ENG 1001G-020-036-032-046: Composition and Language

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COURSE DESCRIPTION AND OBJECTIVES: What to say when we write and – equally important – the way to say it will be our main concerns this semester. Language, especially the written word, has the potential to inspire, persuade, instruct, entertain; to engage both our passions and our intellect; literally, to unite or divide entire nations. We will explore the purposes and the power of written language this semester, using the words of both professional writers and students from our class as a guide. Although we'll talk some about writing, mostly we'll write – and write and write and write, sometimes for a grade, sometimes not. But writing will be an everyday occurrence in this class. Ultimately, this course will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing.

ATTENDANCE/MAKE-UP & 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 changes were made in your absence. Your regular attendance is important – attendance is recorded at the start of every class, and unexcused absences will substantially hurt your semester 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.
- 25% of your final grade is based upon in-class essays, writing exercises, contributions to discussion, and other daily activities. If you’re not here, you can’t participate in these activities, and your semester grade suffers!

Other important attendance/make-up work/late work information:

- Excuses are granted only for serious and verifiable reasons (e.g. illness 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/rides home, meetings with advisors, "unofficial" extra-curricular activities (such as intramural sports, departmental club meetings (for example, English club), fraternity or sorority activities, etc.), over-sleeping, job interviews, and so forth, nor for illnesses or emergencies that I’m unable to verify.
- Work to be missed due to participation in an official university function (such as intercollegiate sports, debate team meets, etc. – check with me if you’re unsure if it’s an "official" function), must be completed before your absence.
- No assignments will be accepted more than one week after the due date; a grade of "zero" will be recorded.

STUDENTS WITH DISABILITIES: Contact the Coordinator 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'm made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work—rather stringent guidelines that evaluate not only the quality of your ideas, but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. You’ll be graded on a variety of activities, including essays, homework, quizzes, writing exercises, and participation, but the quality of your writing will largely determine your grade in this class. In calculating your grade, I will use a 90-80-70 scale and plan to assign 1,000 points for the semester, thus 900 for an A, 800 for a B, and 700 for a C. If I make any changes to this total (for example, adding extra essays or quizzes if needed), you will be forewarned, but such changes will affect the semester point totals outlined above, though I’ll still grade on a 90-80-70 scale. English 1001-G is graded on an A, B, C, or NC (no credit) basis, so you must earn at least 70% (tentatively, 700 points) to pass this class.

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- Essays, 900 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, Classification, timed: no length requirement, 100 points – written entirely in class
  - Essay 3, Persuasion, minimum of 1,000 words, 150 points
  - Essay 4, Collaborative Research, 1,500 - 2,500 words, 200 points – mandatory conferences
- Portfolio, 3 essays (1 in-class) and several in-class practice essays (complete details forthcoming shortly), 350 points

- Office Hours: 10:30 - 11, 12 - 1:00 MWF and by appt.
• Daily grade, 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, along with other factors, including 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 4, during which we'll discuss your rough draft and any other questions or problems you may have (classes are canceled on conference days — consult syllabus), 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 enough 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 4). We will review research methods and MLA parenthetical documentation, but that won't be enough if research writing is new to you 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 on previous research assignments — you'll need to allow time for extra conferences and for extra instruction regarding this type of writing.

VOICE MAIL/E-MAIL: While I don't give out my unlisted home phone number, I do encourage you to call me when you need me, even at times other than my posted office hours. If I'm not in, leave a voice-mail message INCLUDING YOUR PHONE # — I typically pick up my messages daily. (If my officemate answers, 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, sometimes 2 or 3 days after your call.) Feel free to contact me via e-mail as well, but please note that I usually pick up and answer my mail on MWF, the days I'm on campus.

INFORMATION FOR COMPUTER SECTIONS: Most of the writing for this class will be performed on the Gateway computers in the lab. For this reason, during the first week of the semester, you will need to buy a formatted 3 1/2" IBM-compatible high-density (HD) disk, upon which you will copy and store information and write essays. You'll also need 1 - 2 of these disks to back up your work. (I encourage you to label your disks with your name and phone number in case you misplace them — and remind you both to bring your disks with you to class every day and to remember to take your disks with you when you leave.) 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 306/340 or 303/302). Please consult your syllabus for each day's room assignment before coming to class.

