

Spring 1-15-2003

ENG 1001G-006: Composition and Language

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English 1001G—Spring 2003
Syllabus

Instructor: Janelle Carey
Office: Coleman Hall 3860
Office hours: 9:30—11:00 Tues. & Thurs.
12:30—2:00 Tues., & Thurs.
By appointment after 3:15 Tuesdays & Thursdays

Phone: 581-6287 (office)
345-2994 (home)
E-mail address: cfkjc@eiu.edu

Texts for the course: The St. Martin's Guide to Writing, 6th edition, Axelrod & Cooper
The Bedford Reader, 7th edition, Kennedy, Kennedy & Aaron
The Blair Handbook, 3rd edition, Fulwiler and Hayakawa
Online!, Harnack & Kleppinger

Class Policies and Procedures

Attendance: Please be clear about this from the beginning: you must attend class on a regular basis if you expect to earn a passing grade for this course. It is impossible to duplicate class discussions and activities for students who are absent. Since students come to a greater understanding of course materials through these class discussions and activities, those who frequently miss class (whether the absence is unexcused or excused) inevitably find themselves at a serious disadvantage when writing papers, taking exams, or completing class assignments. As a consequence, such frequent absences almost always manifest their effect on the final course grade.

Missed assignments and exams: Missed assignments and exams may be made up for credit only with a verified excused absence. Health Services will supply you with necessary documentation, which must be presented to me the class period immediately following the absence. If you are ill but do not go to Health Service, you must contact me **before class** during my office hours **on the day of the absence.** (If you have an 8:00 class, feel free to phone me at home between 7:00—7:30 a.m. or in my office between 7:30—7:50 a.m.) Arrangements for making up missed work must be made with me the class period immediately following the absence. If you have a university recognized anticipated absence (academic or athletic activity), please note that you are to submit any work that is due on that date before the anticipated absence. If you need to speak to me about assignments or missed class work, please see me during my office hours; do note, however, that I use office hours to provide additional assistance for work begun in class and not as a time to re-teach material for those with unexcused absences.

Late papers: You have ample time for each essay assignment; however, for those of you who have a tendency to procrastinate, please note that essays which are turned in late will lose one letter grade for each class meeting that they are overdue.

Course requirement: Please be aware that you must complete and submit all essays (no matter how late they may be) in order to pass the class. Failure to submit all essays will result in an “NC” (no credit) for the course.

Grading

During this semester you will write numerous essays along with several shorter, directed assignments and exercises to help build skills and develop style. Grades will be assigned on a point system as indicated by the following chart.

Point values for the course:

Analysis/Illustration essay

Comparison /contrast essay

--For the first folder submission, you will choose one of the above two essays to be evaluated on conscientious adherence to the completed process; the other will be thoroughly evaluated according to departmental standards for evaluating essays at EIU. The total points possible for this folder submission is 150 points.

Argumentation essay

Definition/Concept essay

--For the second folder submission, you will choose one of the above two essays to be evaluated on conscientious adherence to the completed process; the other will be thoroughly evaluated according to departmental standards for evaluating essays at EIU. The total points possible for this folder submission is 225 points.

Bulletin Board Postings

--You will write two short essays which will be posted to the WebCT Bulletin Board. These essays will be directed toward development of specific skills and will be evaluated only on the level of mastery of those skills. Each will be worth 25 points, for a total of 50 points for the postings.

Class Exercises

--During the course of the semester you will participate in several class sessions which will be directed toward developing specific writing skills and elements of style. At the end of these class sessions, you will have follow-up exercises to test your mastery of these skills. The total number of points possible for these exercises is 75.

The total number of points possible for the course is 500. Grades will be assigned according to the following scale:

450—500 = A

400—449 = B

350—399 = C

349 & below = NC (no credit)

On official transcripts and grade reports, any grade below 350 points will be recorded as “NC” (no credit). Any student receiving “NC” for the course must retake English 1001G before enrolling in English 1002G.

Please keep all returned papers, exercises, and any other graded assignments in a pocket folder so that you will have a ready record of your progress in the course. You can figure your grade in the course at any time during the semester by dividing the number of points you have accumulated by the total number of points possible up to that time; the resulting number will be your percentage total, and grades are calculated on a scale of 90% to 100% equals an “A,” 80% to 89% equals a “B,” etc..

The best news for you—and for me—is that there is neither a mid-term nor a final exam for this course. Good luck; hope you enjoy the semester.

