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ENG 1001G-042: Composition and Language

Ray Watkins
Eastern Illinois University

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Freshman Composition Policy Statement

English 1001G, Section 42
Monday, Wednesday, and Friday 2 to 2:50

Coleman Hall 3210, Computer Room (CR) and 3140, Lecture Room (LR)

Instructor: Dr. Ray Watkins
Office: Coleman Hall 3010/309K
Office Hours: 10 to 10:50 M, F, and W, 3-3:50, or by appointment
Email address: jrwatkins@eiu.edu
Website: www.writinginthewild.com
Office Phone: 217-581-5214

Text: *Here's How to Write Well*, McMahan, Funk

Goals: English 1001G will enhance your understanding of academic research, argumentation, and writing and give you practice in each. You can review your assignment Table of Contents for a complete listing of our major writing assignments.

Specifically, you will improve your skills in the following areas:

1. Critical reading -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading, actively deciphering ideas and concepts rather than passively receiving strings of words. You want to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. Although you will be given the chance to express your own opinions frequently in this class, the process of analysis we are going to be learning is more complex and subtle than simply "saying what you think." Academic writing is less about opinions as such and more about "reasoned arguments." Knowing the difference is key to success in our class, in college, and beyond.

2. Using research -- improve your knowledge of how libraries work and how to use them. You want to familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, and librarians) as well as with online information. Reasoned arguments begin with knowing how to find and evaluate and then use good information. In addition to learning how to find information, you want to improve your skills in using that information. You can begin this process by visiting the E.I.U. Booth Library Web site, and familiarizing yourself with their services. Good research always involves knowing where to go for expert help. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Therefore, using research means finding materials, and knowing how to read them and incorporate them into your
own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized document styles, but we will be using M.L.A.. Go here to see a page of examples of M.L.A. styles for citing books, as well as a link to a page where you can find out how to cite other sorts of sources.

3. Collaborative learning -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of this course depends on the process of writing drafts and peer critiques. You want to learn how to offer honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned. One of the most important of your collaborative tasks will be peer critiques, you can go here to see instructions on how to write a peer critique.

4. Constructing arguments -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading. The better reader you are the better writer you can be. Again, one of our aims is to learn to distinguish between “opinion” and a “reasoned argument” based on carefully constructed texts, evidence, and so on.

5. Clean, smart prose -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

**Writing Assignments:** Over the course of the semester you will be required to write a series of three papers (varying from 1000 to 2000 words as the semester progresses) and to submit rough drafts and final versions for each-- due dates are listed below and on the syllabus. I will be giving out instructions as we go but you are free to review all online course materials at your leisure. All assignments will be turned in to me via email; I will return your comments the same way.

You will be asked to do a peer critique for all three first drafts of the major writing assignments (see below) and three, 300 word, self-commentaries that outline your strengths and weaknesses as a writer, and that identifies your future goals. For your own peace of mind always keep multiple copies -- electronic and or paper-- of all essays and written assignments turned in for comment.

Finally, as the semester progresses you will be building a web-site portfolio of your work which will be evaluated as one part of your final grade, see below for details. Please be aware that you must have an EIU email account in order to participate in this course. That account comes with web space, which you will also use. For information on your email account and website, on the software you will need to know, and on available labs on campus, refer to your course resources page, here.
Peer Critiques: You will be responsible for commenting on the work of your classmates and helping them with revisions of drafts. Peer Critiques will be done both verbally during class, and in writing as homework. If you are absent on the day we begin peer critiques, or the next class day when written versions are due, you will be responsible for making sure the critique is written and delivered to me and to the writer.

I will not comment on written assignments, however, if they are turned in late without proper explanation. You can review my set of instructions for doing peer critiques, here.

Other Course Requirements: You are required to attend class and to participate in all in-class work and discussion. In this class, writing is to be considered as a continuous process from the first week of class until the last, and not as a series of discrete or separate events. Rather than write papers in one long all-night session, in other words, your goal is to learn to write and to rewrite as a part of your daily routine, proceeding step by step towards a final draft.

Similarly, your goal as a reader is to learn to do your reading in small, manageable pieces on a daily basis, rather than all at once. Much of this class is done as workshops, which by definition cannot be repeated. Periodically throughout the semester you will be responsible for homework assignments that will also be counted as a part of your class participation and attendance points.

Attendance: Missed classes will necessarily be reflected in the quality of your writing and in the calculation of your grade. Four absences will result in the lowering of your attendance points; six unexcused absences will fail you in the course. There will be two required individual conferences; missing a conference will cost you five Miscellaneous Course Work points.

