

# Course Policies

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**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**

**KRISTI MCDUFFIE**  
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## **TEXTBOOKS**

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

*The Little, Brown Handbook, H. Ramsey Fowler, Jane E. Aaron, 11<sup>th</sup> Ed. (LB)*

*The Contemporary Reader, Gary Goshgarian, 9<sup>th</sup> Edition (CR)*

## ***Course Objectives***

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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 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***

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***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) receive a 5% per day deduction, beginning after the class period when it is due. Small assignments will accepted late for half credit.

### ***Plagiarism***

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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***

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Class consists of four major essays (organized into four units) and a variety of small assignments such as reading responses and reading quizzes. For each unit, you will earn a Participation/Writing Process grade, which includes participation in class discussion and group work, in-class writing assignments, quality drafts of essays, peer review, and other materials that are due during the drafting process. Although the total number of points will ultimately depend on the exact number of assignments, the following table shows an estimated grade allocation for the course. At any time during the semester, you can calculate your grade by dividing the total number of points you have earned by the total points possible.

	Points	% of Grade
Participation / Writing Process and Minor Assignments	250	36%
Essay #1	100	14%
Essay #2	100	14%
Essay #3	100	14%
Essay #4	150	21%
<b>Estimated Total</b>	<b>700</b>	<b>100%</b>

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

100-90% = A

89-80 = B

79-70 = C

69-0 = No Credit\*

*\*You must earn at least a C in this course for it to count towards the University requirement. If you earn less than a C, you must retake the course.*

All assignments must be in MLA format, which means typed, double-spaced, in 12-point font Times New Roman with 1-inch margins on all sides. **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*

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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.

# Syllabus

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Week 1 3120 (Lab)	24-Aug Introduction to the Course 26-Aug <i>Memo of Introduction Due</i> 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)
Week 2 3130	31-Aug Read Richard Rodriguez, "Caught Between Two Languages" Discuss Audience and Purpose 2-Sep Read Revising pp. 489-499 (AB) Discuss Revision and the Writing Process 4-Sep <i>Draft of Literacy Narrative Due</i> Alicia Shepherd, "A's for Everyone" (CR)
Week 3 3120 (Lab)	7-Sep No Class - Labor Day 9-Sep Read Anne Lamott, "Shitty First Drafts" (Handout) Continue discussing revision 11-Sep <b><i>Literacy Narrative Due</i></b> Introduction to Advertisement Analysis Unit
Week 4 3130	14-Sep Visit from the Student Success Center Discuss Thesis Statements 16-Sep Read Analyzing Images Chapter 11 (AB) <i>Thesis statement due</i> 18-Sep Read William Lutz, "With These Words, I Can Sell You Anything" Practice analyzing advertisements
Week 5 3120 (Lab)	21-Sep <i>Draft of Advertisement Analysis Due</i> 23-Sep No Class - Conferences 25-Sep No Class - Conferences
Week 6 3130	28-Sep <b><i>Advertisement Analysis Due</i></b> Film - Crash 30-Sep Film - Crash 2-Oct Film - Crash
Week 7 3120 (Lab)	5-Oct In-class esssay on Crash 7-Oct Introduction to Rhetorical Analysis Essay Read "Generic Features of an Analysis Essay" (Handout) 9-Oct No Class - Fall Break