The technology we have available to us will enhance our class dramatically — making it easier to write and revise our work, to share our writing with others, to locate information using the Internet, etc., but the technology is only a tool: our emphasis will be upon improving your writing skills, not on enhancing your computer expertise. (We will, however, cover such computer "basics" as using Microsoft Word, saving or copying assignments and essays, converting files, using the Internet as a research tool, etc.) I'll warn you, too, that the system is not perfect; occasionally "glitches" will arise, and we'll need to be patient and flexible when dealing with these unavoidable problems. Because of the potential for computer-related problems, I encourage you to save your work to disk frequently, to create — on a separate disk — a back-up file for every document you write, to store all of your work in Rich Text Format (so other computers will be able to read your work), and to store a copy of your essays and other writing in the "Work" folder for our section.

A note on computer etiquette: The computers 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 computer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Net, researching a topic or 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, I must ask that you refrain from printing long documents (more than a couple of pages), or even several short ones, in the lab. (Such documents should be saved onto disk and printed out at the library, another campus lab, or using your own printer.)
THE 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.

MORE EXPLANATIONS/ AVOIDING PLAGIARISM/ 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 material found in outside sources, you must cite in parentheses each author (or editor, or key word from the title if no author or editor can be determined) and page # - after any sentences that include this material (and you'll need to include a Works Cited page that provides complete bibliographic information). If you use both ideas and wording from a source, it's not enough to just cite the author and page #: you must also use quotation marks around all words, phrases, and/or sentences taken from this source. (If you fail to use quotation marks around "borrowed" language, you're guilty of plagiarism - even if you've correctly cited author and page #.) And even if you're producing the entire essay without the use of outside sources, to avoid plagiarism, you must still be sure that all the work is your own.

If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that. Even though this takes a commitment to hard work and is often a slow process, it's far better than the huge risk you take by seeking shortcuts. Please note that the F penalty acquired through dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects on your GPA - something to consider before you take that shortcut! And with that extra effort, you may potentially improve your skills enough to earn a C -- or an even higher grade! -- on your own.

Acceptable help with your writing: conferences with me; tutoring sessions with the English department graduate assistants in the Writing Center (located in 301 Coleman Hall, free tutoring, not a proofreading service!) or other professionally-trained tutors who follow the practices of the Writing Center staff: that is, providing remedial help with your writing problems, but without doing the work for you -- no editing, polishing, or proofreading; no identifying or correcting your grammatical mistakes or stylistic problems for you; no writing or rewriting your sentences for you; no offering better ideas, examples, or illustrations to replace your own, etc.

Unacceptable help with your writing: the obvious short-cuts noted above -- having someone polish, edit, or proofread your work; taking someone else's ideas and/ or words -- from a print source, movie or TV show, interview, personal conversation, etc. -- and passing them off as your own; or submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else's essay, from an Internet site, term paper company, Cliffs Notes, Masterplots, Versity.com, Pinkmonkey.com, or any other "cheater" source. Remember: I enforce my department's plagiarism policy to the fullest extent.

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 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!
Abbreviations of texts used on this syllabus: SW = *The Student Writer, Editor, and Critic*, CMR = *Connections, a Multi-Cultural Reader*, BH = *The Blair Handbook*, H = Handout

Reminders:
- Complete all assignments on the days indicated, BEFORE coming to class that day. Bring books indicated for that day.
- We alternate weeks between classroom (303) and the lab (302) – consult this syllabus for dates/room assignments
- Every Friday that we’re scheduled in the lab (302), we’ll work on individual writing problems – bring BH and disk
- Bring your disk to class every day that we’re scheduled in the lab (302).
- 3 (unannounced) times during the semester, we’ll write in-class, practice essays for our portfolios in response to class or campus-based activities.
- Interview a campus-based person or attend a campus event by Monday, October 16. (Refer to handout for instructions and restrictions.)

August
- M 21 CH 303 Introduction to course and policies; get acquainted
- W 23 CH 303 Diagnostic essay
- F 24 CH 303 Review of the writing process; discuss English department grading standards; narrative assignment given
- M 28 CH 302 Discuss narrative writing: SW pp. 152 - 60 and 175 - 78; CMR pp. 196 - 197, “Graduation in Stamps”
- W 30 CH 302 In-class work on narratives

