

Spring 1-15-2014

ENG 1001G-010: English Composition & Language

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English Composition & Language

(Comp I) – Syllabus

Section Instructor: William Feltt

Office: CH3762

Office Hours: 1-2 MWF & 3-4:30 MW

Phone: NO PHONE – USE D2L EMAIL ONLY! Print the syllabus and schedule for easy reference.

E-mail: D2L email (works only in D2L), wefeltt@online.eiu.edu; EIU email, wefeltt@eiu.edu (use this email only to report your absence or other urgent issue).

READ this syllabus carefully. You are required to familiarize yourself with its contents!

Course Description

(3-0-3) Graded (A, B, C, N/C) 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. WC Prerequisites; Notes: ENG 1000 or proficiency in basic skills as determined by the English Department. Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement. Credits: 3

On Writing:

To learn to write well, you must practice the craft and read broadly. Those two elements are the best teachers – no more than these.

Course Notes:

- D2L will hopefully become your best friend. This is my third semester using it, and my first and second semester using the LMS was a good experience, although some of my students would disagree. Obviously, D2L has its limitations along with its strengths. However, if you follow directions carefully and post your essays where in the proper dropbox and post them on time, there should be little confusion.
- Outside of class, we will communicate using the **D2L** built-in email.
- Use my EIU email address only in an emergency. But I will check **both** emails daily.
- DO NOT send your essays as attachments to the either email address. You will post them to assignment dropboxes on **D2L**, unless I request another delivery method. I will delete emailed essays without reading. Essays must be submitted through D2L so that they are processed through the system's originality checker. This facilitates the revision-based process of evaluation of your writing, upon which this course is based.
- I will not accept paper essays in class (more on that later).
- Essays will be due in electronic format no later than midnight of the due date.
- Essays submitted at even a minute past due date/time will receive a 10 percent deduction (see section on late submissions below) and 10 percent for each additional day late, up to 30 percent.
- Essays more than three days late will NOT be accepted so please don't submit them, even if the appropriate dropbox is accessible. Essays submitted beyond the final course date will not be accepted.
- Use Microsoft Word format (.docx) exclusively as your word processing program. If your computer does not have Word installed, the **library** and **Triad**, along with other campus resources, have computers available with MS Word installed.

- Submit files in Word's default format (.docx).
- I will **NOT ACCEPT** essays pasted into the message window of the email, should that be the assigned format.
- You must also turn in the "marked copies" of your essay with the revisions marked in yellow highlight, like this. **We will discuss how you will accomplish this miracle in class.**
- Each Sunday, post your journal entries in the appropriate dropbox (more on journaling below).

Assignment details (subject to change)

Journaling

- Required daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on **D2L**. The best way to do this is to create a document using MS Word each week and store it to your hard drive. Record seven entries and turn them into the D2L journal dropbox at the end of the week. Other students cannot see your entries so do not be shy. I can, however, but will not read them unless you ask.

You must make 100 entries (no more than two per day) over the course of the semester to earn the full score of 10 points (i.e., 90 entries = 9 points; 80 = 8 points). Each entry must be substantial. That means entries must be 100 words in length and delve into something other than your daily habits.

"Got up at 10. Brushed teeth. Had cereal. No milk. Had to eat it dry. Yuck" is not a substantial entry.

Entries must concern something that impacts your life or society. Details are important and will help you understand your thoughts and feelings on a subject.

You could write about relationship problems and what you will do to solve those problems, or on the military operations of the United States. Perhaps you have served as a soldier and are troubled by your experience, or you could write about a loved one or friend who has enlisted. This may seem pointless, but I assure you, it will make you more comfortable with the writing and improve your writing skills.