Week 8 3130	12-Oct <b>Mid-term Feedback Due</b> Read "Self-Fulfilling Stereotypes" (Handout) 14-Oct Discuss Paragraph Unity 16-Oct No class - Start writing!
Week 9 3120 (Lab)	19-Oct <i>Thesis statement due</i> Discuss Organization 21-Oct <i>Organization Map Due</i> In-class work day - bring your paper 23-Oct <i>Draft of Rhetorical Analysis Due</i> Peer review
Week 10 3130	26-Oct Grammar Review Day 28-Oct Introduction to Argumentative Research Essay Read Writing an Argument - pp. 377-391 (AB) 30-Oct <b>Rhetorical Analysis Essay Due</b> Read Writing an Argument - pp. 392-403 (AB)
Week 11 3120 (Lab)	2-Nov Debate sets of viewpoint essays 4-Nov <b>Argument Response Due</b> Research Methods - MEET IN BOOTH LIBRARY 6-Nov Read Source Evaluation - pp. 592-604 (AB) Discuss plagiarism
Week 12 3130	9-Nov <b>Argument Essay Proposal and Annotated Bibliography Due</b> Discuss audience awareness 11-Nov Read Incorporating Sources - pp. 615-625 (AB) Read sample student papers 13-Nov In-class work day - bring your paper
Week 13 3120 (Lab)	16-Nov <i>Draft of Argument Essay Due</i> Peer Review 18-Nov Peer Review 20-Nov <b>Revision of previous essay due</b>
Week 14	No class - Thanksgiving Break
Week 15 3130	30-Nov Discuss giving presentations 2-Dec Presentations 4-Dec <b>Argument Essay Due</b> Presentations
Week 16 3120 (Lab)	7-Dec Class wrap-up and introduction to Reflection Memo 9-Dec <b>Reflection Memo Due</b> 11-Dec <b>Revisions Due</b>
Final Exam Time	17-Dec 8:00-10:00am No final, but be prepared to conference

# Literacy Narrative

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**ENGLISH 1001**

**KRISTI MCDUFFIE**

**DRAFT DUE: FRIDAY, SEPT 4**

**FINAL VERSION DUE: MON, SEPT 14**

**POINTS: 100**

**LENGTH: AT LEAST THREE PAGES BUT NOT MORE THAN FIVE**

**FORMAT: AS STATED IN THE SYLLABUS, THIS ASSIGNMENT SHOULD BE DOUBLE-SPACED IN MLA FORMAT, 12-INCH TIMES NEW ROMAN FONT WITH ONE-INCH MARGINS.**

**TASK:**

A literacy narrative is an autobiographical essay where you, the author, describe your experiences with reading and/or writing. For this assignment, choose two or three specific experiences that you have had with reading or writing. These experiences can be in or outside of an educational setting. Relay the experience in a narrative (story-telling) form, and include as many details as you can remember. Then reflect on what you learned from that experience. How has it contributed to your current reading and writing skills? Is there something you would change about the experience? Does it make you behave differently with others in relation to reading and writing? It may be beneficial, but it is not necessary, to choose one experience that had a positive impact on you and one experience that had a negative impact on you.

**EVALUATION:**

Your essay will be graded for the following elements:

- A quality rough draft ready on the due date.
- Quality revisions before turning in the final draft.
- Quality peer review comments.
- Your essay should have a strong narrative arc with ample and relevant details, followed by a critical reflection on the impact of the experience.
- Your essay should have strong organization and focus.
- Your essay should have strong paragraph unity with transitions.
- Your essay should have appropriate word choices with few mechanical or grammatical errors.

# Advertisement Analysis Essay

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**ENGLISH 1001**

**KRISTI MCDUFFIE**

**DUE: DRAFT: SEPT 21, FINAL: SEPT 28**

**POINTS: 100**

**LENGTH: AT LEAST 3 FULL PAGES BUT NOT MORE THAN 5**

**FORMAT: MLA FORMAT, DOUBLE-SPACED, 12-INCH TIMES NEW ROMAN, ONE-INCH MARGINS, STAPLED**

## **PURPOSE AND AUDIENCE:**

The purpose of this assignment is to develop critical thinking and writing skills by analyzing the images of advertisements and learning what it says about our culture. Your audience for this paper is the target audience of the advertisement.

## **TASK:**

In this essay, you will analyze one full-page print magazine advertisement of your choice (subject to approval). While you should describe the ad in detail so your reader can easily visualize it, your paper should be focused on a thesis statement that asserts what message the ad conveys about our culture. The argument should support the thesis with a thorough discussion of the rhetorical strategies the ad employs that convey this message.

Be sure to include a concise description of the ad and an identification of the target audience. To help you think about what message the ad conveys, consider these questions. What rhetorical strategies does the advertiser use to appeal to the target audience (*ethos*, *pathos*, and *logos*)? To what values does the ad appeal? What message does that convey about our culture? Your thesis statement should make a claim about that message.

