

Fall 8-15-2009

ENG 1001G-003: Composition and Language

Kristi McDuffie
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2009



Part of the [English Language and Literature Commons](#)

Recommended Citation

McDuffie, Kristi, "ENG 1001G-003: Composition and Language" (2009). *Fall 2009*. 8.
http://thekeep.eiu.edu/english_syllabi_fall2009/8

This Article is brought to you for free and open access by the 2009 at The Keep. It has been accepted for inclusion in Fall 2009 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Course Policies

ENGLISH 1001 – LANGUAGE AND COMPOSITION
SECTION 003 – MWF 8-8:50AM
3120 AND 3130 COLEMAN
OFFICE HOURS: FRI 9-11A, WED 2-3P AND BY APPOINTMENT

MS. KRISTI MCDUFFIE
2110 COLEMAN HALL
MAILBOX 3155 COLEMAN
KMCDUFFIE@EIU.EDU

TEXTBOOKS

The Allyn & Bacon Guide to Writing, John D. Ramage, John C. Bean, June Johnson, 5th Ed. (AB)

The Little, Brown Handbook, H. Ramsey Fowler, Jane E. Aaron, 11th Ed. (LB)

The Contemporary Reader, Gary Goshgarian, 9th Edition (CR)

Online access: http://www.pearsoncustom.com/il/eiu_english/

Instructor ID: Kohlenberg878719eb

Access Code: DSWNBC-EMAIL-UPEND-KANZU-ABASH-PSHAW

Course Objectives

The purpose of this course is:

1. To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect an understanding and a command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper will introduce you to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
2. To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
3. To develop the ability to evaluate and criticize your writing and your peers' writing.
4. To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

Participation, Attendance, and Late Work

Participation: Students are expected to come to class prepared with assignments and required reading. Bring all textbooks that are needed for each day, along with paper, writing instruments, and the Syllabus and Course Policy. Students should speak during most class discussions and stay on task during activities. Turn off cell phones or keep on silent (not on vibrate); texting is not allowed. I will keep my cell phone on for campus-wide security alerts.

Attendance: Students are expected to attend every class. However, as situations do arise, you are given THREE unexcused absences. After the third unexcused absence, your final course grade will drop one letter grade per absence. Excused absences must conform to EIU's University Policy that stipulates "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. Therefore, you must have legal, medical, or official University documentation for an absence to be excused.

Students are responsible for all work that is due and covered in the sessions they miss.

It is disruptive for students to come into the classroom after class has begun. Therefore, three tardies amount to one unexcused absence.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Late work: Large assignments (>20 points) are accepted late with a 5% per day deduction, beginning after the class period when it is due. Large assignments will not be accepted after five calendar days, including the due date itself. Small assignments will not be accepted late.

Plagiarism

EIU's English Department's Plagiarism Guidelines are as follows: "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 own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilt 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Plagiarism includes not only explicit acts of using someone else's work, but it also includes misquoting, under-quoting, or inaccurately quoting, paraphrasing, or summarizing someone else's work.

Course Requirements

Class consists of four written essays, worth 100 points each, the last of which is a group project. Class participation is a significant part of the grade, and includes class attendance, contributing to class discussion, in-class writing assignments, grammar homework, and reading quizzes. Although there are minor assignments which will also contribute to the final grade, this grade allocation shows the major assignments. I recommend that you keep a record of the points you have earned out of the total possible points in order to track your grade throughout the semester.

	Points	Percentage of Grade
Class Participation	200	33%
Literacy Narrative	100	17%
Advertisement Analysis	100	17%
Argumentative Essay	100	17%
Research Paper	100	17%
Minimum Possible Points	600	100%

The Grading Scale for Papers and for the final grade in the course is as follows:

100-99% = A+	89-88 = B+	79-78 = C+	69-68 = D+
98-92 = A	87-82 = B	77-72 = C	67-62 = D
91-90 = A-	81-80 = B-	71-70 = C-	61-60 = D-

**Note that you must achieve at least a C in this course for it to count towards the University requirement. If you receive less than a C, you must retake the course.*

All assignments must be typed, double-spaced, in 12-point font Times New Roman with 1-inch margins on all sides (eliminate the extra space between paragraphs that comes standard on the new Word). All papers must be prepared in MLA format. See the *Little, Brown Handbook* for the most up-to-date version of MLA. **Papers submitted that do not meet these guidelines will not be accepted.**

Be prepared to answer yes to the following questions when you turn in Essays. If you have not completed the following, I reserve the right not to accept the work.