Enrollment Reminders

Students who have ACT scores in English of 15 or below (13 on the old version of the test) or who have no test scores on file with the university must pass English 1000 before enrolling in English 1001G.

and

Successful completion of English 1001G or its equivalent is a prerequisite for enrollment in English 1002G.

Plagiarism Policy

Please note the English department's statement concerning plagiarism:

"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 the immediate assignment 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."

I shall adhere to this policy throughout the semester.

Writing Center

Help is available through the Writing Center in Coleman Hall, room 301. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center, is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. Don't be afraid to ask for help, and do it before it is too late to salvage your grade. Check the notice on the Writing Center door to find operating hours for the current semester.

Students with Disabilities

Please note the following information from the Office of Disability Services: "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."

Policies and Procedures for the ETIC (English Technology- Integrated Classroom)

We will alternate our class time--from week to week-- between the lab and the classroom. The lab is equipped with Gateway computers which use a version of Microsoft Word 7.0. If you have access to a personal computer which uses a version newer than Microsoft word 7.0 or if you use a program other than Microsoft Word, **you must remember to save your work in Rich Text format in order to be able to work effectively between computers.** For saving your work, you will need at least two pre-formatted IBM-compatible high density diskettes (1.44MB). It is imperative that you always make back-up copies of your work, not just a separate file on the same disk but a copy on a different disk. **Diskettes should be clearly labeled with your name and appropriate course information.**

The ETIC lends itself well to self-directed work, so frequently during your class periods there you will have time to work on rough drafts, class assignments, final drafts, or other course projects. Note that a few rules do apply. First, there are to be absolutely no drinks or food in the lab. In addition, you are expected to work on course assignments, and unless all of your assigned work has been completed and submitted, you may not use the computers for reading e-mail or browsing the Internet. In short, you must stay on task; failure to do so will result in dismissal from the class. In the event that we need to use class time in the ETIC for instructional purposes, I also expect you to be attentive to lectures or class discussions. In other words, no working on the computers when attention should be directed to the person or persons talking--a simple matter of courtesy, I think.

I'm sure that many of you have more experience with computer use than I do, so I welcome your comments and suggestions. For those of you who are relatively new to computer use, relax and don't be afraid to ask questions. Remember that this class is first and foremost a composition course; the computers are here to serve our needs, not to overshadow our purpose. I hope you enjoy the semester and come away with a sense of confidence in your writing skills.

Course [REDACTED] Visitors

Course Objectives for English 1001C

These are the guidelines set forth by the English department's composition committee:

Students should receive instruction which will enable them to develop

- expository and argumentative papers in which paragraphs, sentences, and words develop **one** controlling idea. These papers should have a beginning, middle, and end. At least one of them should reflect the principles of documentation.
- paragraphs that are discrete, purposeful units within the paper. Where appropriate, paragraphs should be developed by means of examples, details, and illustrations
- sentence patterns that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.
- standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

Obviously, the goal of this course is to help you improve your writing skills. My hope is that you will become more aware of writing for an intended audience, that you will learn to recognize the needs of and your responsibility to that audience, and that you will increase your knowledge of the writing options you have to help you communicate with that audience. To that end we will concentrate on writing as process, realizing, of course, that not everyone follows the same linear pattern but that in the end **all of the stages must be represented**.

Folder Submission Instructions for English 1001G

Unless I specify otherwise, the essays you write for your folders should be about three to five typed pages. It is imperative that you understand that essays in this course are evaluated on process, not on the final manuscript alone. Therefore, **you will need to have print copies of all phases of the writing process for each essay.** In other words, you should not only save your first draft (and any subsequent drafts) on disk, but you should also make a print copy to submit for evaluation. If you merely edit drafts on the computer without making print copies, I have no way of viewing the process that brought you to the final product. Consequently, I will be unable to provide a thorough evaluation of your essay, and you will lose at least one letter grade--depending on how many of the phases you fail to include.

On the dates that they are due, folders should be carefully organized and ready to submit when you get to class.

On the left-hand side you should have the essay that you want to be evaluated for thoroughness of process only. It should be arranged in the following order:

- Planning stage (on top)
- Outline
- Preliminary draft (with instructor comments)
- Revision(s)
- Revision Assessment Sheet

On the right-hand side you should have the essay that you want to be evaluated for **all aspects of the guidelines for submitting essays at EIU.** It should be arranged in the following order:

- Final, polished manuscript (typed according to MLA guidelines) on top
- Planning stage
- Outline
- Preliminary draft (with instructor comments)
- Revision(s)
- Revision Assessment Sheet

Only the Comparison/Contrast Essay **requires** the use of sources since it is a research-based paper. For that essay you must also include in your folder photocopies of information that you actually used in your paper. Each source should be labeled to correspond clearly with its respective works cited entry. Additionally, you should highlight or underline on the photocopies passages which you quoted directly, paraphrased or summarized. These sources should then be placed in your folder immediately following the outline for that essay.