## **GRADING CRITERIA:**

This memo will be graded based on the following:

- Adherence to the assignment requirements, including length and format specifications.
- An assertive thesis statement that makes a claim about the message that the ad conveys.
- Detailed support of that claim that analyzes rhetorical strategies used in the ad.
- Strong organization and focus.
- Strong paragraph unity with transitions. Each paragraph should serve a purpose, and each sentence in that paragraph should support that purpose.
- Appropriate word choices with few mechanical or grammatical errors.

You will also receive a writing process/participation grade for this unit. Therefore, be sure to participate in each class during class discussion, group work, and in-class writing activities. When you turn in your final version, paperclip all writing process materials (including all drafts).

# Proposal and Annotated Bibliography

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**ENGLISH 1001**

**KRISTI MCDUFFIE**

**DUE: MON, NOV. 9**

**POINTS: 20**

**LENGTH: 1-PAGE PROPOSAL AND 2-3 PAGE ANNOTATED BIBLIOGRAPHY**

**FIRST YOU WILL WRITE A PROPOSAL FOR YOUR ARGUMENTATIVE RESEARCH ESSAY.**

**ANSWER EACH QUESTION IN A SEPARATE PARAGRAPH.**

- 1. WHAT IS YOUR GENERAL TOPIC OF INTEREST? WHY IS THE ISSUE PROBLEMATIC? WHY DO YOU CARE ABOUT IT?**
- 2. WHAT IS THE DETAILED ARGUMENT THAT YOU EXPECT TO MAKE ON THAT TOPIC (THIS WILL BE YOUR THESIS STATEMENT)? WHO IS THE AUDIENCE OF THIS ARGUMENT?**
3. What are your main points and what support (examples, evidence, anecdotes, source material, and logical reasoning) will you provide and in what order? You can describe how you will use the sources that you annotate below.
- 4. WHAT ARE SOME POTENTIAL COUNTERARGUMENTS THAT YOU WILL ADDRESS IN YOUR ESSAY?** How can you concede, accommodate, or refute those counterarguments?

**NEXT, WILL YOU WRITE AN ANNOTATED BIBLIOGRAPHY ON THE SOURCES THAT YOU WILL USE IN YOUR ARGUMENT ESSAY. THEREFORE, YOU** will annotate at least five sources published in the last five years, three of which must be from scholarly journals or texts. For website sources, explain how it is a credible source based on the website evaluation work we have done in class.

**THE FORMAT IS AS FOLLOWS: WRITE AN MLA CITATION OF THE ARTICLE FOLLOWED BY A SINGLE-SPACED SUMMARY OF THE ARTICLE. THE LENGTH WILL DEPEND ON THE ARTICLE, BUT IT WILL USUALLY BE ONE LONG PARAGRAPH. IT IS YOUR RESPONSIBILITY TO FIGURE OUT THE CORRECT WAY TO CITE THE ARTICLES BASED ON THE HANDOUTS I HAVE GIVEN YOU AND THE MLA GUIDELINES IN LB. SEE ME BEFORE THIS IS DUE IF YOU HAVE QUESTIONS.**

**NO TOPIC CHANGES ARE ALLOWED AFTER YOUR PROPOSAL IS APPROVED.**

# Argumentative Research Essay

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**ENGLISH 1001**

**KRISTI MCDUFFIE**

**DUE: DRAFT: NOV. 13, FINAL: DEC. 4**

**POINTS: 120**

**LENGTH: 6-8 PAGES**

**FORMAT: MLA FORMAT WITH A WORKS CITED PAGE AND A TITLE, DOUBLE-SPACED, 12-INCH TIMES NEW ROMAN FONT, ONE-INCH MARGINS, STAPLED.**

## **PURPOSE:**

The purpose of this assignment is to develop argumentative and research skills and to produce a significant piece of researched, argumentative writing.

