Fall 8-15-2014

ENG 1001G-031: Composition and Language

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Course Policy
English 1001G-031 - Composition and Language – Fall 2014
MWF 1-1:50
Coleman 3120 (odd weeks) and 3130 (even weeks)

Ms. Terri Coleman
Office: 2110 Coleman Hall
Office Hours: TT 12noon-1pm or by appointment
Email: tfcoleman@eiu.edu

Course Description
This is a 3 credit-hour, writing-intensive course about writing in which we will do A LOT of writing.

More specifically, this is 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.

The Official Student Learning Objectives

Students will:
• Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
• Write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom they are directed (writing, speaking, critical thinking)
• Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
• Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
• Develop skills in revising their own writing by participating in peer review workshops and be revising one of their essays for possible inclusion in their electronic writing portfolio (writing, critical thinking).

In short, the goal of this course is to help prepare you for the writing you will do over the course of your college career.

Texts
• Writing: A Guide for College and Beyond. 3rd ed. Lester Faigley
• The Norton Reader. 13th ed. Lind Peterson et al.
• A Pocket Style Manual. 6th ed. Diana Hacker and Nancy Sommers
Materials

To effectively participate in class, you will need to bring writing instruments, paper, and any relevant readings to each class session.

To complete the coursework, you will also need access to a computer with word-processing capabilities and internet access. If you do not have your own computer or internet connection, you can use a computer in one of EIU’s ATAC labs or Booth Library. For a listing of labs and their hours, visit [http://castle.eiu.edu/~atac/labs.php](http://castle.eiu.edu/~atac/labs.php).

Course Requirements

Class consists of in-class writing activities, discussions of assigned readings, peer review sessions, and draft conferences. There will be seven larger writing assignments including two self-reflection letters (one at midterm and one at the end of the semester). You’ll also complete assorted quizzes, questionnaires and worksheets.

In addition to the larger writing assignments, there will be:

- **Summary and Summary/Response Assignments**
  For these assignments, you’ll be responding to something we’ve read, watched or discussed. Each summary or summary/response assignment is worth 10 points and will be graded as pass/fail; assignments that pass will earn the full 10 points while assignments that pass will earn 0.

- **Expansions**
  For these assignments, you’ll be expanding on a summary or summary/response assignment that you’ve already written. You’ll be expected to lengthen your original piece by adding new insights and/or further developing your ideas. Each expansion assignment is worth 10 points.

- **Fix-It-Sheets**
  Throughout the semester, we’ll be working to recognize and remedy patterns of error in our writing. For these assignments, you’ll edit your own writing and articulate the logic behind errors and their solutions. Each fix-it sheet is worth 15 points.

- **Draft Conferences and Peer Reviews**
  In draft conferences and peer reviews, you’ll work with your peers and the instructor to develop your writing. Your participation in conferences and peer review sessions will be worth 100 points of your cumulative grade.

Attendance, Tardiness and Late Work

This course requires interaction and participation; we’ll be talking, listening and writing to each other all semester long. Because you will receive a participation grade, your active, constructive participation in class and group work can make a positive impact on your overall grade.
**Attendance:**
Students are expected to attend every class period. **If you have more than 4 unexcused absences, you will not pass the course.** However, as detailed in the EIU Undergraduate Catalog, you may be excused for “properly verified absences due to illness, emergency, or participation in an official University activity.” If you must miss class for a school-related function or because of illness, let me know as soon as possible (preferably before the absence). **You are responsible for any absence-related missed assignments or course material.**

**Tardiness:**
Class begins promptly at the time listed on your syllabus. Any late arrival constitutes tardiness. **3 tardies = an absence.** Additionally, if you arrive more than 10 minutes late to class, you will be marked as absent.

**Late Work:**
Generally speaking, I will not accept late work. However, I will make exceptions on a case-by-case basis for extenuating circumstances (such as an illness or family emergency). As soon as you know that you might need an extension, please let me know about your situation. Helpful hint: the earlier and more thoughtfully you ask for an extension, the more likely it is that you’ll get it.

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**Communicating with Your Instructor**

Part of my job as your instructor is to be available to help you throughout the semester. If you’re having trouble with the material we’re covering or need a second opinion as you draft and revise a text (or if you simply want to make sure you’re on the right track), please pay me a visit. You should also communicate with me if you will miss class. You can drop by my office (Coleman 2110) during my office hours (Tuesday and Thursday from noon to 1pm) or, if that doesn’t fit your schedule, make an appointment to meet at a better time.

