Fall 8-15-2014

ENG 1001-032: Composition and Language

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Eastern Illinois University

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Course Policy
ENG 1001-32
Tu/Th 2:00-3:15
3140/3210 Coleman Hall

Mr. Steven Nathaniel
Office: Coleman Hall 2130
Office Hours: Tu 12:15-1:15
Email: sanathaniel@eiu.edu

“If there's a book that you want to read, but it hasn't been written yet, then you must write it.”
-Toni Morrison

“If you aren't in over your head, how do you know how tall you are?”
-T.S. Eliot

Required Texts
The Norton Reader
Writing: A Guide for College and Beyond
A Pocket Style Manual
Handouts distributed in class

Materials
Required- A pen or pencil and paper. Bring these every day!
A journal or notebook to be turned in periodically.
Access to a computer with a word processor.

Recommended- A binder for organizing class materials
A calendar/planner
A USB drive.

Course Description
We will be working together to learn and practice writing techniques, while considering its application in academic, professional, and social contexts. We will examine writing as a form of communication that involves a specific audience and involves the transfer of many different kinds of information. We will pay special attention to the earliest stages of the writing process and the various contexts in which writing is created.
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 word 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 it is 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 the principles of documentation (writing, critical thinking)
- Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking)

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting—especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve thought, pondered, and explored beyond the surface.

Course Overview

This class will involve in-class writing activities, discussions of assigned readings, peer review sessions, conferences, revision journals, and reading responses. There will be five major writing assignments. There will also be a participation grade.

Your Instructor

In the past many of you were able to complete your work without regularly interacting with your instructors. At EIU the expectations are higher, and my recommendation is that you become comfortable asking questions, attending my office hours, and communicating with me through email. I will be available after class, and I will also make time to meet with you if you cannot attend office hours. I hope to encourage an atmosphere of collaboration, one in which we work together with our goal being the improvement of writing.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Attendance and Late Work

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official
University activity” are recognized. It is important that you contact me as early as possible when you learn of an upcoming absence. If I deem that the absence is excused, I will make arrangements for you to make-up work if possible. Unexcused absences and tardiness will negatively affect your participation grade. Four unexcused absences will result in a failure in the course.

Any late assignment, without a previously arranged exception, will be marked down 10% for each class period that it is late. As with attendance, if you expect to turn in a paper late, you should contact me as early as possible.

**Document Formatting**

Unless otherwise indicated, all class work must be typed. If an assignment isn’t typed, I will not accept it. When you submit the larger writing assignments, they should be stapled. Writing assignments will use Times New Roman 12 font with double-spacing and one-inch margins unless otherwise indicated. Any additional formatting should conform to MLA or APA standards unless otherwise noted.

**Revision Journal**

You will maintain a Revision Journal where you will reflect on each of the first five main papers. For each entry in the journal you will reflect on three different questions:

1. What is one specific writing technique (grammatical, organizational, etc.) that you did well on your last assignment? Describe why it was effective.
2. What is one specific writing technique (grammatical, organizational, etc.) you would like to improve from your previous paper(s)? Describe how it negatively affected your paper.
3. What is your plan for improving the technique? This must include one specific example from your last paper for which you write out the original and the revised versions. For techniques like organization, use outlines to demonstrate the changes.

For each of the three questions, there is no length requirement, but you will be graded for a thorough and thoughtful exploration of the technique. As you review your writing and my feedback consider the following techniques: paragraph sentence length, fragments, and comma use. The journal will be graded four times during the semester.

**Reading Quizzes**

Occasionally I will give you a quiz on your reading assignments. Each reading response will be administered at the start of class. In each response I will ask you to consider the following questions:

1. What are the main points being discussed in the assigned article or reading?
2. What is one specific part of the article that you find interesting? Why?
3. How does the article relate to your experience as a writer?
The focus of the response should be on your thoughts rather than grammar. Good responses connect ideas, ask questions, and even argue with the writer!

**Peer Review**

For each of the major assignments, students will be responsible for bringing a draft to a peer review day, with your E-number listed in place of your name. Students will participate in the writing processes of their peers, generating feedback which is both constructive and encouraging. Each peer review will involve three rounds of critique in which a different element of the paper is assessed. The rounds will function as follows:

1. **Content-** Critique of the content, including description, summary, evidence, and analysis.
2. **Structural-** Critique of organization, including paragraphing, organization, intros, conclusions, and theses.
3. **Grammatical-** Critique of grammar, including commas, spelling, citation, and word choice.

Students are expected to put a thorough effort into their reviews. Although your peers will not know that you are the commentator, I will, and I will factor your effort and respect into your grade for the activity.

**Conferences**

Although you are encouraged to schedule meetings with me as you meet challenges in the coursework, you will attend at least two conferences during the course of the semester. The first conference will be held in my office, and the second will be in class. You will be responsible for bringing all relevant materials. These materials include your revision journal, your last assignment, and your progress on the upcoming assignment.

During the conference we will discuss the previous and the upcoming major paper, your class participation, and any questions you might have. Feel free to ask any questions on writing, the assignments, the schedule, the class, the school, or relevant matters of professional life.