## **AUDIENCE:**

In addition to your instructor and your peers, you will need to define an appropriate audience for your topic. For example, if you are making a proposal for a change, who would you send the proposal to? Or, if your topic affects one particular population, consider addressing this argument to that population. Your entire argument will be directed at convincing this audience.

## **TASK:**

In this essay you will make a detailed argument supported by research about the topic of your choice. As we have discussed in class, choose something that is personally relevant to you but that you can also back up with research. You may NOT write papers on broad topics including but not limited to: abortion, capital punishment, euthanasia, affirmative action, cloning, gun control, medical marijuana, stem cells, the death penalty, drunk driving, the drinking age, seat belts, school uniforms, prayer in public schools, the conceal to carry law, smoking bans, constitutional bans on homosexual marriages, and the legalization of marijuana or other drugs. *You may not duplicate any work you have done in the past or reuse work from another class. Doing so is plagiarism.*

You must use at **least five sources** in this paper, three of which must be from scholarly journals or texts. Website sources must pass the credibility criteria we have discussed. At least four sources must have been published in the last five years. All sources are subject to approval and must be properly cited in MLA format both in-text and in the Works Cited page.

## **GRADING CRITERIA:**

This essay will be graded based on the following:

- Adherence to the assignment requirements, including the format and length specifications.
- An assertive thesis statement that makes a detailed argument.
- Strong development supported by research.
- Strong organization and focus.
- Strong paragraph unity with transitions.
- Appropriate word choices with few mechanical or grammatical errors.

You will also receive a writing process/participation grade for this unit. Therefore, be sure to participate in each class during class discussion, group work, and in-class writing activities. Revise significantly based on peer and instructor comments. When you turn in your final version, paperclip all writing process materials (including all drafts) to the final essay.

### Sample MLA Citations

Source: The 7<sup>th</sup> edition of the *MLA Handbook for Writers of Research Papers*

#### Essay in an anthology:

Snyder, Mark. "Self-Fulfilling Stereotypes." *Race, Class and Gender in the United States: An Integrated Study*. 7<sup>th</sup> ed. Ed. Paula S. Rothenberg. New York: Worth Publishers, 2007. 597-603. Print.

#### Journal article obtained from a database:

Annas, Pamela J. "Style as Politics: A Feminist Approach to the Teaching of Writing." *College English*. 47.4 (1985): 360-371. *JSTOR*. Web. 6 Sept.2009.

*\*You are responsible for researching how to cite additional sources. See Handout for more examples, use your LB book, or visit the Writing Center.*

FAILING TO CORRECTLY CITE SOURCES IS PLAGIARISM

# Rhetorical Analysis

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**ENGLISH 1001**

**KRISTI MCDUFFIE**

**DUE: DRAFT: OCT 23, FINAL: OCT 28**

**POINTS: 100**

**LENGTH: AT LEAST FOUR FULL PAGES BUT NOT MORE THAN SIX**

**FORMAT: MLA FORMAT, WITH A WORKS CITED PAGE, DOUBLE-SPACED, 12-INCH TIMES NEW ROMAN FONT, ONE-INCH MARGINS, STAPLED**

## **PURPOSE AND AUDIENCE:**

The purpose of this assignment is to evaluate an article that we have read for this unit in order to analyze the strength of the argument. Your audience is someone who would like to use that argument as a source, and your job is to assess the credibility and strength of that source. Write your paper so that someone who has not read the essay can understand it.

## **TASK:**

In this essay, you will perform a rhetorical analysis of an article we have read for this unit. Evaluate the effectiveness of the argument based on these concepts that we have discussed in class:

- Ethos: Appeal to the credibility of the author
  - Investigate how the author uses his or her credibility to persuade the reader of a point. Although some authors might accomplish this by giving credentials, often times authors create credibility through the text itself by demonstrating knowledge and creating trust.
- Pathos: Appeal to emotions
  - Critique how the author appeals to the reader's emotions in order to persuade.
- Logos: Appeal to logic
  - Examine how the author uses logic to persuade the reader of his or her point. This may be done using proof such as statistics or expert testimony, or it may be evident in the way that the author describes the argument.

