

Spring 1-15-2002

# ENG 1001-006: Composition and Language

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## Recommended Citation

Watkins, Ray, "ENG 1001-006: Composition and Language" (2002). *Spring 2002*. 7.  
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## Policy Statement

English 1001G, Section 06

Monday, Wednesday, and Friday 12 to 1

Coleman Hall 3210/340, Computer Room (CR) and 3140/306, Lecture Room (LR)

Instructor: Dr. Ray Watkins

Office: Coleman Hall 3010/309K

Office Hours: 10 to 10:50 M, W, and F, or by appointment

Email address: .....

Website: .....

Office Phone: 217-581-5214

Texts:

*Working With Ideas*, Dunbar-Odom

*ReReading America*, Colombo, Cullen, Lisle

*A Writer's Reference*, Hacker

*Online!* Harnack, Kleppinger

**Goals:** English 1001G is a course in argumentation that will enhance your understanding of academic research, argumentation, and writing and give you practice in each. Our subject matter or theme is the relationship between education and social economic class. Over the course of the semester we will ask, and attempt to answer, in a variety of ways, "What does it mean to be a Literate Member of the Middle Class?" You can review your assignments ..... for a complete listing of our major writing assignments.

Writing assignments will grow out of our readings and class discussions. Specifically, you will improve your skills in the following areas:

1. Critical reading -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading, actively deciphering ideas and concepts rather than passively receiving strings of words. You want to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. Although you will be given the chance to express your own opinions frequently in this class, the process of analysis we are going to be learning is more complex and subtle than simply "saying what you think." Academic writing is less about opinions as such and more about "reasoned arguments." Knowing the difference is key to success in our class, in college, and beyond.

2. Using research -- improve your knowledge of how libraries work and how to use them. You want to familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, and librarians) as well as with online information. Reasoned arguments begin with knowing how to find and evaluate and then use good information. In addition to learning how to find information, you want to improve your skills in using that information. You can begin this process by visiting the \_\_\_\_\_ site, and familiarizing yourself with their services. Good research always involves knowing where to go for expert help. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Therefore, using research means finding materials, *and* knowing how to read them and incorporate them into your own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized document styles, but we will be using M.L.A.. Go \_\_\_\_\_ to see a page of examples of M.L.A. styles for citing books, as well as a link to a page where you can find out how to cite other sorts of sources.
3. Collaborative learning -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of this course depends on the process of writing drafts and peer critiques. You want to learn how to offer honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned. One of the most important of your collaborative tasks will be peer critiques, you can go \_\_\_\_\_ to see instructions on how to write a peer critique.
4. Constructing arguments -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading. The better reader you are the better writer you can be. Again, one of our aims is to learn to distinguish between "opinion" and a "reasoned argument" based on carefully constructed texts, evidence, and so on.
5. Clean, smart prose -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

**Writing Assignments:** Over the course of the semester you will be required to write a series of four major assignments (varying from 250 to 1200 words as the semester progresses) and to submit rough drafts and final versions for each major writing assignment -- due dates are listed on the \_\_\_\_\_. See your assignments \_\_\_\_\_ for more detail; I will be giving out instructions as we go. All assignments will be turned in on-line via your own website. You also will be asked to do a \_\_\_\_\_ for all four first drafts of the major writing assignments (see below). Over the course of the semester you will write three, 300 word, \_\_\_\_\_ that outline your strengths and weaknesses as a writer, and that identifies your future goals. For your own peace of mind always keep

multiple copies -- electronic and or paper-- of all essays and written assignments turned in for comment. Finally, as the semester progresses you will be building a web-site portfolio of your work in order to facilitate peer critiques and to make your ideas available to the public; this web-portfolio will be evaluated as one part of your final grade, see below for details. Please be aware that you must have an EIU email account in order to participate in this course. That account comes with web space, which you will use to present your work. For information on your email account and website, on the software you will need to know, and on available labs on campus, refer to your course resources page,

**Peer Critiques:** You will be responsible for commenting on the work of your classmates and helping them with revisions of drafts. Peer Critiques will be done both verbally during class, and in writing as homework. If you are absent on the day we begin peer critiques, or the next class day when written versions are due, you will be responsible for making sure the critique is written and delivered to me and to the writer. (Again, this will mean having your work available on the World Wide Web). I will not comment on written assignments, however, if they are turned in late without proper explanation. You can review my set of instructions for doing peer critiques, .....