Essays

- Four essays: To get an idea of how I will evaluate your essays, see the English Department's master rubric, which you will find at the end of the schedule below. You will also receive a more detailed essay prompt to help guide you in completing a successful essay. I will give feedback on all your essays except for the final essay. If you require feedback on the final essay please let me know, but you may use that essay as one of the university-required essays submitted to D2L.
- Peer Editing — You will be required to assist your classmates in improving the quality of their essays. Some of these will be ungraded assignments but nonetheless important. You must also participate in classroom discussion and activities. **You are required to participate in classroom discussion.**

Revision-based process: We will take a revision-based, multi-tiered approach to writing. That means, for most essays, you will receive a grade for each of two drafts. The first draft will count for 70% of the essay grade, while the final will be worth the other 30%. That does NOT mean that mediocre will pass for the first draft. It should be greatly focused, with all required parts in place, free of all grammatical, mechanical, punctuation and spelling errors. You will post these drafts on D2L. Each of you will sit down with me, in my office, to conference over that first draft. I will make suggestions, point out

problems and errors in your text, and repost your essay on D2L. You will then make corrections and improvements to your essay and repost your essays in the appropriate dropbox. And, of course, highlight revisions in yellow. Otherwise I cannot readily see or judge your ability to revise or rewrite your essay. Those things – rewriting and revision – round out your ability as a college writer.

More on required essays

Students try to guess what their instructors want in an essay, and most of them never answer that question. This section on essay content seeks to answer that question—at least for this course.

Along with other writing assignments, you will write two general types of essays in this class – open and closed form. Open form essays are ... well ... open. They spring largely from personal reflection. The first one will be a descriptive essay whereas the second will be a narrative. Although they are open, they will be based on general guidelines that I set (those guidelines can be found on D2L).

The other two major essays will be closed form essays. That is, you will closely follow a preset structure ... to a point. The first will be a comparison and contrast. The final essay will be a persuasive essay with a research component. Both have set formats, to an extent. They both require a thesis statement and must follow a formal style. Among other characteristics, they should NOT contain contractions, first- or second person point-of-view (“I” or “you”), slang or informal language in general.

However, open and closed form essays alike must be clean of spelling, grammar and punctuation errors. That means you must make multiple revisions and proofread closely. I will not be kind to essays filled with mechanical errors, so you must utilize the handbook (*Little, Brown*), which was issued you at the beginning of the course, to help you fix these kinds of errors. Worse, if you do not follow the advice I provide, your essays will be graded harshly. For example, if I mark that you have a problem with comma splices on your first essay, but you continue to make comma splices on subsequent drafts, I will deduct two, perhaps three times the number of points for these errors as I normally would.

Grading

The following scale may not include all assignments. I will calculate your essay grades according to the following scale:

Points earned	Equals grade earned
9-10/10 (for shorter essays 1-3) 18-20/20 (for longer final paper)	A
8-8.9/10 16-17.9/20 (for final paper)	B
7-7.9/10 14-16.9/20 (for final paper)	C
6-6.9/10 12-13.9/20 (for final paper)	D
<5.9 < 11.9 < (for final paper)	F

• Narrative + Descriptive + Compare/Contrast = Total of 30 pts. (10 pts. ea.);
 + Persuasive/Research = 20 pts. Total of four Essays Score = 50 pts.

Final-Grade Percentage Scale (point totals may vary and exceed 100): A=90-100%; B=80-89%; C=70-79%. No Credit=69.9% or less. If you receive a NC (no credit) you must retake the course. You will not receive a midterm unless you're in danger of getting a D or an F (NC). Participation can mean the difference between an A and B.

Other assignments and their scores:

- In-Class exercises (5 points each) • Peer Editing (5 points each)
- Team Presentation (15 points) • Journaling (Calculated at end of semester, 10 points possible).

For your convenience, I have provided a table so that you can track your score throughout the semester:

Assignment	Earned/Possible	Grade
Descriptive Essay (10)	/10	
Reaction Essay (to BFC)	/10	
Narrative Essay (10 pts.)	/10	
Comparison/Contrast (10)	/10	
Final Persuasive/Research (20)	/20	
5 In-class or homework assignments (including Peer Editing) (5 points each)	/25	
1 Presentation (15 points)	/15	
100 Journal Entries (Calculated one-tenth of a point per entry)	/10	
Total	/110	

** Additional points may be added as needed **

Course Requirements

The keywords for this course could be process and personality. You will learn how to improve your writing through attentiveness to a process – your process – that will yield a clear, cohesive and effective final product.

