ENG 1001C-021: Composition and Language

Debra Valentino
*Eastern Illinois University*

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Eastern Illinois University
English 1001C, Composition and Language
Policy Statement and Course Description

Section 021, Coleman Hall 318
11:00--12:15 T, Th

Instructor: Debra Valentino
Office: Coleman Hall 315E
Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours:
T, Th 8:30—9:00
1:00—2:00
M, W, F by appointment


Supplies:
- Standard 8 ½ x 11" loose leaf paper for in-class writing.
- One double-pocketed folder (without internal brads) -- labeled on the front, right-hand corner with your name, course number (Comp 1001C), and section number (021).
- One spiral bound notebook.

E-mail Accounts: All students who do not already have an e-mail account will be expected to secure one within the first week of classes at the Student Services building in Room B12, which is downstairs in the red brick building just north of the University Union.

Course Description: English 1001C is a course in the reading and writing of expressive, narrative, expository, critical, analytical, and persuasive essays. Attention will be given to effective expression, clear structure, adequate development, the documentation of sources, and writing with a word processor. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.
Course Objectives:

- To enable students to write in the closest approximation of standard edited English in which sentences and paragraphs develop a central idea.

- To discuss and implement effective methods of organization, principles of documentation, and writing with a word processor in order to construct essays that are clear, direct, adequately developed and supported, free of ambiguity, are rhetorically sound and stylistically effective.

- To concentrate on improving skills in editing, proofreading, and revision.

- To focus on developing critical reading skills with special attention to detail for comprehension, evaluation, and analysis of source material.

Reading Assignments: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions. Further, students will be expected to generate and answer questions pertaining to the readings, and post these to our class listserv several times throughout the semester.

Written Assignments: In addition to several written exercises, assignments, and handouts, students will develop, revise, and edit essays both in and out of class. Several "workshops" will be held throughout the semester so that students may receive the benefits of peer evaluation and instructor guidance. All out-of-class essays will be due at the beginning of the class period on the date specified. In-class essays will be due at the end of the class period. Essays are expected to be completed in a timely fashion and turned in on the date due. In the case of an excused absence, the student is responsible for arranging to make up missed work—but this also must be done within a reasonable time frame, usually within a week or two of the student's return to the classroom. If the absence is unexcused (no note, no phone call, no advance or follow up notice), make-ups are not allowed.

Note: All final drafts must be submitted to complete this course. Failure to submit an essay will result in a grade of N/C (No Credit) for the course.

Attendance: Regular attendance is expected. Wisely reserve time off for the inevitable illnesses that accompany life in public institutions. Keep in mind that when an absence does occur, the student is responsible for the material covered during the absence. Use the class phone list or listserv to consult classmates regarding missed material and assignments. (For accuracy of information, you might be well advised to check with more than one classmate.) Then, if you have specific questions regarding the assignment, e-mail, visit, or telephone the instructor. Also, if you are sick, you should telephone the instructor before class to say that you will be absent, and to report visits to the Health Service. More than two absences may adversely affect one's final grade, and usually does.

Note: E-mail is not always a reliable source of communication! The server may be down, or I may not be near a terminal to retrieve your message. When it comes to attendance, use e-mail only as a supplemental means of communication.
Homework: A reading and/or a writing assignment will be given nearly every class period, and will usually be due the following class period. Roughly speaking, this will work out to be a minimum of five hours of work outside of class per week.

Make-up Work: No make-ups will be given for missed in-class exercises, unless otherwise specified by the instructor. It is the absent student's responsibility to get all class information, including schedule/assignment modifications, from another class member. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with permission, and at the instructor's discretion.

Essays / Grade Distribution: We will write and revise as many essays as time allows. Usually, this means five--eight final drafts, with a good deal of revision on each paper. Generally speaking, you can expect to submit approximately twenty-five pages of double-spaced, typed text in all. Grades will follow a standard "A" "B" "C" format, but when a student fails to follow instructions, or writes in the wrong mode (e.g., expressive vs. expository), a "N/C" (No Credit) may be given for the paper. Heavier weight will be given to those essays written at the end of the semester than to those submitted earlier in the semester.