**Other Course Requirements:** You are required to attend class and to participate in all in-class work and discussion. In this class, writing is to be considered as a continuous process from the first week of class until the last, and not as a series of discrete or separate events. Rather than write papers in one long all-night session, in other words, your goal is to learn to write and to rewrite as a part of your daily routine, proceeding step by step towards a final draft. Similarly, your goal as a reader is to learn to do your reading in small, manageable pieces on a daily basis, rather than all at once. Much of this class is done as workshops, which by definition cannot be repeated. Missed classes will necessarily be reflected in the quality of your writing and in the calculation of your grade. Four absences will result in the lowering of your course grade; six unexcused absences will fail you in the course. Periodically throughout the semester you will be responsible for homework assignments that will also be counted as a part of your class participation and attendance grade. Finally, you will be responsible for producing a Homework page as a part of your Web Portfolio, and you can read about that

**Late Or Missed Work:** As previously stated, you are responsible for delivery of all late critiques, drafts and final papers. Please note that because writing is an ongoing process of critique and revision, missed assignments can only adversely-- and seriously-- effect your final grade. There is no makeup for missed work in class or for missed writing workshops.

**Grades:** Final grades will be determined using the following formula. Note that each final grade for major writing assignments one through four is an average of the two drafts; peer critiques and the self-commentaries are averages of four peer critiques and three self-commentaries. As a result, in order to do well in this class, you will have to take each of the stages of your writing -- first draft, peer critique, final draft, as well as self commentary -- very seriously.

## **Assignments and Percentage of Final Grade**

Major Writing Assignment One 10%  
Major Writing Assignment Two 10%  
Major Writing Assignment Three 15%  
Major Writing Assignment Four 20%  
Peer Critiques 15%  
Self-Commentaries 10%  
In-Class Work / Quizzes / Miscellaneous Writing 10%  
Web Portfolio 10%

**Scholastic Responsibility:** Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty (including possible failure in the course). If you have any questions about the use you are making of source material see me *before* turning in the assignment in question. The discovery of plagiarism will result in a failing grade. Plagiarism may result in indefinite suspension from the university. If you are confused at all about this issue, please talk or email ....., or speak to your advisor or another professor. You can also read more (from the University of Toronto)

**Teacher Comments:** In my written comments on your work, I will do my best to give you useful responses, to help you improve organization, development and support, or grammar and mechanics, word choice and style, etc. It is your responsibility to read my comments, however, to discuss them with me if you have any questions, and use them to improve your writing. I will not correct grammar for you or point out every possible technical error in a draft; instead I will mark only the first or most obvious instances I see of grammatical errors and expect you to learn the problem and work to correct it throughout all of your writing. One of your main tasks this semester is to learn how to identify areas in which you feel you need improvement, and to work with me in applying that knowledge to your writing. To that end, I recommend that you quickly familiarize yourself with the services of the ..... Remember, the Writing Center is not about trying to learn things that you should have learned in High School; the Writing Center is about finding skilled collaborators who can provide you with the sorts of assistance successful writers rely on. They won't edit your work for you, of course, but they will read with a skilled, informed eye and ear.

**Complaints:** Bring any questions you have about grades or policies to me first. Complaints we cannot resolve should be taken to the appropriate administrative official.

Ray Watkins

Syllabus: Composition and Language, Section 06, Spring 2002

**Week One, Computer Room (CR 340/3210): January 7-11**

**M** Introduction to the Course and to Each Other, Part I

**W** Introduction to the Course and to Each Other, Part II

**Note** that you must bring your E.I.U. email and web account information (user name and password) and a blank disc to class on Friday. (To make sure you get the information correct, bring the printout given to you by Student Services). You must use this account- Hot Mail, Yahoo, or any other service will not be accepted- in order to complete the work in this course. You will use your E.I.U. email account and the server space assigned to you for your web site throughout this course. If you don't have your disc and information to use for Friday's class, please do not come. Instead, I recommend that you drop the course. Also, be certain to remember to bring the textbook we are using to class on the day that we are using it.

Read for next class: Online! (O!) Chapter 1. "Finding Internet Sources" and Chapter 2. "Connecting to the Internet." Review Computer Software and Computer Labs at E.I.U. Arranging Folders and Files on Your Disc, and the E.I.U. Computer Lab Locator. You have until January 21 to be certain that you have all of the necessary software, and/or know the site where you can use it at your convenience.

**F** Internet Workshop, Reading Quiz on O!, Chapters 1 and 2 and on the three on-line hand outs I asked you to review, above. Read for next class: Working With Ideas (WWI), Chapters 1 and 2.

