Spring 8-15-2013

ENG 1001G-038: Composition and Language

Tim Engles
Eastern Illinois University

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English 1001, Composition and Language
3:30-4:45 Tues/Thurs in CH 3170

Instructor: Tim Engles
E-mail: tdengles@eiu.edu
Office: Coleman 3831
Office hours: 11:00-12:00, Tuesdays and Thursdays and by appointment

Required Texts:  
Writing: A Guide for College and Beyond (3rd Edition)  
The Contemporary Reader (11th Edition)  
They Say/I Say

COURSE POLICIES AND PROCEDURES  
(read the following sections carefully; they constitute our contract,  
and I will request your written agreement to them)

Course Objectives: This course has three main purposes—to continue the enhancement  
of your writing skills as developed in high school, to introduce you to the demands of  
writing at the university level, and to bring your writing up to the university level. We  
will focus on the enhancement of writing skills by examining the relationships between  
reading, writing, and critical thinking. Hardworking students will gain skill in prewriting,  
writing, revising, editing, and proofreading strategies, and in proper documentation of  
sources; these students are also guaranteed to get better grades in future college classes.

Classroom Environment: In class, I expect all of you to participate in discussions (class  
participation will be figured into your final grade). The best way to demonstrate that you  
are active, engaged, and interested is by contributing regularly to class discussions, and  
by paying close, respectful attention to what everyone else has to say. If you have  
questions, no matter how simple or complicated, please go ahead and ask—chances are  
that other people have the same question. I do not plan to lecture in this class; I want us  
to contribute together to a positive, challenging, interesting learning environment.

In the interests of keeping everyone in class undistracted and focused, please do not read  
outside materials, chew gum, or eat food in class (drinking beverages is okay), and do  
not use a computer in class. Also, if you have a cell phone, be sure to silence it ahead of  
time, and do not check or write text messages during class. If you happen to be  
expecting an important or emergency call or text, be sure to let me know before class  
begins. Finally, as in all of your classes, refrain from “packing up” during the last few  
minutes; I will signal when the discussion is finished, and I promise to end each class by  
the time the period is over.

Regarding Writing: This is primarily a writing class, but you will do most of your  
writing outside of class. We will devote many of our class periods to various aspects of
writing, and I will respond to your essays with extensive written commentary and suggestions for improvement. **Be sure to save your graded essays.** One of your most important tools for improvement will be the comments and corrections I make in your writing; if you wish to see your writing improve and your grade go up as the semester progresses, you must pay carefully refer back to these written comments as you write subsequent essays.

Essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late. Also, you will have individual conferences with me on your writing; it will be okay to write me (tdengles@eiu.edu) if you must reschedule a conference, but if you miss one without doing so, the penalty will be ten points off the current essay assignment.

**Regarding Reading:** Since one skill you will be developing in this class is the art of textual analysis, you must give the readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes and/or an outline of the reading, and decide for yourself, before coming to class, what each author is trying to describe and bring to light. Also, to ensure that your final grade reflects your reading effort, I will give frequent pop quizzes at the beginning of class on required readings, and your final average on these quizzes will constitute a healthy percentage of your final grade. Finally, **BE SURE** to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without such readings may be marked absent.

**Grading:** Your final course grade will be either A, B, C, or NC (no credit). In other words, you must at least be writing at a C level by the end of the course to pass. While a grade of NC is not figured into a student’s GPA, a student who receives a grade of NC must take the course again. The final grade will be determined in the following way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 (in-class diagnostic—no grade, instructor’s comments only)</td>
<td>0%</td>
</tr>
<tr>
<td>Essay 2 (Reflective)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 3 (Informative)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 4 (Argumentative)</td>
<td>25%</td>
</tr>
<tr>
<td>Revised Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Participation, quizzes, daily writings, attendance:</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Missed quizzes and late papers:** At the beginning of many of our sessions, we will have unannounced quizzes on assigned reading material. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced and they cannot be made up (even if you come to class late).
Again, these quizzes are one way to award those who attend class regularly and on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz grade when calculating your grades.

Late essays will be penalized fifteen points for each day they are late.

**ATTENDANCE POLICY:** I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “Daily Schedule.” Students who do not bring a copy of the assigned reading with them may be marked absent for that day. **If you have more than three absences this semester, your course grade will drop a full letter grade for each absence beyond three.** Also, missing a scheduled individual conference without giving me prior notification will result in the automatic lowering of your grade for the project by ten points. If you have to reschedule your conference, e-mail me; I will do the same if I have to reschedule. Finally, you are responsible for all assignments, whether you attend class or not. Consider getting the phone number and/or e-mail address of one or two other students in class so you can find out about any additional missed assignments *before* you come to class.

**Regarding tardiness:** This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive for this class on time because of other commitments, drop it and take another section.**

**E-mail Activity:** Enrollment in this class requires an e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. E-mail is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. **Regular use of email is crucial for this course—if you do not send me an email message at the above address by Friday, August 23 at 3:00 p.m., I will assume that you have chosen against fully participating in the course, and I will therefore drop you.** See F AUG 23 below on the Daily Schedule for what to include in this message.

**The Writing Center:** Tutoring services at the English Department’s Writing Center are free, and students may drop in any time or schedule appointments during the Center's working hours. 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. Members of the helpful, friendly Writing Center staff recommend that you schedule consulting sessions ahead of time to ensure you get the time you want and to get a full session (40 minutes), but they welcome walk-in appointments.