In the event that you use source information **for any other essay you write**, you must adhere to the same guidelines for including this information in your folders. Also please understand that if you choose to use source information in a paper that does not require its use, you will be held accountable for honest and correct use of the information.

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Course Outline

Please note that this is a tentative outline of daily activities, subject to change as the needs of the class may dictate

Tues., Jan. 14---Introduction to the course/ In-class writing sample

Thurs., Jan. 16---Discussion of planning, outlining, and constructing a working thesis for the essay

Tues., Jan. 21---Begin discussion of using the principles of analysis and illustration to develop an essay/ Look at sample essay/Assignment of first writing topics

Thurs., Jan. 23---Drafting period for Analysis/Illustration essay

Tues., Jan. 28---Making paragraphs more concrete/ Assignment of first Bulletin Board topic

Thurs., Jan. 30---Small group sessions to discuss topics and development strategies

Tues., Feb. 4----Drafting session

Thurs., Feb. 6----**Copy of first draft of Analysis/Illustration essay due at the end of the period**

Tues., Feb. 11---Discussion of the principles of comparison/contrast

Thurs., Feb. 13---Discussion and quiz on the principles of documentation
First Bulletin Board postings due

Tues., Feb. 18---Drafting and research period for Comparison/Contrast essay

Thurs., Feb. 20---**Drop preliminary draft of Comparison/Contrast Essay on desktop in lab before the end of the period**

Tues., Feb. 25 & Thurs., Feb. 27---**Individual Conference Sessions (Failure to attend conference session will result in loss of a letter grade for the folder submission)**

Tues., Mar. 4---**First folder submission due at the beginning of the period** (Folders must be in proper order and ready to submit when you get to class.)

Discussion of the principles of effective argumentation/Sample essay/Assignment of topics

Chapter 6 of St. Martin's Guide to Writing

Thurs., Mar. 6---Small group discussions of argumentation topics; drafting session

MID-TERM & SPRING BREAK

Tues., Mar. 18---Exercise on varying sentence structure

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Course Outline

Please note that this is a tentative outline of daily activities, subject to change as the needs of the class may dictate.

Tues., Jan. 14----Introduction to the course/ In-class writing sample

Thurs., Jan. 16---No class

Tues., Jan. 21----Discussion of planning, outlining, and constructing a working thesis for the essay

Thurs., Jan. 23---Begin discussion of using the principles of analysis and illustration to develop an essay/ Look at sample essay/Assignment of first writing topics

Tues., Jan. 28----Small group sessions to discuss topics and development strategies/ Assignment of first Bulletin Board topic

Thurs., Jan. 30---Making paragraphs more concrete

Tues., Feb. 4-----Drafting session

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Discussion of the principles of effective argumentation/Sample essay/Assignment of topics

Chapter 6 of St. Martin's Guide to Writing

Thurs., Mar. 6---Small group discussions of argumentation topics; drafting session

MID-TERM & SPRING BREAK

Thurs., Mar. 20---Exercise on combining sentences for clarity, conciseness, and variety

Tues., Mar. 25----Drafting session for Argumentation Essay/Assignment of 2nd Bulletin Board topic

Thurs., Mar. 27---**Submit first draft of Argumentation Essay by the end of the class period**

Tues., Apr. 1----Discussion of the principles of defining/explaining a term or concept
Chapter 5 of St. Martin's Guide to Writing

Thurs., Apr. 3----Discussion of and practice in correcting common sentence problems

Tues., Apr. 8----Small group workshop session on topics and writing strategies for
Definition/Concept Essay

Thurs., Apr. 10---Drafting session
2nd Bulletin Board postings due

Tues., Apr. 15 & Thurs., Apr. 17---**Individual Conference Sessions (Failure to attend conference session will result in loss of a letter grade on the folder submission.)**

Tues., Apr. 22----Sentence sense practice

Thurs., Apr. 24---Drafting session for Definition/Concept Essay

Tues., Apr. 29----**Second folder submission due at the beginning of the period (Folders must be in proper order and ready to submit when you get to class.)**

Thurs., May 1----Sentence sense exam

You may pick up your graded folders and exams during finals week; I will notify you of my office hours for that week.