September
- F 1 CH 302 Rough draft of narrative assignment due – bring to class for peer evaluation
- M 4 — — No Class – Labor Day!!!!
- W 6 CH 303 Narrative Essay Due; Tour Tarble Arts Center together – bring pen/paper for notes
- F 8 CH 303 Read background information on comparison/contrast essays, SW 223 - 29 and 244 - 48 and “Neat People vs. Sloppy People” – SW 234 - 36
- M 11 CH 302 Introduction and conclusion methods
- W 13 CH 302 Discuss sample student essay from assignment # 1
- F 15 CH 302 Individual writing exercises – bring BH and disk
- M 18 CH 303 Writing workshop – errors and problems from assignment # 1; “A Lot of Got” (H) – word choice, sentence combining, etc. Classification essay assigned.
- W 20 CH 303 Background on classification essay – SW pp. 288 - 293 and 305 - 308; Sample essays – MLK’s “The Ways of Meeting Oppression” (293 - 295) and Russell Baker’s “The Plot Against People” (300 - 301)
- F 23 CH 303 More work with classification assignment.
- M 25 CH 302 Classification essay written entirely in class – bring disk and brief outline
- W 27 CH 302 Classification Essay Due – at end of class today
- F 29 CH 302 Individual writing exercises – bring BH and disk

October
- M 2 CH 303 Background info on cause/effect writing – SW pp. 249 - 253 and 266 - 269; sample essays – “It Is Time to Stop Playing Indians” (256 - 58) and “Athletes on Drugs: It’s Not So Hard to Understand” (261 - 63); brainstorming about causes/effects of various campus-related problems and issues
- W 4 CH 303 Persuasive essay assignment given
- F 6 — — NO CLASS – Seek out topics and sources for persuasive essay
October, cont’d.

M 9 CH 302 Background on persuasion – SW 309 - 19 and 331 - 35; sample essays “Indian Bones” (319 - 20) and “Animal Rights vs. Human Rights” (362 - 65)
W 11 CH 302 Work on persuasive essays – especially rebuttal of opposing views
F 13 CH 302 Individual writing exercises – bring disk and BH; reminder: have you conducted your interview or attended your campus event?

M 16 CH 303 Peer evaluation of persuasive essays – bring printed out copy to class
W 18 CH 303 Persuasive Essay Due!!!
F 20 —— NO CLASS – FALL BREAK

M 23 CH 302 Research assignment given; background on research writing SW 336 - 74; BH 178 - 217 and 249 - 78 – how to choose and narrow topics; where to find sources; evaluating sources; citation methods; using Internet sources; etc.
W 25 CH 302 More of Monday’s stuff, plus note-taking; quoting, paraphrasing, and avoiding plagiarism – SW 375 - 79; BH 220 - 24 and 245 - 49
F 27 CH 302 Individual writing exercises; topic proposal and preliminary division of labor due

M 30 CH 303 Plagiarism and citations methods quiz; progress check – sources, note-taking, etc.

November
W 1 CH 303 Sample research paper; progress check – notes, final division of labor due
F 3 CH 303 Trouble-shooting on research paper; progress check – thesis, more notes

M 8 CH 302 In-class work/ trouble-shooting on research paper; progress check – rough outline due
W 10 CH 302 More in-class work; final progress check before conferences
F 12 —— NO CLASS – Conferences on research paper – in my office, CH 339-C. Be sure to show up at the time your group signed up for and to bring the following with you: at least 2 written out paragraphs–per person—that incorporate sources and the photocopied/highlighted source materials used (for a plagiarism check), notes I haven’t already checked, list of sources – in proper MLA form, outline, written out questions/ comments/ concerns from each group member.
M 13 ——
W 15 ——
F 17 ——

M 20, W 22, and F 24 – NO CLASS; THANKSGIVING BREAK!!

M 27 CH 302 In-class work/ revision of practice portfolio essay of your choice
W 29 CH 302 Research papers are due!!!; more practice essay revision or other portfolio work

December
F 1 CH 302 In-class portfolio essay due by end of class; other portfolio work

M 4 CH 303 Optional class – in-class work on portfolios; bring questions and print versions of essays to class
W 6 CH 303 “ “
F 8 CH 303 LAST CLASS DAY!!! PORTFOLIOS DUE!!!