You may subscribe to the myth that writing is a one-shot deal, etched in stone, static, etcetera, etcetera. Done means done. Right? Not so fast. You will undoubtedly discover more needs to or must be done. That means you will be required to revise your essays. You will revise ... revise ... revise ... and – you guessed it – revise, alas, to fall well short of perfection.

You will also see how through the development of your papers and daily journaling good writing evolves through stages. Oh yes. We will sneak in some grammar and other mundane lessons along the way.

You may not see how D2L can help you achieve the kind of quality of which I speak. But it does help facilitate it by offering the option of uploading draft copies. However, if you are not familiar with D2L, I highly recommend you sign up for one of the of the D2L orientations available through CATS. You will need to familiarize yourself with D2L to facilitate navigation using the online tools. After all, you will need to log on to D2L to find feedback and grades.

You will submit your essays only in electronic format. I will give you more details on how to do that during class. **Essays attached to emails or pasted in the window of the message window will NOT be recognized or acknowledged.**

Essay assignments:

- Four essays:
 - Narrative Essay
 - Descriptive
 - Comparison-Contrast
 - Final Persuasive/research.

Essays will be of varying length and complexity.

- Reading textbook assignments participating in class and team discussions.
- Journaling.
- In-Class exercises.
- Peer Editing – You will be required to assist your classmates in improving the quality of their essays
- Conferences – Team and one-to-one

Instructor Policies

• Late Assignments

Submitting assignments: All essays will be submitted electronically no later than midnight (or the time/date due listed in D2L). An essay received at 12:01 a.m. or later will be subject to percentage deduction, as follows:

Late assignments: For each day late, your paper will receive a 10 percent deduction. Papers will not be accepted beyond midnight (or time slated) of the third day and will receive a zero.

If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. No exceptions. If you are ill, we will make mutually reasonable arrangements to complete missed assignments, but essays will still be subject to these deductions.

In the normal course of things, I will not accept any work after the last day of class.

• Attendance

Be in class. To gain full benefit from the class, you must be present at all classes. I have established the following simple attendance policy:

Except in rare instances, you are expected to attend class. However, I **may** excuse some absences, such as documented University-sanctioned absences and physician-verified illnesses. **Absences will be excused entirely at my discretion.** And, you are responsible for asking a classmate what we did during class.

So miss as many classes as you wish. Just remember, **if you miss five classes, you will lose 10 points from your point total.** That could equal nearly a full grade level. In other words, if you accumulate 10 absentee points, a grade of A could slip to a B, a B to a C, and a C to an NC (non-credit), which means you must retake the course. **NO EXCEPTIONS.**

*Absences for court appearances are not excused under any circumstances.
Bereavement absences are acceptable, if verified.*

If you know in advance of excused absences, again you must submit work before the absence.

To pass this course, you must earn a C. Those who earn a D or an F must retake the course.

Unless you are earning a D or an F, you will not receive a Midterm grade.

• **Tardiness** – Please do not interrupt class with excessive tardiness.

My tardiness: If the occasion arises that I am late for class, **please wait 10 minutes before leaving.** If

you leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of my absences beforehand.

- **Conflicts**

Disagreements among students may occur; they often do. But I expect that we all treat each other with respect. That means, you should address the issue, not criticize the person.

- **Use of Technology – personal or classroom**

Do not use smart phones or even dumb ones in class. Keep them put away and silent during class. In addition, computers are to be used only for class-related activities. I will ask you to leave class and count your absence as unexcused for the day, if you,

- Look at or use your cell phone

- Use any computer, including your own laptop or the computer provided for you in the lab, for any purpose unrelated to the current class discussion or task.

Other

- STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583).

- STUDENTS WHO HAVE AN ACT SCORE IN ENGLISH OF 14 OR BELOW, OR WHO HAVE NO TEST SCORES ON FILE WITH THE UNIVERSITY, MUST PASS ENGLISH 1000 BEFORE ENROLLING IN ENGLISH 1001G.