Grades: This course is graded with a scale of A, B, C, N/C. In order to receive credit for the course, you must pass with a "C" or better. In accordance with the English Department's handout "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached), grades will be averaged by the following point system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>13 pts</td>
</tr>
<tr>
<td>A</td>
<td>12 pts</td>
</tr>
<tr>
<td>A-</td>
<td>11 pts</td>
</tr>
<tr>
<td>B+</td>
<td>10 pts</td>
</tr>
<tr>
<td>B</td>
<td>9 pts</td>
</tr>
<tr>
<td>B-</td>
<td>8 pts</td>
</tr>
<tr>
<td>C+</td>
<td>7 pts</td>
</tr>
<tr>
<td>C</td>
<td>6 pts</td>
</tr>
<tr>
<td>C-</td>
<td>5 pts</td>
</tr>
<tr>
<td>D+</td>
<td>4 pts</td>
</tr>
<tr>
<td>D</td>
<td>3 pts</td>
</tr>
<tr>
<td>D-</td>
<td>2 pts</td>
</tr>
<tr>
<td>F</td>
<td>1 pt</td>
</tr>
<tr>
<td>N/C</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

Listserv: We'll explore a new realm of technology and enjoy additional communication this semester as we connect through cyberspace. This class will have its own on-line discussion group, limited to class members, which will focus solely on English 1001C.021 class material and matters of interest. In this arena, you will be expected to generate and answer questions pertaining to our texts, the essays we are reading and discussing, and to inquire about and discuss the nature of writing as you discover it. Occasionally, I may post reading questions to this list for you to entertain in preparation for class discussion. At other times, I may give you the reading questions in class, and expect to see the answers on-line. In addition, I may share snippets of essays (with the author's approval) or send along suggestions as you draft and revise your essays. Or I may simply encourage you to freewrite or brainstorm in this exciting forum. In the end, success depends upon your willingness and ability to establish a presence by responding intelligently to any and all postings -- not only mine, but to your classmates' as well. Keep in mind that we will adhere strictly to an etiquette which encourages the play of ideas, not the display of ego. Be kind, civil, sincere. Avoid mean-spirited criticism, complaining, verbiage; but don't be afraid to write! This should be a rather relaxed atmosphere, but
one that fosters clear writing and thinking. You do not always have to respond to the discussion at hand. Occasionally, you may wish to lead the discussion in another direction. Take initiative, and make this electronic discussion group a compelling place to visit. I will tally your responses, and at the end of the semester, I will expect to see a minimum of three (3) substantive messages per student.

Theme Format: Papers should be neatly written or clearly printed on standard white 8 ½ x 11” paper. All papers should be double-spaced with 1-1 ½" margins on both the right and the left. Writing should be on the front side of the sheet only. All essays must include:

- Student name, course number and section, assignment number and name, and due date on page one, the left-hand side. Example:

  Your first and last name
  English 1001C.021
  Essay I – Diagnostic (or) Diagnostic Essay I
  Due date

- Proper pagination blocked from the right margin preceded by student's last name on all other pages. Example:

  Valentino 2

Plagiarism: Students must familiarize themselves with the English Department's statement on plagiarism. If the student has clearly plagiarized and not given appropriate credit to his/her source(s), the instructor reserves the right to award the essay in question a grade of N/C (No Credit).

According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows:

"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" (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 assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

~ DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONESTY! If you are having difficulty integrating your research, set up a conference.

Conferences: Although only one conference per semester is mandatory, a student usually gains a great deal from one on one discussions with an instructor. Feel free to arrange a time to see me as soon as questions or frustrations arise; better sooner rather than later, and not just in fulfillment of a requirement. In addition, we may have formal conferences scheduled the week of mid-term, in lieu of class.
Writing Center: The writing center is across from the computer room (CH340) in CH 301. Students of Comp 1001C are encouraged to take their writing concerns and problems to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Fall ’98 are:

Monday – Thursday  
9 a.m.—3 p.m.  
and  
6 p.m.—9 p.m.

Friday  
9 a.m.—1 p.m.

In addition, you may receive Free Tutorial Help at 581-5929.

The Writing Center web address is:  
http://www.eiu.edu/~writing

Students with disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Note: No Final Exam will be given in English 1001C.
Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines</td>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment</td>
</tr>
<tr>
<td>Organization</td>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion</td>
<td>Is organized, but not necessarily in the most logical way; has unity &amp; coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak</td>
<td>Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion</td>
<td>Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion</td>
</tr>
<tr>
<td>Development</td>
<td>Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment</td>
<td>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately/ inappropriately developed or vague</td>
<td>Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/appropriately developed</td>
<td>Does not develop main idea; may use sources inadequately/appropriately</td>
</tr>
<tr>
<td>Style &amp; Awareness of Audience</td>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</td>
<td>Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
<td>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly</td>
<td>Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
</tr>
<tr>
<td>Process</td>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments</td>
<td>Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback</td>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
</tr>
</tbody>
</table>