

Spring 1-15-2012

# ENG 1001G-005: Composition and Language

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## Recommended Citation

Peterson, Greg, "ENG 1001G-005: Composition and Language" (2012). *Spring 2012*. 7.  
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## ENG 1001-005 Course Policy Composition and Language

11am MWF, 3120 (odd weeks) & 3130 (even weeks) Coleman Hall

Dr. Tim N. Taylor

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“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”

~Ralph Wahlstrom, *The Tao of Writing*

“Having to say something is a very different matter from having something to say.”

~John Dewey, *How We Think*

### Text

- Faigley, Lester. *Writing: A Guide for College and Beyond*. 2<sup>nd</sup> ed. New York: Longman, 2010.
- Handouts distributed in class

### Materials

Writing instruments, paper, two two-pocket folders, a good college dictionary, a typewriter or computer, and other appropriate supplies

### Course Description

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.

### The Official Student Learning Objectives

Students will:

- Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and word develop a central idea (writing, speaking, critical thinking)
- Write purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom it is directed (writing, speaking, critical thinking)
- Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
- Develop research skills, including effective use of source materials and the principles of documentation (writing, critical thinking)

- Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking)

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve thought, pondered, and explored beyond the surface.

### **Course Requirements**

Class consists of in-class writing activities, discussions of assigned readings, peer review sessions, required draft conferences, directed and open journals, and pop quizzes. There will be seven larger writing assignments. We also have a participation grade, so active and constructive participation in class and group work can make a positive impact on your overall grade.

### **Your Instructors**

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with us. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, we can also make arrangements to meet at other times to better accommodate your schedule.

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.

### **Attendance, Late Work Policy, and Expectations**

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

However, lack of planning on your part does not constitute an emergency on our part.

But you have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with Dr. Taylor about your situation prior to the class the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with Dr. Taylor in his office. Unless it’s an extreme situation, he typically grants an extension of a day or two for assignments.

We do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a class in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student’s participation grade.

Although we keep accurate records of your grades and progress, we expect you to keep track of your grades. You should document all your point totals for papers, journals, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, we reserve the right to base a student's grade on in-class work alone.

### **Notes on Professionalism & Document Specifications**

Unless otherwise indicated, all class work must be typed. If an assignment isn't typed, we will not accept it. When you submit the larger writing assignments, they will be submitted in a two-pocket folder that holds all pre-writing, outlines, and drafts. Writing assignments will use Baskerville 12 or Garamond 12 point font with double-spacing and one-inch margins unless otherwise indicated.

For any assignment you turn in for this class, all that's needed at the top of the paper is your name. After your name, provide the title of the document, and then the paper should start.

### **Directed and Open Journals & Opportunities for Revision**

Unless otherwise indicated, all journals should be a full page or more. We will direct some of the journals for this class, and other journals are open, which means you have the opportunity to write about something you want to write about. The topic is open—you choose. Journals should demonstrate an accurate reading, display an appropriate response, or present a valid rhetorical aim/purpose. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness).

When we grade journals, we will place check marks at the beginning and/or the end of the lines of the text to indicate grammatical, mechanical, and proofreading errors. Those check marks let you know that you must go back through that line of the text (the sentence essentially, which could include multiple lines) and find your own errors. In addition, some check marks may have SCT (Spell Check Trap), CS (comma splice), or numbers that refer to specific sentence patterns on the "Punctuation Pattern Sheet" (blue handout) by them to guide you as you edit.

We use the check mark system to reinforce the importance of sound editing and proofreading. And you have the opportunity to resubmit your journals the subsequent class day after you receive them in class. For example, if you turned in a journal and it earned 5 out of 10 points, you could resubmit it the next class day in order to possibly recoup the five points you lost because of proofreading errors.

### **Two Choices When Submitting Papers and Opportunities for Revision**

When you submit a paper on its due date, you have two choices:

- Option A: You can choose to have your paper get a grade, which waives your opportunity to revise the paper.
- Option B: You can choose to only get feedback about the paper without a grade and revise it for a grade after you receive comments about the paper.

When you submit your paper, you need to indicate which options you've chosen. Just place either "Option A" or "Option B" after your name at the top of the paper.

Students can revise all of the larger writing assignments (if using Option B) except the Reflective Memo. Time allotted for revision is usually one week from the day they are ready to be passed back in class. We will not grade revisions unless the original graded document is submitted with it. And we expect deep revision, not just surface editing.

### **Draft Conferences**

You will need to attend and be fully prepared for a draft conference for three major writing assignments this semester. In these conferences, which are held in Dr. Taylor's office, you will read the paper out loud with a pen in hand. After you're done reading the draft, we will simply have a conversation about the draft, your ideas, and strategies for revision.

For each conference, you need to make two versions of your complete draft of the paper. The first version should be according to what's expected on the assignment sheet, which is usually double-spaced. The second version should be quite different, however.