You can also reach me by email (tfcoleman@eiu.edu). I check this email at 3pm on Sunday-Friday (so if you email me at 3:30 on Friday, I probably won’t get back to you until Sunday afternoon).

To ensure that I can understand your message and that I can try to respond in a helpful way, please do the following:

- Include the course name in the subject line (so I don’t accidentally think your message is spam and ignore or delete it).
- Be specific. Use the names and page numbers if you’re talking about an assigned reading. Use days and dates if you’re asking about something that happened during a specific class period.
- Include your full name in the message. Otherwise, I might not know who you are!

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**Individualized Learning Needs**

You have got to advocate for yourself! Please use all available resources so that you can do your best work and have a productive semester.

**The Student Success Center** – Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting
goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217.581.6696 or go to Ninth Street Hall, Room 1302.

**Students with disabilities** - If you are a student with a documented disability in need of accomodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accomodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217.581.6583 to make an appointment.

If you find that you need another type of specific accommodations in the classroom (say, for example, you lose your glasses and need to switch seats to be able to see the board better), please let me know so that we can work to solve your problem.

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**Conduct, Academic Integrity and Plagiarism**

For our classroom community to function, we must all practice good manners, careful listening, respect for diverse backgrounds and opinions, and be sure we make equal time for everyone who wants to share thoughts and ideas. As such, language and behavior that is rude or abusive will not be tolerated.

Academic Integrity:
Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (http://eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

Here is the EIU English Department’s official statement no 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 own original work” (Random House Dictionary of the English Language)—has the right and 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.”

More simply put, if you present work that is not your own as yours, you will face consequences. Don’t risk it.

In this course, you’ll learn how to annotate, paraphrase, summarize, and quote written material effectively. Throughout the semester, we’ll talk about plagiarism and how to avoid it. If at any point you are unclear about plagiarism, please ask me.

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**Using the Writing Center**

I strongly encourage you to use the EIU Writing Center. It is located on the third floor of Coleman Hall in room 3110. At the Writing Center, you can meet one-on-one with a writing consultant who can help you with brainstorming, organizing, drafting and revising your papers.
They can also help guide you through incorporating sources ethically and appropriately. Sessions last up to 45 minutes.

To schedule an appointment, you can drop in the center (3110 Coleman Hall) or call 581-5929.

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**General Grading Criteria and Assignment Descriptions**

I will give you a detailed explanation of the specific grading criteria for each assignment, but in general, I will evaluate your writing in five areas: audience awareness, organization, supporting evidence and/or development, style and sentence patterns, and editing skills.

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**Extra Credit**

There will be numerous opportunities for you to earn extra credit throughout the semester. Each of these extra credit opportunities will tie into the course objectives and will, of course, involve writing. These assignments will be the only options for extra credit. **Do not ask for extra extra credit.**

(Note: you can receive 3 points of extra credit if you come to class on W 8/27 prepared to tell me who Dr. Joe Omojola is)

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**(Tentative) Composition of Overall Grade**

- Quizzes, Questionnaires, etc. 75
- Fix-It-Sheets 75
  5 fix-it-sheets (worth 15 points each)
- Summary & Summary/Response Assignments 100
  10 summary and summary/response assignments (worth 10 points each)
  (Note: there are 11 of these assignments total; you can choose not to do one or to turn in the 11th for extra credit)
- Summary & Summary/Response Expansions 30
  3 expansions (worth 10 points each)
- Conferences & Peer Review 100
- Major Writing Assignments 600
  - Midterm Reflection Letter (50)
  - Final Reflection Letter (50)
  - S-A-R (100)
  - My English (100)
  - Perception v. Reality (100)
  - Research on Writing (100)
  - Book Review (100)
- Pre-Midterm Participation 10
- Post-Midterm Participation 10

**Total** 1000

Welcome to the course. Good luck!
### ENG 1001
#### Fall 2014

All assignments and due dates are tentative

| W | Writing: A Guide for College and Beyond by Faigley |
| NR | Norton Reader |
| # | handout or online text |

### Week 1: 3120CH
- **M 8/25** 
  Introductions
- **W 8/27** 
  Introduction of Writing Assignment 1: S-A-R  
  # Diaz, “Seven Ways High School Prepares You for Failure”  
  W (19, 22-23, 26-27, 597-98)  
  **Course Policy Quiz due**  
  **Summary of Diaz due**  
- **F 8/29** 
  Introduction of Summary/Response Expansions  
  NR King, “On Writing” (443-45)  
  W (258-60, 264)  
  **Summary of King due**