Need help with a writing assignment? I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. 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.

Desired Learning Outcomes (not necessarily all inclusive)

To practice academic writing skills. (The Process of Writing)

All essays will be written in academic format, conforming to MLA style guidelines. You will also learn and practice the format of a formal argument.

To identify a personal writing process. (The Process of Writing)

We will discover how you approach the process of writing – are you a plunger-on or a planner? And, then fine tune your process to get the most out of it.

To apply various rhetorical strategies. (The Process of Writing)

You will use narration, description, comparison and contrast, and persuasion to communicate your ideas clearly and succinctly.

To develop skills in critical reading/thinking skills (Developing Critical Thinking Skills)

You will question the writing of authors from culturally diverse course materials as well as the writing of your classmates.

To collaborate with your classmates on team projects. (Collaboration)

You will be placed on a team and prepare a presentation. Expect to function smoothly, cooperatively and equally on your team.

To learn how to navigate and participate in a partial online learning environment. (Developing Technical/Online Skills)

Working in D2L and other online forums (as needed and assigned) will supplement classroom activities, not replace.

To expand your horizons through diverse reading. (Developing Critical Thinking Skills)

The course reading will reflect historically, socially, and culturally relevant issues. Your reading will also guide you as you develop your writing skills. We will spend little time on rehashing the reading in class, but you will still be required to read and understand the material. If you have questions about your reading, ask me. I should see the evidence of your careful reading emerge in your writing.

To develop skills in editing, revision and proofing. (The Revision Process)

You will be expected to submit multiple drafts, reflecting a process that includes revision and proofing, and you will help your classmates to improve their writing skills.

To improve upon mechanical skills (The Revision Process)

We will discuss these concerns, and you may be quizzed on grammar and sentence structure.

Textbooks

Title : *Writing: A Guide for College and Beyond*, 3rd ed.

Author : Faigley

Publisher : Pearson Education, Inc.

Edition/Year : 3rd/2012

Type : Required resource

Title : *The Little, Brown Handbook*

Author : Fowler, Ramsey H. & Jane E. Aaron

Publisher : Pearson

Type : Required resource

Title : *The Contemporary Reader*

Author : Goshgarian, Gary.

Publisher : Pearson

Type : Required resource

Plagiarism: Avoid at all costs

•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 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.

If you commit any of the following, you could be plagiarizing:

-Buying a paper from a paper mill (duh);

-Asking someone else to write your paper (double duh!);

-Using a paper with words, phrases, sentences, or ideas found in your or another student’s work (not

always so obvious);

-Summarizing or quoting someone else's words without giving that person proper credit (tricky).

If you have any questions about plagiarism, please contact me **BEFORE** you turn in the paper.

Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course, or worse.

D2L gives me the ability to compare your writing to millions of other academic essays, published or submitted in thousands of other classrooms. From that process, the originality checker will generate a report consisting of percentages; the higher the percentage, the more your essay matches parts of another essay(s).

Course Schedule

(Only a guide to the semester and subject to change without notice)