Late or Missed Work: As previously stated, you are responsible for delivery of all late critiques, drafts and final papers. Please note that because writing is an ongoing process of critique and revision, missed assignments can only adversely-- and seriously-- effect your final grade. There is no makeup for missed work in class or for missed writing workshops.

Grades: Final grades will be determined using the following formula.

<table>
<thead>
<tr>
<th>Major Papers</th>
<th>Possible Points</th>
<th>Due Dates</th>
</tr>
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<tbody>
<tr>
<td>Paper 1, Draft</td>
<td>3</td>
<td>September 10</td>
</tr>
<tr>
<td>Paper 1, Peer Critique</td>
<td>2</td>
<td>September 20</td>
</tr>
<tr>
<td>Paper 1, Final Draft</td>
<td>5</td>
<td>September 27</td>
</tr>
<tr>
<td>Paper 1 Total Points</td>
<td>10</td>
<td></td>
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<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Paper 2, Draft</td>
<td>3</td>
<td>October 13</td>
</tr>
<tr>
<td>Paper 2, Peer Critique</td>
<td>2</td>
<td>October 19</td>
</tr>
<tr>
<td>Paper 2, Final Draft</td>
<td>5</td>
<td>October 29</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper 2 Total Points</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Paper 3, Draft</td>
<td>3</td>
</tr>
<tr>
<td>Paper 3, Peer Critique</td>
<td>2</td>
</tr>
<tr>
<td>Paper 3, Final Draft</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Paper 3 Total Points</th>
<th>10</th>
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<table>
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<tr>
<th>Self-commentaries Total Points</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Self-Commentary</td>
<td>5</td>
</tr>
<tr>
<td>Midterm Self-Commentary</td>
<td>5</td>
</tr>
<tr>
<td>Concluding Self-Commentary</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Website Total Points</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Midterm</td>
<td>5</td>
</tr>
<tr>
<td>Final Midterm</td>
<td>5</td>
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**Attendance and Course Work**

<table>
<thead>
<tr>
<th>Attendance and Course Work Total Points</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25</td>
</tr>
<tr>
<td>Miscellaneous Course Work</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total Possible Class Points: 100**

**Scholastic Responsibility:** Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty (including possible failure in the course). If you have any questions about the use you are making of source material see me before turning in the assignment in question. The discovery of plagiarism will result
in a failing grade. Plagiarism may result in indefinite suspension from the university. If you are confused at all about this issue, please talk or email me, or speak to your advisor or another professor. You can also read more (from the University of Toronto) here.

**Teacher Comments:** In my written comments on your work, I will do my best to give you useful responses, to help you improve organization, development and support, or grammar and mechanics, word choice and style, etc. It is your responsibility to read my comments, however, to discuss them with me if you have any questions, and use them to improve your writing. I will not correct grammar for you or point out every possible technical error in a draft; instead I will mark only the first or most obvious instances I see of grammatical errors and expect you to learn the problem and work to correct it throughout all of your writing.

One of your main tasks this semester is to learn how to identify areas in which you feel you need improvement, and to work with me in applying that knowledge to your writing. To that end, I recommend that you quickly familiarize yourself with the services of the E.I.U. Undergraduate Writing Center. Remember, the Writing Center is not about trying to learn things that you should have learned in High School; the Writing Center is about finding skilled collaborators who can provide you with the sorts of assistance successful writers rely on. They won't edit your work for you, of course, but they will read with a skilled, informed eye and ear.

**Complaints:** Bring any questions you have about grades or policies to me first. Complaints we cannot resolve should be taken to the appropriate administrative official.
Paper 1: Encounters with Books

Week 1: CH3210, Computer Room, August 23-27

M Introduction to the Course / Attendance Check In

Homework: Locate http://www.writinginthewild.com

Read on Course Resources page Opening Self-Commentary (due September 3), Paper 1: Encounters With Books (draft due September 10) and 1001 Grading Scheme. Activate your EIU e-mail account, review online course materials.

W Introductions to Each Other / Self-Commentary Brainstorm

Homework: Bring your official EIU account information page and a print out of Opening Self-Commentary and Paper 1 from website.

F Technology Discussion / Self-Commentary Brainstorm

Homework: Read, in Here's How to Write Well (HHWW), Chapter 1, "The Planning Process."

Week 2: CH3140, Lecture Room, August 30 to September 3

M Planning Paper 1 / Introduction to the Annotated Bibliography / Self-Commentary and Planning / Writing Skills Focus

Homework: Read, in Here's How to Write Well (HHWW), Chapter 2, “Addressing Your Readers.”