### Week 2: 3130CH
- **M 9/1** 
  Labor Day (no class)
- **W 9/3** 
  W (266)
- **F 9/5** 
  # Lamott, “Shitty First Drafts”  
  **Draft of S-A-R due**

### Week 3: 3120CH
- **M 9/8** 
  Peer Review of S-A-R  
  W (51-57)
- **W 9/10** 
  S-A-R draft conferences, no class  
  **Conference Concern Sheet due**
- **F 9/12** 
  # Green, “Polyglot Stew”  
  # Green, “Language and History” (optional)  
  **S-A-R due**

### Week 4: 3130CH
- **M 9/15** 
  High Stakes Grammar  
  # Larson, “Its Academic, or Is it?”  
  # O’Conner, “Like I Said, Don’t Worry”  
  **Response to Larson &/or O’Conner**
- **W 9/17** 
  Introduction to Fix-It-Sheets
- **F 9/19** 
  Introduction of Writing Assignment 2: My English  
  NR Baron, “Who Owns Global English” (435-39)  
  W (61-62, 64-65)  
  **Baron Summary/Response due**  
  **S-A-R Fix-It-Sheet due**
Week 5: 3120CH
M 9/22  W Tan, “Mother Tongue” (84-91)
   Tan Response: Analyzing the Reading due (W 84, numbers 3 and 4)
W 9/24  # Baldwin, “If Black English Isn’t a Language, Then Tell Me, What Is?”
   Baldwin Summary/Response due
F 9/26  # Collins & Wyatt, “Whither the Southern Accent”
   Language Survey due
   Summary/Response Expansion 1 due

Week 6: 3130CH
M 9/29  NR Thiong’o, “Decolonizing the Mind” (997-1005)
   Fix-It-Sheet due
W 10/1  Peer Review
   My English draft due
F 10/3  My English due

Week 7: 3120CH
M 10/6  Introduction of Writing Assignment 3: Perception v. Reality
   # Hirsch & Logsdon, “The People and Culture of New Orleans”
   W (161-62, 194-95)
   Hirsch & Logsdon Summary/Response due
W 10/8  W Song & Cui, “Understanding China’s Middle Class” (174-78)
   W (196-97, 200-3)
   Song & Cui Summary/Response due
F 10/10  Introduce Midterm Reflection Letter
   PvR Topic worksheet due
   W (204-5)

Week 8: 3130CH
M 10/13  PvR Final Topic due
W 10/15  Midterm Reflection Letter due
F 10/17  Fall Break (no class)

Week 9: 3120CH
M 10/20  Draft conferences
   PvR Draft due
   My English Fix-It-Sheet due
W 10/22  Peer Review
   Draft Concern Sheet due
F 10/24  Introduce Writing Assignment 4: Research on Writing
   PvR due

Week 10: 3130CH
M 10/27  W (558-67, 578-83)
# Cole, “How Journalists Write”
# Ruben, “How to Write Like a Scientist”

**Summary/Response of Cole or Ruben**

**W 10/29**  
Coleman, “Dear Professor: Emailing in the Academy

**Coleman Summary/Response due**

**F 10/31**  
W (586-87)

**Interview Questions due**

**Email due**

**Summary/Response Expansion 2 due**

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**Week 11: 3120CH**

**M 11/3**  
W (593-601)

**W 11/5**  
PvR Fix-It-Sheet due

**F 11/7**  
Citation Worksheet due

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**Week 12: 3130CH**

**M 11/10**  
Completed Interview due

**W 11/12**  
Reading Questionnaire Due

**F 11/14**  
Research on Writing Works Cited due

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**Week 13: 3120CH**

**M 11/17**  
Introduction of Writing Assignment 5: Book Review

Focused Peer Review

**Research on Writing draft due**

**W 11/19**  
Scheduled Conferences; no class

**Conference Concern Sheet due**

**F 11/21**  
Research on Writing due

Book Choice due

Self Schedule due

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**Week 14: Thanksgiving Break (no class)**

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**Week 15: 3120CH**

**M 12/1**  
Bender, “Separation Anxiety”

Strayed, “Washed Away”

Kerr, “Never Let Me Go: When They Were Orphans”

**Summary Response of Bender, Strayed &/or Kerr due**

**W 12/3**  
Peer Review

**Book Review draft due**

**F 12/5**  
Introduction of Final Reflection Letter

**Book Review due**

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**Week 16: 3130CH**

**M 12/8**  
Research on Writing Fix-It-Sheet due

**W 12/10**  
TBA
F 12/12  Summary/Response Expansion 3 due

Week 17: Exam Week; Final Reflection Letter due