

Spring 1-15-2010

# ENG 1001G-012: Composition and Language

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## Syllabus

[Printable Version](#)

**ENG 1001G-012 Composition and Language**

# Composition I

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Section Information: ENG-1001G-012 [31366]  
Coleman Hall 3130; 3-4:15 p.m. MW

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## 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. C1 900R WC  
Prerequisites & Notes: ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R 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. A WebCT general orientation program is also required. Credits: 3

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## Textbooks

Title : The Contemporary Reader  
Author : Goshgarian, Gary.  
Publisher : Pearson Education, Inc.  
Edition/Year : 9th/2008

Additional information : (Online e-book available. Click on link in WebCT [instructions below]) You must visit this link to access your e-book. Follow the following instructions to register: To access reading assignments from The Contemporary Reader, click on "Go to Reader" link. You will need to register. You will be asked to enter a log in name and password, an access code and my ID, as follows: (access code) DSWNBC-EMAIL-UPEND-KANZU-ABASH-PSHAW, (my ID) Feltt0856787eb. Let me know if you have questions. The course is easy to navigate. Register then become familiar with the site.

Type : Required resource

Title : The Little, Brown Handbook  
Author : Fowler, Ramsey H. & Jane E. Aaron  
Publisher : Pearson  
Type : Required resource

Title : The Allyn & Bacon Guide to Writing 5th ed.  
Author : Ramage, John D., John C. Bean & June Johnson  
Type : Required resource

Title : They Say, I Say: The Moves That Matter in Academic Writing  
Author : Graff, Gerald and Cathy Birkenstein  
Type : Required resource

## 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. You may subscribe to the myth that writing is a one-shot deal, etched in stone, static. You will think you are finished with your essay only to discover more needs to be done. That means you will be required to revise your essays. We will revise, revise, revise, toward—but short of—perfection. You will also see how through the development of your papers and daily journaling that good writing evolves through stages. Oh yes. We will sneak in some grammar and other mundane lessons along the way. Our use of WebCT will be limited nonetheless a valuable resource. I recommend you sign up for one of the of the WebCT orientations available through CATS (see Web Links). You will need familiarize yourself with WebCT CE8 to facilitate navigation using the online tools. I will post assignments, peer editing forms, and forums in which you will post completed essays and other assignments.

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## Assignments:

- Four essays:
  - Compare/contrast
  - Descriptive Narrative
  - Comparison and Contrast
  - Final Persuasive/research.

Essays will be of varying length and complexity.

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- 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
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## ▪ Late Assignments

Submitting assignments: All essays will be submitted on WebCT, not via email. Save my email address for other class business.

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Unable to access the \* server and WebCT will NOT be considered, in almost all cases, a legitimate reason for failure to submit. For each day late, your paper will receive a 10 percent deduction. However, you may submit up to 11:59 p.m. of the date the paper is due. (WebCT (or I) will not accept late submissions, so if you submit and it rejects do not bother with sending it to me by email). You may turn them in afterward but only in paper copy. Papers will not be accepted midnight of the third day and will receive a 0.

If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. If you are ill and I excuse your absence, we will make mutually reasonable arrangements to complete missed assignments.

\* If the server fails, you must make every effort to contact me through a back-up email or by phone. Watch the University calendar for planned outages.

I will accept late assignments be they will receive a 5 percent reduction for each day late. Assignments are due on the date scheduled no later than 11:59 p.m. CST.

**I will not accept any work after the last day of class.**

## Course Goals

### **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 identify your personal writing process. (The Process of Writing)**

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

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

You will question the writing of authors from culturally diverse course materials.

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

The course reading will reflect historically, socially, and culturally relevant issues.

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

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

**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.

**To improve upon mechanical skills (The Revision Process)**  
You will be quizzed on grammar and sentence structure.

**To collaborate with your classmates in 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 practice your academic writing skills. (The Process of Writing)**  
All essays will be written in academic format, conforming to MLA format.

### **Some assignment details (subject to change)**

The first thing you must do is familiarize yourself with WebCT. We will use it as a vital part of the course but not as a replacement for the classroom.

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- Four essays: I will use grading forms, which you will find on WebCT, to evaluate your essays. These are based on EIU's English Department master rubric and the Electronic Writing Portfolio's rubric. You will also receive a more detailed essay prompt to help guide you in completing a successful essay.

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- Journaling - Daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on **WebCT**. 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 they must be 100 words in length and delve deeply 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 only if they help you understand your thoughts and feelings on a subject.

You could write about relationship problems, what you will do to solve those problems, or on the Iraqi War. Perhaps you have served as a soldier and are troubled by your experience, or you could write about a loved one or friend who is there. This may seem pointless, but I assure you. It will make you more comfortable with the writing.