**Week Two, Lecture Room (LR 306/3140): January 14-18**

**M** Reading Quiz, WWI, Chapters 1 and 2; Active Reading and Writing Workshop. Read for next class: Rereading America (RA), "The Myth of Education and Empowerment," page 135, and "From Report of the Massachusetts Board of Education, 1848," page 141. Active Reading Homework Exercise to be announced.

**Note** that every writing assignment, long or short, major or minor, must be turned in in on the Internet as noted. You must include your name, the title of the assignment (make one up if you need to) as well as the date. I will not accept any handwritten, untitled or undated or unidentified work. Save all writing assignments to your class disc, and back up that disc for your own peace of mind. From this point on I will not be announcing Reading Quizzes on the syllabus; however, you can expect that I will give them from time to time, particularly if I feel that the class is neglecting their reading work.

**W** Discussion: "'The Myth of Education and Empowerment,' page 135, and 'From Report of the Massachusetts Board of Education, 1848.'" Read for next class, RA, "The Seven Lesson Schoolteacher," page 152. Active Reading Homework Exercise. Major Writing Assignment One, Assigned; First Draft Due January 25

**Note** that while I will announce major writing assignments and readings where relevant, I will not include every possible writing assignment I may give you on the syllabus. Most of the small, one page or less assignments will routinely be given out in class and due the next time our class meets. This is another good reason to strive for 100% attendance; if you miss an assignment of this sort because you were absent without reason you cannot make it up. If you are an athlete, and will be missing class due to games, meets, and so on, it is your responsibility to stay on top of things, making sure you meet all deadlines, get homework assignments from your classmates, and so on.

**F** Discussion: "The Seven Lesson Schoolteacher." Reading for next class: O!, "Publishing on the World Wide Web" page 183

**Week Three, CR: January 21-25**

**M** No Classes Martin Luther Kind Day. Read about Dr. King, [here](#).

**W** Publishing on the Web Workshop; Using HTML and FTP. Reading for Next Class, A Writer's Reference (WR), Chapter 3, "Revising," page 17 and Chapter 4, "Paragraphs," page 24. Review [Peer Critiques, Step by Step](#).

**F**, Major Writing Assignment One, Draft One, Due; Using FTP and HTML, Part II; Peer Critique Workshop, Peer Critiques Assigned, due January 30. Reading for next class, WWI, Sequence 1, "Getting Started," page 105, and, "The Idea of a University," page 107.

**Week Four, LR: January 28-30, February 1**

**M**; Discussion: "The Idea of a University." Reading for next class, WWI, Sequence 1, "The College Mystique," page 115 and "Entering the Conversation," page 131.

**W** Peer Critique One on Major Writing Assignment One, Draft One, Due. Discussion: "The College Mystique" and "Entering the Conversation."

**F** Open Technology Day, Conferences if Desired

**Week Five, CR: February 4-8**

**M** Open Lab; Review, [Self Commentaries, Step by Step](#)

**W** Open-Lab, Self-commentary One, Assigned, due February 15.

**F** Open Lab. Reading for next class: RA, "Money and Success: The Myth of Individual Opportunity," page 294 and "From Ragged Dick" page 298.; WWI, "Students of Success" page 148, and "Canto, Locura, y Poesia" page 151

**Week Six, LR: February 11-15**

**M** Discussion, "Students of Success" and "Canto, Locura, y Poesia"; "Money and Success: The Myth of Individual Opportunity," and "From Ragged Dick" Reading for next class: RA, "Learning to Read," page 223. Review, WR, "MLA Documentation" page 325; especially pages 331-337, "MLA list of works cited" and "Books." Also, see my [handout](#) on citing books in MAL format.

**W** Major Writing Assignment One, Final Draft Due; [Major Writing Assignment Two](#), Assigned; Draft One of Major Writing Assignment Two due on February 20; Discussion: "Learning to Read." Reading for next class: RA, "School," page 253.

**F** Self-Commentary One, Due. Discussion, "'School.'" Reading for next class: RA, "Two Ways a Women Can Get Hurt" page 444.

**Week Seven, CR: February 18-22**

**M** Discussion: "Two Ways a Women Can Get Hurt." Reading for next class: RA, "The Evolution of G.I. Joe, 1964-1998" page 476 and "Advertising and the Construction of Violent White Masculinity" page 466.

