Fall 8-15-2004

ENG 1001G-051: Composition and Language

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Eastern Illinois University

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English 1001, Composition and Language
Fall, 2004

Instructor: Tim Engles
Office: Coleman 3831 Phone: 581-6316
Office hours: 3:30-4:30, Tuesdays and Thursdays
E-mail address: cftde@eiu.edu

Required Texts:  
American Voices: Culture and Community (fifth edition)  
The Blair Handbook (fourth edition)

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, speaking, listening, and critical thinking. Upon completion of this course, the successful, hardworking student will have gained skill in prewriting, writing, revising, editing, and proofreading strategies, and in conducting and correctly documenting library and internet research.

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. Finally, please do not chew gum, eat food or read outside materials during class, activities that are too distracting to others—drinking beverages is okay. If you wear a cap to class, please wear it backwards so we can see your eyes.

Regarding Writing: This is primarily a writing class, but you will do most of your writing outside of class. We will devote some of our class periods to various aspects of writing, and I will respond to your essays with extensive written commentary and suggestions for improvement. 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.

Also, note that we will be using Word in this class (not Works or WordPerfect). If you have your own computer and it doesn’t have Word, that’s okay. We have new computers
in our lab that are still being set up, and you will soon be able to access a web site that will open Word for you on the Internet. There will be no need for any type of computer discs in this class; you will be saving your papers instead in a folder on our classroom files, as well as sending them to Dr. Engles as e-mail attachments. I also recommend sending backup files of drafts and final papers to yourself as attachments.

Something else to keep in mind for later in the semester: This university requires that each student build an “Electronic Writing Portfolio,” which will include samples of the student’s writing over the course of his or her university experience. Students will be responsible for electronically adding essays to their portfolios, with their instructors’ assistance. Incoming freshman will be required to submit four essays to their portfolios, one per year over the course of their degree program. The essay you submit for the first segment may or may not be an essay written for this course—it could be one from English 1002. If you decide to submit an essay for this course, you can find further information about how to do so at the online PAWS registration site. Finally, you are welcome to ask Dr. Engles if you have any further questions about this portfolio.

**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.

**Grading:** Your final course grade will be either A, B, C, or NC (no credit). Students 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>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>0%</td>
<td>Essay 1 (in-class diagnostic—no grade, instructor’s comments only)</td>
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<tr>
<td>10%</td>
<td>Essay 2</td>
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<tr>
<td>20%</td>
<td>Essay 3</td>
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<tr>
<td>20%</td>
<td>Essay 4</td>
</tr>
<tr>
<td>30%</td>
<td>Essay 5 (research essay)</td>
</tr>
<tr>
<td>10%</td>
<td>Average of Graded Peer Reviews</td>
</tr>
<tr>
<td>20%</td>
<td>Participation, quizzes, and attendance</td>
</tr>
</tbody>
</table>

**Missed quizzes and late papers:** We will have unannounced quizzes on course reading material at the beginning of many of our sessions. 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.

Essays will be sent to Dr. Engles as e-mail attachments formatted in Word (more on how to do this soon). The 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 (including those sent late on the due date—the first fifteen-points-off day begins thirty minutes after the deadline listed on the Daily Schedule below). If for some reason you want to send an essay before it is due, you may do so. Also, you will have individual conferences with Dr. Engles on your writing; it will be okay to call Dr. Engles (581-6316) if you must miss a scheduled conference, but if you miss one without doing so, the penalty will be ten points off the current essay assignment.

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.” More than three missed classes will lower your class participation grade (which is 20% of your final grade) to an F. Missing class frequently will also harm your grade on the reading quizzes. 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. Finally, you are responsible for all assignments, whether you attend class or not. Get the telephone number and/or e-mail address of one or two other students in class so you can find out about missed assignments before you come to class.