The second version needs to show the paper line by line (using a hard return), meaning that you take every sentence and place it on one line in order to look for grammatical errors, unnecessary repetition, and places where you can vary the lengths and types of sentences you're using.

For example, if I were to present the second paragraph of this section in a line-by-line manner, here is what it would look like:

For each conference, you should make two different versions of your complete draft of the paper. The first version should be according to what's expected on the assignment sheet, which is usually double-spaced.

The second version should be quite different, however.

When you come for your draft conference, you need to bring two copies of the paper in the standard version and two copies of the paper in the line-by-line, single-spaced version. So for each major writing assignment, that's a total of four copies printed for each draft conference.

### **Using the Writing Center**

We encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers. The Writing Center is open to work with 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. Consulting sessions last anywhere from 10 to 40 minutes.

### **Academic Honesty and Plagiarism**

Here is the official statement on plagiarism by the EIU English Department: "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 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."

Here is an explanation of plagiarism from my previous English department that explains this important concept:

### Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

If you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use a signal phrase and properly cite what page or paragraph (if it's online) the information is located.

I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student's own work. As most instructors are, I am involved in a network to catch plagiarism, and I sometimes randomly—and sometimes not so randomly—check students' work to make sure it is their own.

### **A Social Contract of Honesty**

In this class, there is a social contract between the instructors and students that the work submitted will be the students' own documents, not someone else's work. To put it simply, do your own writing.

## **Class Conduct**

Our classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

We expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

### Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, we will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

## Description of General Grading Criteria

We evaluate assignments in five major areas: audience awareness, organization, supporting evidence and development, style and sentence patterns, and editing skills.

Or another way to think about how we evaluate writing is to consider the IDEAS tool: Interest, Details and Development, Examples and Explanation, Attitude, and Style.

We begin reading each paper with the assumption that it will be acceptable and good (a “C” paper). A **C paper** (70-79) is competent. It exhibits the sort of editorial correctness that would be expected of anyone in college. It has a clear thesis (implicit or explicit) if required, and it is reasonably well organized and developed. However, the paper delivers information that is not particularly surprising, or if it is, it is not supported with persuasive evidence. C papers are typically not as developed as they should be. This type of paper can also exhibit problems with organization that aren’t major problems, but they hinder the rhetorical force of what the writer is expressing. C papers have other shortcomings as well, which invariably deal with stylistic monotony, weaknesses in certain parts of the paper, vague generalities, and so on. The C paper gets the job done, but it lacks the intellectual rigor that invites a rereading.

An **A paper** (90-100) exhibits rich content, solid organization, and coherent delivery. It is well organized so that each sentence and paragraph flows from the other, and it maintains the reader’s interest. It is free of irrelevant details, unexamined assumptions, inappropriate diction, and errors in grammar, usage, or punctuation. Because of its careful organization and development of ideas, the “A” paper imparts a feeling of wholeness and clarity. A reader feels taught by the author.

A **B paper** (80-89) has many of the same qualities of an A paper but has occasional lapses of one kind or another. For the most part, a B paper provides significant support, and it has a logical structure. However, to provide more rhetorical force, a B paper usually needs more development of supporting details or examples, or the writer needs to think about the needs of the reader more deeply.

A **D paper** (60-69) fails to make a clear point, fails to provide enough support or evidence, or falls short of ordinary standards of correctness. D papers usually just “go through the motions” of writing without much thought, as if the writer wrote it in a hurry. A D paper also tends not to have an identifiable thesis or organizing idea if one is required in the assignment. While organization is present, it is neither clear nor effective.

An **F paper** (0-59) is seriously undeveloped or doesn’t answer the task of the writing assignment. The paper treats its subject superficially and has poor organization while the diction is garbled and/or unclear. Mechanical errors are frequent. The ideas, organization, and style fall below what is acceptable college writing.

A= Outstanding, Excellent; B = Strong; C = Adequate, Acceptable, Good; D = Weak and/or Undeveloped in structure or content; F = Seriously weak and/or Undeveloped in structure or content



## Composition of the Overall Grade

(all assignments and point totals are tentative)

<b>Participation</b>		<b>50</b> points
Discussion, in-class writing, draft conferences, small group work, in-class exercises, informal presentations		
<b>Quizzes</b>		<b>To-Be-Determined (TBD)</b>
<b>Writing Process Grade</b>		<b>60</b>
10 points available for having a full draft at draft conferences 3 draft conferences at 10 points apiece		
10 points available for every Peer Review 3 peer reviews x 10 points		
<b>Journals &amp; Exercises</b>		<b>280</b>
Journal of Introduction	10	
Integrating Quotations in MLA Style	10	
Summarizing, Paraphrasing, and Quoting Exercise	10	
14 journals (10 points each)	140	
Prospectus for Civic Argument Paper	50	
Cover Letter for the Civic Proposal	50	
1 Feedback Memo	10	
<b>Formal Writing Assignments</b>		<b>700</b>
Analyzing a Writer Paper	100	
Informative Paper	100	
Book Review Paper	100	
Open Paper	100	
TBD Paper	100	
Civic Proposal	100	
Reflective Memo	100	
		<b>1090 points + TBD</b>