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- Peer Editing—You will be required to assist your classmates in improving the

quality of their essays (you will find forms in the course materials folder on the course content page. These are ungraded assignments but nonetheless important. You must also participate in classroom discussion and activities.

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In-class assignments as necessary. **You are required to participate in classroom discussion.**

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## Instructor Policies

• **Attendance:** You can miss two unexcused days without significant penalty, although generally you won't be able to make up in-class assignments.

- If you accumulate three unexcused absences, you will **not** be able to earn an A,
- Miss four and you will **not** be able to earn a B,
- If you miss five, the highest you can earn **is a C.**
- If you miss six or more absences, **you will fail the course.**

Excused absences mean those necessary for medical illness or injury (accompanied by a doctor's excuse, which I am not required to accept as an excuse) or University-sanctioned events.

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**Absences for court appearances are not excused under any circumstances.**

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If you know in advance of the absence, you must submit it beforehand. Assignments can be made up if missed for a valid excuse.

Talk to me ahead of time for any absence, if at all possible.

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**To pass this course, you must earn a C. Those who earn a D or an F will earn a failing grade. 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.

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## Other Policies

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

Additional information : • 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.

## Plagiarism

### 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 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.

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

- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (duh!).
- Using a paper with words, phrases, sentences, or ideas found in a previous student’s work (not always so obvious).
- Summarizing or quoting someone else’s words without giving that person proper credit (tricky).

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If you have any question at all 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.

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## Grading

I will calculate your essay grades according to the following scale:

Points earned	Grade earned/ paper
9-10/10 (essays 1-3)  18-20/20 [final paper]	A
8-8.9/10  16-17.9/20 [final paper]	B
7-7.9/10  14-16.9/20 [final paper]	C

6-6.9/10   12-13.9/20 [final paper]	D
<6/10   16-17.9/20 [final paper]	F
<ul style="list-style-type: none"> <li>• Descriptive + Narrative + Compare/Contrast = 30 (10 pts. ea.);</li> <li>+ Persuasive/Research = 20. Total Essay Score = 50</li> </ul>	

*Final Grade Scale*

**A=90-100; B=80-89; C=70-79. NC=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 a 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:

<b>Assignment</b>	<b>Earned/Possible</b>	<b>Grade</b>
Descriptive Essay (10 pts.)	/10	
Narrative Essay (10)	/10	
Comparison/Contrast (10)	/10	
Final: Persuasive/Research (20)	/20	
5 In-class assignments (including Peer Editing) (5 each)	/25	
1 Presentation (15: 10 for summary, 5 for presentation)	/15	



100 Journal Entries (Calculated by percentage)	/10	
<b>Total</b>	/100	

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On Writing:

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

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Tentative Schedule

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**Course Schedule  
(subject to change)**

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Tentative Schedule

(Key to texts: *The Contemporary Reader*, (TCR) **WebCT**; *The Little, Brown Handbook*, (TLBH) **WebCT**, *The Allyn & Bacon Guide to Writing* (ABGW), *They Say, I Say: The Moves That Matter in Academic Writing* (TSIS))

**ALL SUBJECT TO CHANGE.**

**(Please, let me know if you find any errors.)**

Week 1 – 2 (Jan. 11-22):

- **Syllabus** overview, including overview of WebCT. Be prepared to take copious notes.
- Journaling: The Backbone of Writing– You must make 100 hundred entries over the semester (no more than 1/day) to receive full credit (10 points). **No journals will be accepted outside WebCT.** Quantity and quality are important. I **will** monitor your activity in the **Journaling Forum** (I will count them weekly and update your grade), but I won't read them unless you ask. At midterm, I will give you a count to see how you're doing.

The tone and style of the journals will be loose, relaxed; they are yours to flex your creative muscles. Don't be surprised if you actually like writing in them.

Substantial entries (entries that count) consist of 100 words, roughly one-third of a page.

We'll watch the movie *Freedom Writers* to establish a base and to understand the assignment more fully. It should also answer most questions you will have.

- o Remember, a journal entry could turn into a topic for your descriptive and/or narrative paper later in the semester. In fact, I encourage it, and you'll already have a bare-bones draft.

=> *Freedom Writers*, the movie, and discussion.

=> Diagnostic essay due Friday midnight – One page, 300 words, MLA format (Glance over *TCR*, Ch. 46, pps. 644-725. Pay close attention to MLA page formatting.) on "My most difficult paper?" **But write an original title that reflects the content of the paper.** What made the paper difficult? How did you overcome obstacles that made it difficult?

=> For Wednesday, read *ABGW*, Chs. 1-3.