**W** Major Writing Assignment Two, Draft One, Due; Draft Two Due, March 6; Peer Critique Assigned, due February 27. Discussion: "The Evolution of G.I. Joe, 1964-1998" and "Advertising and the Construction of Violent White Masculinity." Reading for next class: RA, "Class in America: Myths and Realities," page 318.

**F** Open Lab

**Week Eight, LR: February 25-27, March 1**

**M** Discussion: "Class in America: Myths and Realities." Reading for next class: RA, "Stephen Cruz" page 335 and "Good Noise: Cora Tucker" page 340.

**W** Major Writing Assignment Two, Draft One, Peer Critique Due. Discussion: "Stephen Cruz" and "Good Noise: Cora Tucker." Reading for next class: RA, "The Invisible Poor" page 356 and "Money" page 372.

**F** Discussion: "The Invisible Poor" and "Money" page 372.

Reading for next class: WWI, "Conducting Library Research" page 37.

**Week Nine, CR: March 4-8**

**M** Internet Research Workshop

**W** Major Writing Assignment Two, Draft Two, Due; Self-Commentary Two (due March 18, after Spring Break) , and Major Writing Assignment Three (draft one due March 20, also after Spring Break) Assigned. Open Lab Time. Reading for next class: WR, "Effective Sentences" page 96.

**F** Discussion: "Effective Sentences" and Open Lab Time. Reading for next class: WWI, Sequence 3, "Getting Started" page 237, "The Professions as Class Fortress," page 239, and "Dirtbags, Burnouts, Metalheads, and Trashers" page 244.

**Week Ten, LR: March 11-15 No Class, Spring Break**

**Week Eleven, CR, March 18 to 22**

**M** Self-Commentary Two, Due. Discussion: "Getting Started," "The Professions as Class Fortress," and "Dirtbags, Burnouts, Metalheads, and Trashers." Reading for next class, WWI, "Confronting Class in the Classroom," page 256, "From Outside, In" page 266.

**W** Discussion; "Confronting Class in the Classroom," and "From Outside, In"

**F** Open Lab. Reading for next class: WWI, "Lost Generation," page 276 and "The Uses of Anger: Women Responding to Racism" page 281.

**Week Twelve, LR: March 25 to 29**



**M** Discussion: "Lost Generation," and "The Uses of Anger: Women Responding to Racism." Reading to be announced.

**W** Major Writing Assignment Three, Draft One Due (Draft Two due April 8); Peer Critique Three Assigned (due April 1); Reading for next class, WWI, "Argument and Persuasion" page 25

**F** Discussion: "Argument and Persuasion." Reading for Next Class: O!, "Choosing and Evaluating Internet Sources" page 91.

### **Week Thirteen, CR: April 1-5**

**M** Major Writing Assignment Three, Peer Critique Due; Discussion: "Choosing and Evaluating Internet Sources." Workshop on Internet Sources; Open Lab; Reading for next class: RA, "I Just Wanna Be Average" page 162.

**W** Discussion: "I Just Wanna Be Average." Reading for next class, RA, "From Social Class and the Hidden Curriculum of Work" page 174.

**F** Discussion: "From Social Class and the Hidden Curriculum of Work." Reading for next class; RA, "Politics in the Schoolroom" page 265.

### **Week Fourteen, LR: April 8-12**

**M** Major Writing Assignment Three, Draft Two Due; Major Writing Assignment Four, Assigned (due April 19). Discussion; "Politics and the Schoolroom." Reading for next class, RW, "Word Choice" page 124.

**W** Discussion and Workshop: "Word Choice." Reading for next class, RW, "Grammatical Sentences" page 163

**F** Discussion and Workshop, "Grammatical Sentences"

### **Week Fifteen, CR: April 15-19**

**M** Open Lab; Course Evaluation

**W** Open Lab

**F** Major Writing Assignment Four Draft One Due; Draft Two due May 1; Open Lab; Peer Critiques Assigned (due April 24). Reading for next class: RA, "The Twilight of Self-Reliance: Frontier Values and Contemporary America" page 694. Note, Final Self Commentary due May 1, along with final version of Web Portfolio.

### **Week Sixteen, LR: April 22-26**

**M** Discussion: "The Twilight of Self-Reliance: Frontier Values and Contemporary America." Reading to be announced.

**W** Major Writing Assignment Four, Peer Critique, Due. Reading to be announced.

**F** Last Day of Class

Note: Major Writing Assignment Four Draft Two, Self-Commentary Three, and Web Portfolio Due Next Wednesday, May 1, by 9AM. There will be no final in this course. Happy Summer!