Fall 8-15-2001

ENG 1001G-049: Composition and Language

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Course Objectives:
The purpose of this course is to enhance your writing skills, your awareness of rhetorical strategies, and your critical thinking about texts. I want you to consider writing as a private and public act with powerful consequences. Since we learn to write by writing and reading, we’ll be engaged in both activities. You will write personal and academic essays in this course; both components should merge in the preparation of your final research paper. I’d like to see you produce writing that is fluent, coherent, thoughtful, and lively.

Required texts:
Axelrod and Cooper, *The St. Martin’s Guide to Writing*
Fulwiler and Hayakawa, *The Blair Handbook*
Kennedy and Aaron, *The Bedford Reader*

Course requirements:
1. A journal (you’ll write in your journal for 10-12 minutes every time we meet in class)
2. Three review essays (one-page, typed, double-spaced)
3. Four essays (typed, double-spaced, with 1” margins on all sides, a title for the essay, your name and course number placed on the left-hand side of page 1). One of these essays will be an in-class one. Essays have to be turned in on the assigned dates. If an emergency prevents you from turning in your work, you need to let me know! Late essays will be “downgraded” (one point for each day they are late).
4. One research essay

General guidelines for the review essays:
You have to choose the essay. Look for essays in Kennedy or Axelrod, preferably one using the modes and strategies of the essay you’re supposed to write. You can also discuss essays from other sources (but provide me with a copy).
Your one-page review should offer the following:
1) A summary. Briefly describe what the essay is about, mention the primary rhetorical mode used (narrative, descriptive, persuasive, etc.), and give some sense of the essay’s purpose or thesis (what is the writer trying to tell/show/prove?). Incorporate at least 1-2 quotations from the essay.
2) An analysis. Discuss the strategies the author has used to develop his/her essay (use of descriptive details, sensory details, figurative language, images, symbols, metaphors, similes, narrative suspense, interesting dialogue or structure, etc.). In the case of persuasive essays, comment on whether or not the argument is sound/logical, see if the
writer has considered both sides of the issue, and consider what kinds of evidence is offered to support the argument.

3. Your response: Evaluate the essay. What are its general strengths and weaknesses?
4. The title of your essay should appear in correct documented format (use the MLA style)

There are no midterm or final exams in this course.

Grading Policy:
Reviews and journal: 20%; four essays: 60%; research essay: 20%

Attendance policy:
If you have more than two unexcused absences during the semester, your grade for the course will be lowered by one point. If you are ill or have to take care of an emergency, please CALL (see phone numbers above) and let me know.

Conferences:
You'll have at least two conferences with me during the semester, but feel free to stop by my office to talk about any other problems or questions you may have. If my office hours are not convenient for you, we can find a better time to meet.

Writing Groups:
You'll be placed in a writing group of four people. You'll meet with members of your group frequently in class to discuss your essays.

The Writing Center:
Located at 3110 Coleman Hall, the Writing Center is a great resource. Tutors are available to discuss your paper with you and provide assistance. The hours are M-TH: 9 am-3 pm and 6-9 pm; Fri: 9 am-1 pm; phone: 581-5929. You can walk in, but it's better to call ahead and make an appointment.

Other policies:
The English Department's policy on plagiarism states that “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 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."

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
Electronic Writing Portfolio:
Please refer to the attached relevant page to learn about the EWP. To learn more about the EWP, check the website: http://www.eiu.edu/~assess
Try to attend one of the presentations given on the EWP: Monday, Oct. 15 at 4:00 p.m. in the Effingham Room of the MLK Union or Tuesday, October 16, 2001 at 5:00 p.m. in the Effingham Room of the MLK Union.
It is your responsibility (not mine) to follow the procedures necessary to file one of your essays.

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Class Meetings and Syllabus:

August 21: Introduction to the Course. Diagnostic essay.

August 23: Axelrod, Chapter Two

August 28: Discussion of assignment # 1 (autobiographical writing)
Axelrod, annotating, pp. 530-537.

August 30: Review # 1 is due
Axelrod, Chapter Three in Axelrod (be prepared to discuss “Uncle Willie” by Maya Angelou and “Father” by Jan Gray”)

September 4: Writing Groups. Bring three copies of your first draft of Essay #1.