Exam week (M 11 - R 14): NO FINAL EXAM IN ENG 1001-G!! Check with me late in the week regarding the status of portfolio grading.
ENG 1001-G, VEACH: TENTATIVE SYLLABUS, FALL 2000  
(SECT. 032/ 1:00 MWF)

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August
M 21 CH 306 Introduction to course and policies; get acquainted
W 23 CH 306 Diagnostic essay
F 24 CH 306 Review of the writing process; discuss English department grading standards; narrative assignment given

M 28 CH 340 Discuss narrative writing: SW pp. 152-60 and 175-78; CMR pp. 196-197, "Graduation in Stamps"
W 30 CH 340 In-class work on narratives

September
F 1 CH 340 Rough draft of narrative assignment due – bring to class for peer evaluation

M 4 ----- No Class – Labor Day!!!!
W 6 CH 306 Narrative Essay Due; Tour Tarble Arts Center together – bring pen/paper for notes
F 8 CH 306 Read background information on comparison/contrast essays, SW 223 - 29 and 244 - 48 and "Neat People vs. Sloppy People" – SW 234 - 36

M 11 CH 340 Introduction and conclusion methods
W 13 CH 340 Discuss sample student essay from assignment # 1
F 15 CH 340 Individual writing exercises – bring BH and disk

M 18 CH 306 Writing workshop – errors and problems from assignment # 1; "A Lot of Got" (H) – word choice, sentence combining, etc.  Classification essay assigned.
W 20 CH 306 Background on classification essay – SW pp. 288 - 293 and 305 - 308; Sample essays – MLK's "The Ways of Meeting Oppression" (293 - 295) and Russell Baker’s "The Plot Against People" (300 - 301)
F 23 CH 306 More work with classification assignment.

M 25 CH 340 Classification essay written entirely in class – bring disk and brief outline
W 27 CH 340 Classification Essay Due – at end of class today
F 29 CH 340 Individual writing exercises – bring BH and disk

October
M 2 CH 306 Background info on cause/effect writing – SW pp. 249 - 253 and 266 - 268; sample essays – "It Is Time to Stop Playing Indians" (256 - 58) and "Athletes on Drugs: It's Not So Hard to Understand" (261 - 63); brainstorming about causes/effects of various campus-related problems and issues
W 4 CH 306 Persuasive essay assignment given
F 6 ----- NO CLASS – Seek out topics and sources for persuasive essay
October, cont'd.
M 9 CH 340 Background on persuasion – SW 309 - 19 and 331 - 35; sample essays "Indian Bones" (319 - 20) and "Animal Rights vs. Human Rights" (362 - 65)
W 11 CH 340 Work on persuasive essays -- especially rebuttal of opposing views
F 13 CH 340 Individual writing exercises – bring disk and BH; reminder: have you conducted your interview or attended your campus event?
M 16 CH 306 Peer evaluation of persuasive essays – bring printed out copy to class
W 18 CH 306 Persuasive Essay Due!!!
F 20 ——— NO CLASS – FALL BREAK
M 23 CH 340 Research assignment given; background on research writing SW 336 - 74; BH 178 - 217 and 249 - 78 – how to choose and narrow topics; where to find sources; evaluating sources; citation methods; using Internet sources; etc.
F 27 CH 340 Individual writing exercises; topic proposal and preliminary division of labor due
M 30 CH 306 Plagiarism and citations methods quiz; progress check – sources, note-taking, etc.

November
W 1 CH 306 Sample research paper; progress check – notes, final division of labor due
F 3 CH 306 Trouble-shooting on research paper; progress check – thesis, more notes
M 8 CH 340 In-class work/ trouble-shooting on research paper; progress check – rough outline due
W 10 CH 340 More in-class work; final progress check before conferences
F 12 ——— NO CLASS – Conferences on research paper – in my office, CH 339-C. Be sure to show up at the time your group signed up for and to bring the following with you: at least 2 written out paragraphs–per person–that incorporate sources and the photocopied/highlighted source materials used (for a plagiarism check), notes I haven’t already checked, list of sources – in proper MLA form, outline, written out questions/ comments/ concerns from each group member.
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F 17 ———
M 20, W 22, and F 24 – NO CLASS; THANKSGIVING BREAK!!
M 27 CH 340 In-class work/ revision of practice portfolio essay of your choice
W 29 CH 340 Research papers are due!!; more practice essay revision or other portfolio work

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F 1 CH 340 In-class portfolio essay due by end of class; other portfolio work
M 4 CH 306 Optional class – in-class work on portfolios; bring questions and print versions of essays to class
W 6 CH 306 " "
F 8 CH 306 LAST CLASS DAY!!! PORTFOLIOS DUE!!!

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M 25 CH 302 Classification essay written entirely in class – bring disk and brief outline
W 27 CH 302 Classification Essay Due (at 3:30 – you may have 30 minutes to work on it today); Individual writing exercises – bring BH and disk

October

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