W Writing Workshop: Audiences for Paper 1 / Self-Commentary and Audiences

Homework: Read, in Here's How to Write Well (HHWW), Chapter 3, "Useful Strategies for Developing Ideas."

F Writing Workshop: Ideas for Paper 1

Self-Commentary One Due September 3 by Email
Week 3: CH3210, Computer Room, September 6-10

M  No Class Labor Day

W  Technology Workshop: Word Processing / Email Etiquette and Attachments, etc.

F  Technology Workshop: Word Processing / Email Etiquette and Attachments, etc.

September 10, Draft 1, Paper 1, due via Email

Homework: Read, in HHWW, Chapter 11, "Reviewing the Basics of Grammar"

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Week 4: CH3140, Lecture Room, September 13-17

M  Writing Workshop / Grammar / Peer Critiques / Writing Skills Focus

Homework: Read, in HHWW, Chapter 4, "Composing Effective Paragraphs"

W  Writing Workshop / Paragraphs / Peer Critiques

Homework: Read, in HHWW, Chapter 5, "Polishing Your Sentences"

F  Writing Workshop / Sentences / Peer Critiques

Week 5: CH3210, Computer Room, September 20-24

M  Technology Workshop: Starting Your Website

September 20, Peer Critique, Paper 1 Due

W  Technology Workshop: Starting Your Website

F  Technology Workshop: Starting Your Website

Homework: Paper 1, Final Draft Due Monday, September 27

Paper 2: Family Literacy

Week 6: CH3140, Lecture Room, September 27 to October 1

M  Introduction to Paper 2: Family Literacy / Writing Skills Focus / Interviews
Homework: HHWW, Chapter 7

September 27, Paper 1, Final Draft Due

W Writing Workshop: Critical Thinking

Homework: HHWW, Chapter 15

F Writing Workshop: Troublesome Words and Phrases

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Week 7: CH3210, Computer Room, October 4-8

M Technology Workshop: Posting Your Work on the Web

W Technology Workshop: Posting Your Work on the Web / Conference Schedule

F No Class: Fall Break

Week 8: CH3140, Lecture Room, October 11-15

M Conferences

W Conferences

October 13, Draft 1, Paper 2 Due by Email.

Homework: HHWW, Chapter 6

F Writing Workshop: Revising and Editing

Week 9, CH3210, Computer Room, October 18-22

M Technology Workshop: Organizing and Polishing Your Website

W Technology Workshop: Organizing and Polishing Your Website

October 19, Paper 2 Peer Critique Due by Email.

F Technology Workshop: Organizing and Polishing Your Website

Homework: HHWW, Chapter 12

Week 10: CH3140, Lecture Room, October 25-29


M   Writing Workshop: Punctuation

Homework: HHWW, Chapter 13

W   Writing Workshop: Verbs

Homework: HHWW, Chapter 14

F   Writing Workshop: Pronouns and Modifiers

October 29, Final Draft, Paper 2 Due by Email

Homework: HHWW, Chapter 8

**Paper 3: The Facts of Class**

**Week 11: CH3210, Computer Room, November 1-5**

M   Introduction to Paper 3: The Facts of Class / On and Off Line Research / Writing Skills Focus

W   Open Technology Day / Prepare for Midterm Website Grade

F   Open Technology Day/ Prepare for Midterm Website Grade

November 5, Midterm Self-Commentary Due by Email

Homework: HHWW, Chapter 9

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**Week 12: CH3140, Lecture Room, November 8-12**

M   Writing Workshop: Using Sources

W   Writing Workshop: Using Sources

November 10, Midterm Website Due

Homework: HHWW, Chapter 10

F   Writing Workshop: Documenting Sources / Conference Schedule

**Week 13: CH3210, Computer Room, November 15-19**

M   Conferences

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Conferences

November 17, Draft 1, Paper 3 Due by Email

F Conferences

Week 14: Thanksgiving Break, November 22-26

Week 15: CH3140, Lecture Room, November 29-December 3

M Writing Workshop: To Be Announced

W Writing Workshop: To Be Announced

F Writing Workshop: To Be Announced

December 3, Paper 3, Peer Critique Due by Email

Week 16: CH3210, Computer Room, December 6-10

M Open Technology Day / Prepare for Final Website Grade

W Open Technology Day / Prepare for Final Website Grade

F Open Technology Day / Prepare for Final Website Grade

December 10, Final Draft Paper 3 Due
Final Web Site and Concluding Self-Commentary due Wednesday, December 15, Noon

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