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ENG 1001G-020-034-039: English Composition & Language

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English Composition & Language
(Comp I) – Syllabus

Section Instructor: William Feltt
Office: CH3762
Office Hours: 1-3 MWF
Phone: NO PHONE – USE D2L EMAIL ONLY! I suggest printing the syllabus and keeping it on file, too.
E-mail: D2L email (works only in D2L), wefeltt@online.eiu.edu; EIU email, wefeltt@eiu.edu

READ this syllabus carefully. You are required to familiarize yourself with its contents!

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. 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:
D2L will hopefully become your best friend. This is my second semester using it, and my first semester using the LMS was a good experience, although some of my students would disagree. Obviously, D2L has its limitations along with its strengths.
• Outside of class, we will communicate using the D2L built-in email.
• Use my EIU email address only in an emergency. I will check the D2L email daily.
• DO NOT send your essays as attachments to the either email address. You will post them to assignment dropboxes on D2L, unless I request another delivery method.
• I will not accept paper essays in class (more on that later).
• Essays will be due in electronic format no later than the usual due date of midnight the day they are due.
• Essays submitted at even a minute past due date/time 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 submit them.
• Use Microsoft Word format (.docx) exclusively as your word processing program. If your computer does not have Word installed, the library and Triad, along with other campus resources, have computers available with MSWord installed.
• Submit files in Word’s default format (.docx).
• I will NOT ACCEPT essays pasted into the message window of the email, 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.
• Each Sunday, post your journal entries in the appropriate dropbox (more on journaling below).
Assignment details (subject to change)

• Four essays: I will follow the English Department's master rubric when grading your essays, which you will find on D2L, to evaluate your essays. You will also receive a more detailed essay prompt to help guide you in completing a successful essay. I will give feedback on all your essays except for the final essay. If you require feedback on the final essay please let me know.

• Journaling - Daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on D2L. The best way to do this is to create a document using MS Word each week and store it to your hard drive. Record seven entries and turn them into the D2L journal dropbox at the end of the week. 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 and will help you understand your thoughts and feelings on a subject.

You could write about relationship problems and 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 has 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. You are required to participate in classroom discussion.

• In-class assignments, as necessary.

Notes on required essays

Students try to guess what their instructors want in an essay, and most of them never answer that question. This section on essay content seeks to answer that question—at least for this course.

Along with other writing assignments, you will write two general types of essays in this class—open and closed form. Open form essays are ... well ... open. They spring largely from a personal viewpoint. The first one will be a descriptive essay whereas the second will be a narrative. Although they are open, they will be based on general guidelines that I set (those guidelines can be found on D2L).

The other two major essays will be closed form essays. That is, you will closely follow a preset structure ... to a point. The first will be a comparison and contrast. The final essay will be a persuasive essay with a research component. Both have set formats, to an extent. They both require a thesis statement and must follow a formal style. Among other characteristics, they should NOT contain contractions, first- or second person point-of-view (“I” or “you”), slang or informal language in general.

However, open and closed form essays alike must be clean of spelling, grammar and punctuation errors. That means you must make multiple revisions and proofread closely. I will not be kind to essays filled with
mechanical errors, so you must utilize the handbook *(Little, Brown)*, which was issued you at the beginning of the course, to help you fix these kinds of errors. Worse, if you do not follow the advice I provide, your essays will be graded harshly. For example, if I mark that you have a problem with comma splices on your first essay, but you continue to make comma splices on subsequent drafts, I will deduct two, perhaps three times the number of points for these errors as I normally would.

**Grading**

The following scale may not include all assignments. I will calculate your essay grades according to the following scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Equals grade earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10/10 (for shorter essays 1-3)</td>
<td>18-20/20 (for longer 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 &lt; (for final paper)</td>
</tr>
</tbody>
</table>

- Narrative + Descriptive + Compare/Contrast = Total of 30 pts. (10 pts. ea.);
  + Persuasive/Research = 20 pts. Total of four Essays Score = 50 pts.

*Final-Grade Percentage Scale (point totals may vary and exceed 100): A=90-100%; B=80-89%; C=70-79%. No Credit=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 B/C)</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 – that will yield a clear, cohesive and effective final product.

You may subscribe to the myth that writing is a one-shot deal, etched in stone, static, etcetera, etcetera. Done means done. Right? Not so fast. You will undoubtedly discover more needs to or must be done. That means you will be required to revise your essays. You will revise ... revise ... revise ... and – you guessed it – revise, alas, to fall well 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.

You may not see how D2L can help you achieve the kind of quality of which I speak. But it does help facilitate it by offering the option of uploading draft copies. However, if you are not familiar with D2L, I highly 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. After all, you will need to log on to D2L to find feedback and grades.

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 no later than midnight (or the time/date due listed in D2L). 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 beyond midnight (or time slated) of 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. No exceptions. If you are ill, we will make mutually reasonable arrangements to complete missed assignments, but essays will still be subject to these deductions.
In the normal course of things, I will not accept any work after the last day of class.

Classroom policies:

Disagreements among students may occur; they always do. But I expect that we all treat each other with respect. That means, you should address the issue, not criticize the person.

Do not use smart phones or even dumb ones in class. If it becomes a problem, I will ask the offender to put it in his or her pocket. If you choose not to do that, I will ask you to leave.