September 6: Chapter Four in Axelrod (be prepared to discuss “Inside the Brain” and “The Last Stop”)

September 11: Essay # 1 is due. Visit to the Library.

September 13: Discussion of assignment # 2 (analysis of place and process; the interview)
Saukko, “How to Poison the Earth” in Kennedy; Axelrod: pp. 172-177 (the interview process)

September 18: Discussion of papers.

September 20: Tannen, “But What Do You Mean?” and Ericsson, “The Ways We Lie” (classification)
September 25: Writing Groups. Bring three copies of your first draft of Essay # 2.

September 27: Essay # 2 is due. Axelrod, Chapter 5 (be prepared to discuss “Love: The Right Chemistry” and “Cannibalism: It Still Exists”)

October 2: Conferences in my office

October 4: Conferences in my office

October 9: Review # 2 is due.
Discussion of assignment # 3 (Proposing a Solution)
Axelrod, Chapter 7 (be prepared to discuss “Ten Is a Crowd..” and “Birth Control in the Schools”)

October 11:
Discussion of “More Testing, More Learning” (Chapter 7 in Axelrod); Swift, “A Modest Proposal” in Kennedy

October 16:
Writing Groups. Bring three copies of your first draft of Essay # 3

October 18:
Axelrod: Chapter 8. Essays we’ll discuss: “Working at McDonald’s” and “Asthma on the Web”

October 23:
Essay # 3 is due. Axelrod, Chapter 9. Essays: “Why We Crave Horror Movies” and “Why Boys Become Depressed”

October 25:
Discussion of essays

October 30:
Discussion of assignment # 4 (justifying an evaluation by speculating about causes)
“Why We Need Miss America” (Chapter 9 in Axelrod), “Cyberspace for All” in Kennedy

November 1: Conferences in my office
Turn in review essay # 3

November 6: Conferences in my office
November 8: Writing Groups. Bring 3 copies of your first draft of Essay # 4

November 13: Turn in Essay # 4
Discussion of the research paper. Chapter 20 and 21 in Axelrod

November 15: Chapters 20 and 21 continued

Thanksgiving Break

November 27: Discussion of essays

November 29: Discussion of research papers. Axelrod, pp. 727-735.

December 4: In-class writing

December 6: Turn in Research essay. Evaluation.
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.

### Guidelines for Evaluating Writing Assignments in EIU's English Department

<table>
<thead>
<tr>
<th>Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td><strong>Focus</strong></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>
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<tr>
<td><strong>Organization</strong></td>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherency, 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>
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<td><strong>Development</strong></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/inappropriately developed</td>
<td>Does not develop main idea; may use sources inadequately/inappropriately</td>
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<td><strong>Style &amp; Awareness of Audience</strong></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>
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<td><strong>Mechanics</strong></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><strong>Process</strong></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>
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To Submit to the Electronic Writing Portfolio

Information for Students:

Submissions must be made from your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it.

Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, save the form to a floppy disk as lastnamesubform.rtf (e.g., smithsubform.rtf).

Click on CASA’s email address at the top of the form or address an email message to casa2000@www.eiu.edu. Attach the completed submission form and your document to be submitted to this email message. Your document should be saved in rich text format (RTF) and labeled lastname.rtf (e.g., smith.rtf). Make sure you remove your name and other identifying information from the document you submit. If www.eiu.edu/mymail is being used, you will need to scroll down past the message area to attach the second document. Add your name (last name first) for the subject line of the email message and send the message to CASA.

CASA will forward your document and form to your professor for assessment. If your submission is incomplete or not approved by your professor, you will receive an email to your eiu.edu account indicating what is wrong and asking you to make corrections and resubmit. After your professor has approved your submission, you will receive e-mail verification. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

The student’s submission form and document will come to your eiu.edu e-mail account with two attachments in the e-mail.

If you agree that this document is ready for submission, you certify that the document is fine to submit by clicking on the submission form that was attached with the writing sample and completing the “Instructor’s Assessment.” Please make certain that you check only one box for each question. Following the instructions on the submission form, return this form and the student’s document to us in a single e-mail message at casa2000@www.eiu.edu.

If you do not agree that this document is ready for submission, check “not competent” and return the form and the document to CASA at casa2000@www.eiu.edu. CASA will then send a standard e-mail message to the student indicating that the instructor did not approve the document and instructing the student to contact his/her professor.