Week 3 – (Jan. 25) Discussion of final persuasive/research paper

- Brainstorm: Choosing a final persuasive/research paper – You'll be required to choose a topic to write about and hand a proposal for your paper as an in-class assignment. Turn in written proposal Friday on WebCT. The final paper will be due.
- Read "Writing to Persuade," 377-417 (*ABGW*).
- What makes good description? In-class discussion and writing.
- Read 559-562, (*ABGW*). "Tap the Power of Figurative Language."

Week 4 – (Feb. 1) Peer editing of Descriptive and Word Functions presentations.

- Description – (2-3 pages) – Describe your most peaceful setting and your most chaotic setting (more assignment detail to come). First draft due for peer editing by midnight Monday.
- Microsoft Word – Its powers and weaknesses. This week, you will divide into teams and examine certain of those tools of MS Word. Your team will present to the class using the overhead projector, PowerPoint and any other tools that will help you illustrate the functions you are assigned.
- We'll begin Narration discussion. Narrative structure. Narrative paper assigned.

ø Read “The Men We Carry in Our Minds,” *TCR*, p. 349. Respond to the essay (for or against). In WebCT, Post Response No. 1. Responses will be 150-200 words and discuss the thesis of the essay.

- o Peer Editing – The writer WILL NOT be graded on this draft but must turn something in or suffer a 10 percent penalty on the essay’s final grade. The *editor* will receive a similar penalty if he or she fails to read and post the PE form.

- o Peer editing will be done in class on Wednesday.

Week 5 – (Feb. 8) Final Descriptive papers due in WebCT.

### **Lincoln's Birthday Observed/No Classes**

ø Descriptive Essay draft due by midnight Friday.

ø Read “What’s Wrong with Cinderella?” *TCR*, p. 100. Discuss in class.

ø Begin Discussing Narrative Essay

Week 6 – (Feb. 15) More on Narration

ø *Bowling for Columbine* (the movie)

ø In-class Team Narration drill – assign Narrative Essay (2-3 pages)

ø Read Chs. 3-7 (*BLHB*)

ø Discuss movie and implications

ø Do quizzes as directed on WebCT

Week 7 – (Feb. 22) Draft of narrative due for peer editing.

ø First Draft of Narrative due for Peer editing Monday.

Week 8 – (March 1) Library Week

ø Peer Editing of Narrative due Friday

### ***On War: What Truth Means.***

### ***The Things They Carried* and other literature on the war in Vietnam.**

ø Read “The Things They Carried” and “How to Tell a True Story,” which I will supply.

ø Video clips, PowerPoint

ø Midterm – You’ll receive a midterm grade only if you’re getting a D or an F

Week 9 – (March 8) Sources – Midterm Oct. 10

ø Research – where to find what you’re looking for.

- o The Library – We may visit the library, time permitting.

- o Internet Sources – Sorting through the Net for valid sources.

ø Read Ch. 41-43, (*BLHB*). Quizzes (more on that as the date approaches).

Week 10 – (March 15) SPRING BREAK/NO CLASSES

Week 11 -- (March 22) MLA Format – What is it? Why is it important?

ø PowerPoint presentation on MLA

ø Review *TCR*, Ch. 46, pps. 644-725. Pay close attention to MLA page formatting, especially format of page 1 and Works Cited page.

- ø Turn in tentative Works Cited page for final paper. Must be typed and in MLA format.
- ø Read Ch. 3-4 “Drafting and Revising” and “Writing and Revising Paragraphs,” (LBHB) pps. 46-111.
- ø Choose to revise either Narrative or Descriptive
- ø Bring draft for in-class revision

Week 12 – (March 22) Begin Comparison and Contrast section, this will end the At War section.

- ø Open class – help on research papers.
- ø Read “Comparison/Contrast Move,” 542-3
- ø Read about how to persuade, Ch. 14-16, pps. 377-447 (*ABGW*)
- ø Read “Weight of the World,” p. 77 (*TCR*).
- ø And “The Myth of Media Violence,” p. 240 (*TCR*) and discuss in class.
- ø In-class Research
- ø Guidance on locating sources

Week 13 – (March 29) Conferences

- ø Required conferences.

Week 14 – (April 5) Final CC papers due.

Week 15 -- (April 12) Monday – Persuasive/Research Paper due for Peer Editing

Week 16 -- (April 19) TBA

Week 17 -- (April 26, Monday – Persuasive/Research Paper due on WebCT by midnight. Journals no longer accepted after April 30 LAST CLASS DAY

FINALS WEEK

**(NO FINAL IN THIS CLASS • NO FINAL IN THIS CLASS)**