Week	Assigned Reading/Activity (ALL SUBJECT TO CHANGE)	Deliverables See the textbook key at the end of the schedule
Week 1 – Jan. 13	<ul style="list-style-type: none"> • Overview of syllabus • Questions and answers • Movie: <i>Freedom Writers</i> (123 min) • Read: <ul style="list-style-type: none"> - Part I "The Writer as Explorer," Chs. 1-5 *, in <i>Writing</i>. - Introduction of <i>The Contemporary Reader</i>, pps. 1-37. <p>* Complete ALL reading assignments; they will provide you with the tools to succeed in this course and beyond.</p>	<ul style="list-style-type: none"> • Diagnostic paper. Subject: What was your most difficult writing assignment? What made it difficult? How did you solve those difficulties? What would you have done differently? Written in class. (This is not a graded assignment, but it is required.) • Begin journaling the first day of class.
Week 2 – Jan. 20 NO CLASS MONDAY – ML KING'S BIRTHDAY	<p>NO CLASS MONDAY – ML King birthday</p> <ul style="list-style-type: none"> • Discuss movie • Make sure you read last week's reading. • For next week, read: <ul style="list-style-type: none"> - Part 2: Ch 6 "Reflections" and - Ch 7 "Observations," both in <i>Writing</i>. - Format and guidelines of descriptive paper provided (Paper is due in Peer Editing sessions next Wednesday). 	
Week 3 – Jan. 27	<ul style="list-style-type: none"> • Discuss challenges you may be have encountered while writing descriptive paper. • Descriptive papers due for peer editing Wednesday (Peer edits will be graded). • We'll schedule conferences for next week. • Group discussion questions – to be completed before the movie <i>Bowling for Columbine</i> is shown (beginning Feb. 17) but after individual conferences next week. • Also, assignment to teams. <p>* Remember to post your essay</p>	<ul style="list-style-type: none"> • Wednesday: Peer editing form (Share comments with writer but turn in Peer Editing form). • FINAL PAPER PROPOSAL: This final persuasive-research essay will not be due until the end of the semester, but you must decide on a topic now; one-page proposal due next week.

	<p>electronically BEFORE YOUR CONFERENCE with me. I will tell you how to do it beforehand. Also bring a hard copy of your essay to your conference.</p>	
<p>Week 4 – Feb. 3</p>	<ul style="list-style-type: none"> • Required individual conferences – You will meet with me individually on the second draft (graded during conference) of your descriptive papers, MWF. These conferences are mandatory. Make sure you post your essay electronically, as directed. 	<ul style="list-style-type: none"> * Descriptive Paper – Final draft due Sunday. • One page proposal for final persuasive-research paper topic, due Friday.
<p>Week 5 – Feb. 10</p> <p>NO CLASS FRIDAY – LINCOLN'S BIRTHDAY</p>	<ul style="list-style-type: none"> • Before Viewing <i>Bowling for Columbine</i>, <ul style="list-style-type: none"> --Monday: Prepare to view the film by completing group exercises. • Wednesday: Movie: <i>Bowling for Columbine</i> (120 min). • Also, read examples of narrative: <ul style="list-style-type: none"> -- "Weight of the World" (50), -- "The Men We Carry in Our Minds" (313) and (<i>TCR</i>). • Begin Narrative essay (draft 1 due Feb. 26 for peer editing) <ul style="list-style-type: none"> -- Download paper guidelines from D2L. -- Review Ch. 6 "Reflections" in <i>Writing</i>. • Time permitting on Wednesday, begin discussion of <i>BFC</i>. 	<ul style="list-style-type: none"> • To wrap up this film, write a one-page reaction essay to <i>BFC</i> – it will include a short introduction, including a thesis statement, three body paragraphs, each explaining a reason you reacted in the way you did, and a short conclusion. The paper is due Wednesday of next week for peer editing (bring paper copy of your essay).
<p>Week 6 – Feb. 17</p>	<ul style="list-style-type: none"> • Continue class discussion of <i>BFC</i>. • Wednesday: Peer editing of <i>BFC</i> reaction essay. • Group discussion of <i>BFC</i> in preparation for group activity. • Read, <ul style="list-style-type: none"> -- Chs. 5 & 26-28 on "Writing as Editor" in <i>Writing</i>. 	<ul style="list-style-type: none"> • Peer editing of <i>BFC</i> reaction essay Wednesday. • Final <i>BFC</i> reaction essay due Monday.
<p>Week 7 – *Feb. 24</p>	<ul style="list-style-type: none"> • Group activity all week. • Peer editing of narrative essays Wednesday. 	<ul style="list-style-type: none"> • Narrative drafts due for peer editing Wednesday (Share comments with writer but turn in PE form). • Final <i>BFC</i> reaction essay due Monday. • Final draft of narrative essays.