If you have problems with grammar, punctuation, spelling, organization, thesis development, or other parts of the writing process, I strongly recommend that you make use of this free and valuable service. I may recommend that certain students do so. Let me know if you have any questions about the Writing Center.
Office Hours and Conferences: I will be in my office and available to consult with you on Tuesdays and Thursdays from 11-12. You do not need to make an appointment if you wish to come to talk with me during office hours. If my office hours are inconvenient for you, I am also available by appointment; let me know if you want to make one, and we’ll find a time that works for both of us.

Academic Honesty: I expect you to act with integrity in and out of class, and so does Eastern Illinois University. It is your responsibility to understand fully what plagiarism is and how to avoid it. Note carefully the English Department’s official policy statement on plagiarism (of course, the part regarding an “F” would actually be “NC” this course):

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.

Also, keep in mind that this is a “skills course.” That is, you are here to develop a skill that will help you perform better in your future college courses, and then in your career. Because the Internet is so accessible, using the writing of others, either in whole or in part, has become increasingly easy and, to some students, tempting. However, it’s also easier than ever for an instructor to catch students doing so. Again, remember that the consequences of being caught are severe, but also remember that doing your own writing in this course, while sincerely trying to improve your writing, will definitely help you in future courses. Finally, if you ever wonder whether what you’ve written borrows too heavily from another writer, just ask me to look over your work—students who didn’t think they were plagiarizing have been accused of it.

For students with disabilities: If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Disability Services (581-6583), please do so as soon as possible.
ENGLISH 1001: DAILY SCHEDULE

This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day’s reading assignment may be marked absent.

Writing = Writing: A Guide for College and Beyond
LBH = Little, Brown Handbook
TSIS = They Say/I Say

T AUG 20 Introduction to the course

• Sometime after class, and before Friday, August 23 at 3:00 p.m., send an e-mail message to Dr. Engles at tdengles@eiu.edu (see F AUG 23 below for more detailed instructions)

R AUG 22 Read before class: Gerri Hirshey’s “Tomato Lust” (handout from Tuesday)

• In-class: diagnostic writing

F AUG 23 3:00 p.m.: Deadline for sending Dr. Engles an e-mail (cftde@eiu.edu): In your message,

• since I teach several courses, explain which one you’re in (English 1001)
• describe yourself in whatever ways you choose, including your career aspirations
• After reading the above “Course Policies and Procedures” carefully on your own, write a statement in this e-mail saying that you have read and agree with them (also, if you disagree with any of them, describe those)
• explain at least two specific problems that you think you have in your writing
• finally, as in ALL college e-mail messages, put your full name at the end of it

Reflective Writing

T AUG 27 Writing, 60-75

R AUG 29 Writing, 76-91

T SEP 3 Assignment—Find a reflective essay in The Contemporary Reader that grabs your interest. Read it carefully, and bring to class a typed, one-page, double-spaced explanation of what elements, techniques, features and so on make it an example of reflective writing, as well as an especially effective example. In class: discussion of Essay Two Guidelines
R SEP 5  Comma and Plagiarism Workshop; before class, read handout from Tuesday

T SEP 10 Passive and Active Voice Workshop; before class, read LBH, 298-301

R SEP 12 Peer Review Workshop—bring to class a rough draft of Essay Two that is at least five paragraphs long

T SEP 17 Essay Two due at the beginning of class; begin discussion of Essay Three; remember to bring Writing textbook to class with you! (no pages to read for class)

Informative Writing

R SEP 19 Writing, 160-185

T SEP 24 Writing, 186-221

R SEP 26 Assignment—Find an informative essay in The Contemporary Reader that grabs your interest. Read it carefully, and bring to class a typed, one-page, double-spaced explanation of what elements, techniques, features and so on make it an example of informative writing, as well as an especially effective example. In class: discussion of Essay Three Guidelines

T OCT 1 LBH, Chapters 2 & 3

R OCT 3 LBH, Chapter 4

T OCT 8 – R OCT 10 No Class—Conferences on Final Draft of Essay Three (which is due at your conference)

Argumentative Writing

T OCT 15 Writing, Chapter 10 (pages TBA)

R OCT 17 Writing, Chapter 10

T OCT 22 Writing, Chapter 12

R OCT 24 Writing, Chapter 12

T OCT 29 Assignment—Find an argumentative essay in The Contemporary Reader that grabs your interest. Read it carefully, and bring to class a typed, one-page, double-spaced explanation of what elements, techniques, features and so on make it an example of informative writing, as well as an especially effective example. In class: discussion of Essay Four Guidelines
R OCT 31  *TSIS*, Introduction

T NOV 5  *TSIS*, Chapters 1 & 2

R NOV 7  *TSIS*, Chapters 3 & 4

T NOV 12  **No class**—Professor Engles will be available in his office (Coleman 3831) during our class period and during his office hours (2-3) to discuss Essay Four with any students who would like to do so

R NOV 14  Peer Review Workshop—bring to class a rough draft of Essay Four that is at least five paragraphs long

T NOV 19  **Essay Four due at the beginning of class**; Discussion of Essay Revision

R DEC 21  No class—conferences on essay revision

NOV 25 — NOV 29  No Classes (Thanksgiving Break)

T DEC 3  No class—conferences on essay revision

R DEC 5  Last day of class

- **Essay Revision due at the beginning of class**
- **“One-minute Grammar Lessons, Commas, and Passive Voice” Quiz**
- Tearful, heartfelt farewells

We will not meet during final exam week