- ✓ I have honestly put great effort into this essay.
- ✓ I have read the assigned material at least twice (if applicable).
- ✓ I spent at least two hours on each typed page of this essay.
- ✓ I revised this essay at least twice.
- ✓ I started work on this essay at least three days ago.
- ✓ I have read the assignment sheet both before and after writing the essay, ensuring that I have met all requirements.
- ✓ I have prepared the essay in accordance with the format guidelines outlined in the Course Policy.
- ✓ I ran the essay through a spell check.
- ✓ I proofread the essay at least once (preferably a printed copy) for grammar and punctuation.
- ✓ I asked at least one other person to proofread the essay.

The Writing Center

Students are encouraged 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. Drop by or call 581-5929 to schedule an appointment Monday-Thursday, 9a-3p and 6p-9p, and Fridays 9a to 1p.

Extra Credit Opportunities

There are extra credit opportunities (up to 18 points maximum) for this course. To receive extra credit, attend a campus event such as a guest lecture or workshop such as those offered by the Student Success Center or the Writing Center. Write a 300- to 500-word essay on what you learned from this experience. The point allotment for each submission will be 3-6 points, depending on the quality of the writing and the depth of the analysis. You may use other campus events if you seek prior approval.

Syllabus: Literacy Narrative Unit

- Week 1 24-Aug Introduction to the Course
3120 (Lab)
- 26-Aug *Memo of Introduction Due*
Introduction to Essay #1: Literacy Narrative
Read Literacy Narrative pp. 160-164 (AB)
- 28-Aug Read Amy Tan, "Mother Tongue" (Handout)
Read "Using Academic Language" pp. 168-170 (LB)
Complete Exercise 8.1 on p. 170 (LB)
- Week 2 31-Aug Read Richard Rodriguez, "Caught Between Two Languages" (Handout)
3130
Read Sentence Fragments pp. 330-337 (LB)
Complete Exercises 17.2 p. 336 & 17.3 p. 337 (LB)
- 2-Sep Read Revising pp. 489-499 (AB)
Read Subject Verb Agreement pp. 301-313 (LB)
Complete Exercises 15.1 p. 308 & 15.2 p. 313
- 4-Sep *Draft of Literacy Narrative Due*
Continue discussion on Revising & Proofreading
- Week 3 7-Sep No Class - Labor Day
3120 (Lab)
- 9-Sep Read Anne Lamott, "Shitty First Drafts" (Handout)
Read Pronoun Reference p. 345-351 (LB)
Complete Exercises 19.1 p. 348 & 19.2 p. 351
- 11-Sep Peer proofreading of Literacy Narrative
Introduction to Advertisement Analysis Unit
- Week 4 14-Sep *Literacy Narrative Due*

Introduction Memo

ENGLISH 1001

MS. MCDUFFIE

DUE: Wednesday, Aug 26

POINTS: 10

LENGTH: At least one page single-spaced but not more than two pages

FORMAT: Font size 12, Times New Roman, one-inch Margins

In a one- to two-page single-spaced memo, answer the following questions in paragraph form:

1. Briefly introduce yourself. Where are you from? What brought you to Eastern? What are you interested in studying and why? What classes are you taking and why? What organizations would you like to get involved with on campus? Feel free to expand on these questions if you have space.
2. What experiences have you had with writing to date? Give names of assignments and the general outcome.
3. Briefly give your thoughts about this class. What would you like to get out of it? Is there any aspect of critical thinking or writing that you would particularly like to improve? What is the hardest part of writing for you? What is your strongest ability in writing?