• Attendance policy

Be there. To gain full benefit from the class, you must be present at all classes. I have established the following simple attendance policy:

Except in rare circumstances, you are expected to attend class. However, I will excuse some absences, such as documented University-sanctioned absences and physician-verified illnesses, which are excused.
For other absences, you will receive a two-point deduction from your total score for each unexcused absence.
So miss as many classes as you wish. Just remember, if you miss five classes, you will lose 10 points from your Running Point total. That could equal nearly a full grade level. In other words, if you accumulate 10 absentee points, a grade of A could slip to a B, a B to a C, and a C to an NC (non-credit), which means you must retake the course. NO EXCEPTIONS.

Absences for court appearances are not excused under any circumstances.
Bereavement absences are acceptable, if verified.

If you know in advance of excused absences, again you must submit work before the absence.
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 beforehand.

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 a writing 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 on 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 D2L 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 style guidelines. You will also learn and practice the format of a formal argument.

To identify a personal writing process. (The Process of Writing)
We will discover how you approach the process of writing – are you a plunger-on 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 as well as the writing of your classmates.

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
Plagiarism: Avoid at all costs

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 questions 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.

D2L gives me the ability to compare your writing to millions of other academic essays, published or otherwise. From that process, the originality checker will generate a report consisting of percentages; the higher the percent, the more your essay matches parts of other essays.

Course Schedule
(Subject to change without notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading/Activity</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – Aug. 19</td>
<td>• Overview of syllabus&lt;br&gt;- Questions and answers&lt;br&gt;- Movie: Freedom Writers (123 min)&lt;br&gt;- Read:&lt;br&gt;  - Part I &quot;The Writer as Explorer,&quot; Chs. 1-5 *, in Writing.&lt;br&gt;  - Introduction of The Contemporary Reader, pps. 1-37.&lt;br&gt;  * Complete ALL reading assignments; they will provide you with the tools to succeed in 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. (This is not a graded assignment, but it is required.)&lt;br&gt;  • Begin journaling the first day of class.</td>
</tr>
<tr>
<td>Week 2 – Aug. 26</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&lt;br&gt;  - Ch 7 &quot;Observations,&quot; both in Writing.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 3 – Sept. 2

(No class Monday – Labor Day)

- Discuss challenges you may 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 Sept. 16) but after individual conferences next week.
- Also, assignment to teams.

* Remember to post your essay electronically BEFORE YOUR CONFERENCE with me. I will tell you how to do it beforehand. Also bring a hard copy of your essay to your conference.

### Week 4 – Sept. 9

- **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.**

### Week 5 – Sept. 16

- 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" (50),
  -- "The Men We Carry in Our Minds" (313) and (TCR).
- **Begin Narrative essay (draft 1 due Oct. 2)**
  -- Download paper guidelines from D2L.
  -- Review Ch. 6 “Reflections” in Writing.
- Time permitting, begin discussion of

* Descriptive Paper – Final draft due Friday.
- One page proposal for final persuasive-research paper topic, also due Friday.

* 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 paper copy of your essay).**
| Week 6 – Sept. 23 | • 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 *BFC* reaction essay due **Monday**.  
| Week 7 – Sept. 30 | • Group activity all week.  
| | • **Peer editing of narrative essays Wednesday.**  
| | • Final *BFC* reaction essay due **Monday**.  
| | • Final draft of narrative essays due next **Monday**.  
| Week 8 – Oct. 7 | • **On research.** Read Chs. 19-22 in *Writing*.  
| | • Seeking valid sources for your final essay.  
| | • Library Week (if able to schedule tours) – 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**.  
| **MIDTERM WEEK – THIS CLASS DOES NOT REQUIRE A MIDTERM EXAM**  
**FALL BREAK OCT. 11 – NO CLASS FRIDAY** |  
| Week 9 – Oct. 14 | • 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,  
| | -- "For Better, for Worse" (405)  
| | -- "Why Gary Marriage is Good for Straight America" (414).  
| | • Comparison-contrast essay  
| | -- Description of comparison-contrast essay, due Oct. 28 for peer editing.  
| | -- Reading will be provided.  
| | • Final draft of narrative essays due next **Monday**.  
| | • 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).  
| Week 10 – Oct. 21 | • **All week:** Team presentations –  
| | As a member of teams, you will search for documentation supporting and refuting *A/T*’s claims.  
| | • Peer editing form - comparison-contrast essay (Share comments with writer but turn in PE form).  
| | • Comparison-contrast 2nd draft
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Week 11 – Oct. 28 |            | • Conferences on comparison-contrast essay – essays scored.  
• No classes this week but conference attendance required. | Comparison-contrast essay.                 |
| Week 12 – Nov. 4   |            | • 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 13 – Nov. 11  |            | Conferences on second draft of final paper (graded).                                                  |                                            |
| Week 14 – Nov. 18  |            | TBA                                                                                                 | TBA                                        |
| Week 15 – Nov. 25-29 (THANKSGIVING BREAK) |            | THANKSGIVING BREAK                                                                                   | THANKSGIVING BREAK                         |
| Week 16 – Dec. 2 (LAST CLASS DAY Dec. 6) |            | TBA                                                                                                 | TBA                                        |
| Week 17 – Dec. 9   |            | 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