In addition to discussing these individual elements, make an overall judgment on the persuasiveness of the essay (hint: this overall judgment will be your thesis statement). Remember that while you may need to give a short explanation of the article, this is not a summary paper. Be sure to carefully cite the article using MLA format.

## **GRADING CRITERIA:**

This memo will be graded based on the following:

- Adherence to the assignment requirements, including length and format.
- An assertive thesis statement that evaluates the strength of the argument in the essay.
- Detailed support of that claim that includes the rhetorical elements of ethos, pathos, and logos.
- Quality revisions before turning in the final draft and revision based on peer review comments.
- Strong organization and focus.
- Strong paragraph unity with transitions. Each paragraph should serve a purpose, and each sentence in that paragraph should support that purpose.
- Appropriate word choices with few mechanical or grammatical errors.

You will also receive a writing process/participation grade for this unit. Therefore, be sure to participate in each class during class discussion, group work, and in-class writing activities. When you turn in your final version, paperclip all writing process materials (including all drafts).

## Website Evaluation Essay

ENGLISH 1001 – LANGUAGE AND COMPOSITION

KRISTI MCDUFFIE

DUE:

POINTS:

### Task:

In this essay you will evaluate two websites you are considering using as sources in your research paper. Spend at least 250 words on each website (longer is always acceptable). Use the following structure to help you craft your memo:

1. Give the name of the article and the website.
2. Provide a quick overview of the article and why it is relevant to your research paper.
3. Using the criteria on the next page from *Writing Assignments*, evaluate the quality of the website. Include factors such as author name and credibility, date information, website sponsor and purpose, whether the information can be verified, and whether the information is up-to-date.
4. Give your overall judgment of the website based on those factors and include an argumentative point to convince your audience that these are viable sources.

The websites should be relevant to your current research project and may or may not be websites you will ultimately use. Be sure to use all of the writing skills you have learned so far in this course.

### Purpose:

The purpose of this assignment is to consider the quality and appropriateness of websites and to convince your audience of their use in your research paper. Solid academic writing includes responsible research. The Internet can be both useful and dangerous and this writing assignment will help you discern the difference.

### Audience:

The audience for this assignment is both your instructor and your peers. Your instructor will approve the websites as sources based on your memo, and your peers may find your sources useful for their own research papers.

### Grading criteria:

This memo will be graded based on the rubric given in the Course Policy. Pay attention to paragraph unity, conciseness, and mechanical correctness. Use MLA format and provide full citations for your websites.

### Final items to consider:

Spend ample time searching for your chosen websites—do not simply pick the first ones that come up. You want sources that will be as useful as possible in your research paper.

## Criteria for Evaluating a Website

From Ramage, Bean, and Johnson's *Writing Arguments*, 8<sup>th</sup> Ed.

### Criterion 1: Authority

- Is the author or sponsor of the Website clearly identified?
- Does the site identify the occupation, position, education, experience, and credentials of the site's authors?
- Does the introductory material reveal the author's or sponsor's motivation for publishing this information on the Web?
- Does the site provide contact information for the author or sponsor such as an e-mail or organization address?

### Criterion 2: Objectivity or Clear Disclosure of Advocacy

- Is the site's purpose (to inform, explain, or persuade) clear?
- Is the site explicit about declaring its author's or sponsor's point of view?
- Does the site indicate whether the authors are affiliated with a specific organization, institution, or association?
- Does the site indicate whether it is directed toward a specific audience?

### Criterion 3: Coverage

- Are the topics covered by the site clear?
- Does the site exhibit suitable depth and comprehensiveness for its purpose?
- Is sufficient evidence provided to support the ideas and opinions presented?

### Criterion 4: Accuracy

- Are the sources of information stated? Can you tell whether the information is original or taken from someplace else?
- Does the information appear to be accurate? Can you verify this information by comparing this source with other sources in the field?

### Criterion 5: Currency

- Are dates included in the Website?
- Do the dates apply to the material itself or to its placement on the Web? Is the site regularly revised and updated?
- Is the information current, or at least still relevant, for the site's purpose?