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. Getting an email account is crucial for this course—if you do not send me an email message at the above address by Friday, August 25 at 3:00 p.m. to confirm that you have established an account, I will assume that you have chosen against fully participating in the course, and I will therefore drop you. In your message, describe yourself in whatever way you choose, and also write a statement to the effect that you have read and agree with these course policies and procedures. I will use the address you use to send me this message to subscribe you to the class listserv.

The Writing Center: Free one-on-one help is available at our Writing Center. The highly qualified tutors are there to help you with organization, essay development, grammar, punctuation, and other problem areas. They are not proofreaders, though; think of them as free writing tutors who can offer you expert advice on specific problem areas in your writing.

Office Hours and Conferences: I will be in my office and available to consult with you at the hours I’ve specified on the front of the syllabus. 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 is convenient for both of us.

**Saving Your Files:** You will need to revise and/or correct much of the work you do over the course of the semester. When we first work together in the lab, I will show you how to save your work in our class folder, and how to send it yourself as an e-mail attachment. It’s important that you do both of these consistently; otherwise, you’ll end up wasting your time retyping (or rewriting) assignments that you’ve lost for one reason or another; given problems with the new networks on campus, there may be times when you will not be able to access one or the other copy of your essay. If you have a personal computer, you should also save essays drafts there. “The computer ate it” or “The network wasn’t working” are not acceptable excuses for failing to turn in an assignment by its deadline. Backing up files in multiple locations is the only way to be sure you won’t lose a file. Finally, to avoid confusing yourself, get in the habit of overwriting old versions of an essay when you can, and of keeping track of which version of an essay is most recent.

**Academic Honesty:** I expect you to act with integrity in and out of class, and so does the 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” does not apply to 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. With the advent of the Internet, using the writing of others, either in whole or in part, has become increasingly easy and, to some students, tempting. 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 the future. Finally, if you ever wonder whether what you’ve written borrows too heavily from another writer, just ask me to look at your work—students who didn’t think they were plagiarizing have been accused of it.

**For students with disabilities:** If you have a disability and wish to receive academic accommodations, let me know; also, if you haven’t contacted the Coordinator of Disability Services (581-6583), do so as soon as possible.
Confirmation: Again, once you have thoroughly read this document ("Course Policies and Procedures"), send me an e-mail message that describes yourself and confirms your understanding of and agreement with the policies stated in this course description. Send this message as soon as possible; the deadline is Friday, August 27, at 3:00 p.m. Send it to me at

cfde@eiu.edu

If you do not send me this message, I will assume that you do not want to remain in this course.

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.

AV: American Voices
BLAIR: Blair Handbook

Computer Lab (CH 3120)

T AUG 24 Introduction to the course, including demonstration and practice of procedures for essay submission

After class, and before Friday, August 25 at 3:00 p.m., send an e-mail message to Dr. Engles at cfde@eiu.edu describing yourself in whatever ways you like and confirming that you have read and agree to our “course policies and procedures”

R AUG 26 In-class diagnostic writing, based on Gerri Hirshey’s “Tomato Lust”

F AUG 27 3:00 p.m.: Deadline for sending Dr. Engles an e-mail (cfde@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 what specific, particular problems you think you still have in your writing
- finally, as with ALL e-mail messages, write your name at the end of it, as you would in a letter
Discussion Room (CH 3130)


F SEP 3  4 p.m.: Deadline to Drop a Course with No Grade/No Charge

Computer Lab (CH 3120)

M SEP 6  No classes (Labor Day)

T SEP 7  AV: 61-74; discuss paper topics

R SEP 9  In-class Writing Session (work on your essay during class)

Discussion Room (CH 3130)

T SEP 14  Peer Review Workshop; before class, read BLAIR, “Paragraphs,” 332-42

Peer Review of your partner’s Essay One must be sent to your partner AND to Dr. Engles by 5 p.m. Wednesday night (penalty for not doing so: 10 points off your own paper’s final grade)


F SEP 17  Essay One must be sent to Dr. Engles by 8 p.m. tonight

Computer Lab (CH 3120)

T SEP 21  AV: Readings to be announced; the rest of this Daily Schedule will be completed and handed out soon . . . .