**Using the Writing Center**

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-on-one conferences with writing consultants can help with any part of the writing process. The consultants are experienced with all varieties of writing and have been trained to help students become better writers.

You can schedule an appointment by calling 581-5929, or you can just stop by. 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. Consulting sessions can last from 10 to 45 minutes.
Plagiarism

According to the EIU English Department:

“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.”

Each of your instructors read a lot of papers, and they know what student writing looks like. If you plagiarize, even attempting to change the style, I will probably know. If I suspect that writing has been plagiarized, I will check the paper against my resources, and I may ask you to explain your choices. I will also check papers at random for plagiarism.

Plagiarism includes a variety of poor writing choices:

- Copying (word for word)
- Paraphrasing (summarizing)
- Presenting another writer’s work (even with their permission) as your own.
- Purchasing writing online

Proper citation can be a challenge to master, and we will work together to apply it in our papers. In the case of unintentional plagiarism, by accidentally failing to properly cite all sources, a mandatory rewrite may be required. If you are struggling with proper citation, there are many resources available:

- Your Style Guide- This is part of your class materials.
- Purdue Owl- The website is owl.english.purdue.edu.
- Your Instructor- I am available through email or face-to-face.
- The Writing Center- The trained tutors are experienced with citation.

Class Conduct

Together we will work to improve our writing. In order that we maintain a strong atmosphere of collaboration, there are a number of ground rules that must be maintained:

1. Participation- Part of your grade is based on your contributions to class discussions and group work. These are not free points, but they are easy if you make an effort to speak up regularly.

2. Respect- You represent your university, your community, and yourself. Respect is bigger than you. Rudeness, vulgarity, or any violation of university policies will not be tolerated.
3. Preparedness- Coming prepared helps the classroom to run efficiently. Preparation is an easy way to save yourself a lot of extra work.

4. Open-mindedness- We all bring different backgrounds, experiences, and ideas to the class. Considering one another’s opinions and responding carefully is critical for a positive environment.

5. Discussion- We will spend a lot of time discussing writing, and we need everyone’s opinions to be involved. Recognize whether you are a loud-mouth or a mouse and stretch yourself.

6. Group work- We will often work in groups. As for discussion, think about what kind of group member you are and strive to contribute, even if it takes you outside your comfort zone.

7. Talking- Don’t be a distraction, especially to yourself.

8. Sleeping- If you are sleeping, you will be asked to leave. Bring coffee next time.

9. Cell Phones- I maintain a strict no cell-phone policy. From the time class begins to the time you walk out the door, your phones may not be used for texting, phone calls, keeping time (every classroom has a clock), or any other activity. A special request for extenuating circumstances may be made if you consult me before class. If you are caught you will receive one warning (for the year) after which you will lose a full day’s participation points.

If you have questions or concerns about any of the class policies, feel free to contact me. Some of these rules are negotiable, if their adjustment would benefit the group. We will discuss this on the first day of class.
Grading Criteria

Most of your grade will be composed of the six major writing assignments. During the semester you will have the opportunity to revise two of your papers (in addition to the required final revision.) This is not required, but it is an opportunity to improve one of your lower grades. Keep in mind that your new score, whether better or worse than the original, will replace it. A revised paper will not be available when you choose your required final revision paper. If you choose to revise, be sure to submit the paper to me by the last regular class, December 11, although you may submit it at any time during the semester.

I will use three different feedback schemes for the first three assignments: written end-comments, rubric-based, and digital track changes. After the third assignment I will give the class the opportunity to vote on their preferred mode of feedback for the fourth and fifth paper. (Feedback will not be available for the final assignment.)

My grading scheme is percentage-based, scores ranging from 0%-100%:

<table>
<thead>
<tr>
<th>%</th>
<th>Overall</th>
<th>Audience is...</th>
<th>Organized...</th>
<th>Content is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Exemplary</td>
<td>Entertained</td>
<td>Thoroughly</td>
<td>Unique</td>
</tr>
<tr>
<td>80-89</td>
<td>Strong</td>
<td>Interested</td>
<td>Well</td>
<td>Creative</td>
</tr>
<tr>
<td>70-79</td>
<td>Functional</td>
<td>Considered</td>
<td>Basically</td>
<td>Appropriate</td>
</tr>
<tr>
<td>60-69</td>
<td>Weak</td>
<td>Disregarded</td>
<td>Poorly</td>
<td>Inadequate</td>
</tr>
<tr>
<td>&lt;60</td>
<td>Assignment is not followed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**** Plagiarism results in a zero on the paper and a failure in the class.

The above criteria are basic guidelines. Each criterion may be adjusted according to the assignment. Specific grading criteria will be included with each assignment sheet.
## Breakdown of the Final Grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>In-Class Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-Work</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>In-Class Writing</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Peer Review</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Out-of-Class Writing</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Quizzes</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Revision Journals</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Major Writing Assignments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary-Analysis</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Extended Definition</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Lyric Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Genre Analysis</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Perception-Reality</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Revision</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>