | • On research: Read Chs. 19-22 in *Writing*.  
  • Finding 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 – Oct. 15 [*Tentative return date*] | • Examples of comparison-contrast: in *TCR* read,  
  -- "My Hips, My Caderas" (57)  
  -- "The Language of Advertising" (123)  
  -- "The End of White America?" (381).  
  • Comparison-contrast essay – reading TBA  
  -- Description of comparison-contrast essay, due Oct. 29 for peer editing.  
  -- Reading will be provided.  

• **Next Week:** Team presentations on MS Word. Guidelines explained. | • Draft copy of Works Cited due (graded assignment) Friday. This is a preliminary list of sources that will support your thesis of your final paper and may, therefore, change. |
| Week 10 – Oct. 22 | • **All week:** Team presentations – Examination of the functions of MS Word. |  |
| Week 11 – Oct. 29 | • Peer editing of Comparison-Contrast essay (peer edit graded).  
  • Begin movie Monday. *An Inconvenient Truth* (100 min) [This movie is an example of persuasion]. | • Peer editing form - comparison-contrast essay  
  (Share comments with writer but turn in PE form).  
  • Comparison-contrast 2nd draft due Monday in conferences with me. |
| Week 12 – Nov. 5 | • Conferences on comparison-contrast essay – essays scored.  
  • No classes this week but conference attendance required. |  |
| Week 13 – Nov. 12 | • Discussion of movie.  
  • Workshops: Final Persuasive-Research essay; you have already chosen your topic see me before | Comparison-contrast essay – final draft due Monday.  
  • Bring enough copies of your persuasive-research essay to share with each member of |
<table>
<thead>
<tr>
<th>Week 14 – Nov. 19</th>
<th>THANKSGIVING BREAK</th>
<th>NO CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15 – Nov. 26</td>
<td>Conferences on second draft of final paper (graded); read &quot;Nobel Lecture on Global Warming,&quot; by Al Gore, (181) TCR.</td>
<td></td>
</tr>
<tr>
<td>Week 16 – Dec. 3 (Dec. 7 – LAST CLASS DAY)</td>
<td>Optional conferences. Bonus points (5% of total grade) given if handed in early (by Monday, 12/3).</td>
<td>Final persuasive research paper due Friday.</td>
</tr>
<tr>
<td>Week 17 – Dec. 10-14</td>
<td>FINAL EXAMS</td>
<td>NO FINAL IN THIS CLASS</td>
</tr>
</tbody>
</table>

Key to textbook abbreviations:

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