		due next Monday.
<p>Week 8 – March 3</p> <p>MIDTERM WEEK (March 6) – THIS CLASS DOES NOT REQUIRE A MIDTERM EXAM*</p> <p>*You will not receive a midterm grade unless you are receiving a D or lower.</p>	<ul style="list-style-type: none"> • On research: Read Chs. 19-22 in <i>Writing</i>. • Seeking valid sources for your final essay. • Library Week (if able to schedule tours) – We will visit the library for direction on research and how to use the library. • The principles of MLA documentation (Ch. 24, "MLA Documentation") and its importance. 	<ul style="list-style-type: none"> • Narrative essays – Final draft due Monday.
<p>Week 9 – March 10</p> <p>NO CLASS THIS WEEK – SPRING BREAK WEEK</p>	<p>NO CLASS THIS WEEK – SPRING BREAK WEEK</p>	<p>NO CLASS THIS WEEK – SPRING BREAK WEEK</p>
<p>Week 10 – March 17</p>	<ul style="list-style-type: none"> • Begin movie Monday after peer editing: <i>An Inconvenient Truth</i> (100 min) [This movie is an example of persuasion]. • Examples of comparison-contrast: in <i>TCR</i>, read, <ul style="list-style-type: none"> -- "For Better, for Worse" (405) -- "Why Gary Marriage is Good for Straight America" (414). • Comparison-contrast essay <ul style="list-style-type: none"> -- Description of comparison-contrast essay, due Oct. 28 for peer editing. 	<ul style="list-style-type: none"> • Draft copy of Works Cited due Friday (graded). This is a preliminary list of sources that will support your thesis of your final paper, and may change. • Peer editing of Comparison-Contrast essay Monday (peer edit graded).
<p>Week 11 – March 24</p>	<ul style="list-style-type: none"> • All week: Team presentations – As a member of teams, you will search for documentation supporting and refuting <i>A/T</i>'s claims. 	<ul style="list-style-type: none"> • Peer editing form - comparison-contrast essay (Share comments with writer but turn in PE form). • Comparison-contrast 2nd draft due Monday for conferences with me.
<p>Week 12 – March 31</p>	<ul style="list-style-type: none"> • Conferences on comparison-contrast essay – essays scored. • No classes this week but conference attendance required. 	<p>Comparison-contrast essay.</p>
<p>Week 13 – April 7</p>	<ul style="list-style-type: none"> • Discussion of movie. • Workshops: Final Persuasive-Research essay; you have already chosen your topic so see me before 	<p>Comparison-contrast essay – final draft due Monday.</p> <ul style="list-style-type: none"> • Bring enough copies of your persuasive-research essay to share with each member of

	switching.	your group.
Week 14 – April 14	Conferences on second draft of final paper (graded).	Conferences
Week 15 – April 21	Preparation for Electronic Writing Portfolio (if desired). Tying up of loose ends. Conferences upon request.	TBA
Week 16 – April 28 (LAST CLASS DAY MAY 2)	Final drafts of essays turned in by Monday, April 28 receive 10% bonus.	TBA
Week 17 – May 5-9 – Finals	NO FINAL EXAM IN THIS CLASS	NO FINAL IN THIS CLASS
Key to textbook abbreviations:	<i>Writing = Writing: A Guide for College and Beyond</i> <i>TCR = The Contemporary Reader</i>	<i>LBHB = The Little, Brown Handbook</i>

The following are illustrations of the the Works Cited page and first page of your essay in MLA format (as they appear in *Purdue OWL* presentations):

Works Cited

Dickens, Charles. *Bleak House*. 1852-1853. New York: Penguin,
1985.

---. *David Copperfield*. 1849-1850. New York: Houghton Mifflin
Company, 1958.

Miller, J. Hillis. *Charles Dickens: The World and His Novels*.
Bloomington: U of Indiana P, 1958.

Zwerdling, Alex. "Esther Summerson Rehabilitated." *PMLA* 88 (May
1973): 429-439.

Pete Smith

Dr. B. Boilermaker

English 106

12 October 2008

Building a Dream: Reasons to Expand

Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead . . .

Guidelines for Evaluating Writing Assignments in EIU's English Department

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.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	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	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	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	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	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, Punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