**Grading Scale for Formal Documents:**

100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

**Overall Grading Scale:**

A, B, C, No Credit

## ENG 1001 Syllabus Spring 2012

All assignments and due dates are tentative  
W = *Writing: A Guide for College and Beyond* by Faigley  
# = handout

### Week 1: 3120 CH

- M 1/9 Introductions and Introduction to the Course  
W 1/11 #“Framework for Success in Postsecondary Writing”  
W (6, 13, 16-17, 20)  
#Diaz, “Seven Ways High School Prepares You for Failure”  
Introduction of Writing Assignment 1: Analyzing a Writer Paper  
**Course Policy Quiz due**  
**Journal of Introduction due**  
F 1/13 #Sommers, “Revision Strategies of Inexperienced and Experienced Writers”  
W (28-30, 620-21)  
**Directed Journal due: Reflecting on Revision**

### Week 2: 3130 CH

- M 1/16 M.L.K. Holiday (no class)  
W 1/18 W Ch. 9 (62-77)  
#”Important Points about Using Sources - MLA Style”  
In-class conferences  
F 1/20 W (238-63, 314-29)  
#Lamott, “Shitty First Drafts”  
**Open Journal due**

### Week 3: 3120 CH

- M 1/23 *Comp Day*  
**Open Journal due**  
1/24 – 1/26 Draft Conferences  
F 1/27 W (190-92, 199)  
Intro of Writing Assignment 2: Informative Paper  
**Analyzing a Writer Paper due**

### Week 4: 3130 CH

- M 1/30 W (7-11, 238-39, 210-17)  
W 2/1 *Comp Day*  
F 2/3 W (218-27)  
**Directed Journal due: tbd**

### Week 5: 3120 CH

- M 2/6 *Comp Day*  
**Open Journal due**  
2/7 – 2/9 Draft Conferences  
F 2/10 W (410-14)  
Intro of Writing Assignment 3: Book Review Paper

## Informative Paper due

Week 6: 3130 CH

- M 2/13 #Malcolm X, "Learning to Read"  
#Alexie, "The Joy of Reading and Writing: Superman and Me"  
W (626-35, 643-45)  
**Directed Journal due: tbd**
- W 2/15 In-class Conferences  
**Integrating Quotations in MLA Style Exercise due**  
**Summary, Paraphrase, and Quoting Exercise due**
- F 2/17 Lincoln's Birthday Observed (no class)

Week 7: 3120 CH

- M 2/20 Preparing for Peer Review  
*Comp Day*  
**Open Journal due**
- W 2/22 Peer Review
- F 2/24 **Book Review Paper due**  
Intro of Writing Assignment 4: Open Paper

Week 8: 3130 CH

- M 2/27 *Comp Day*
- 2/28-29 **Proposal for Open Paper due**  
Mandatory Conferences (no class)
- F 3/2 *Comp Day*  
**Open Journal due**

Week 9: 3120 CH

- M 3/5 *Comp Day*  
**Open Journal due**
- 3/6-8 Draft Conferences
- F 3/9 Intro of Writing Assignment 5: TBD Paper  
**Open Paper due**

Spring Break

Week 10: 3130 CH

- M 3/19 TBD
- W 3/21 TBD  
**Open Journal due**
- F 3/23 TBD

Week 11: 3120 CH

- M 3/26 TBD  
**Open Journal due**
- W 3/28 Peer Review
- F 3/30 Review W (626-37)

**TBD Paper due**

Intro of Writing Assignment 6: Civic Proposal Paper

Week 12: 3130 CH

M 4/2 W (536-39, 546, 572-93)

**Open Journal due**

W 4/4 W (558-71)

F 4/6 W (598-625)

Review W (626-37)

Week 13: 3120 CH

M 4/9 *Comp Day*

**Directed Journal due—Summary/Response**

W 4/11 **Prospectus due**

F 4/13 *Comp Day* & In-class conferences

**Directed Journal due—Summary/Response**

Week 14: 3130

M 4/16 *Comp Day*

W 4/18 Peer Review

F 4/20 *Comp Day*

Week 15: 3120

M 4/23 Introduction of Writing Assignment 7: Reflective Memo

**Civic Proposal Paper due**

*Comp Day*

W 4/25 *Comp Day*

F 4/27 *Comp Day*

Final—Tu May 1, 12:30 p.m.: Reflective Memo & Feedback Memo due