

Fall 8-15-2003

# ENG 1001G-009-021: Composition and Language

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Fall 2003

Class: English 1001G

Time: Section 009 at 9:00 MWF and Section 021 at 11:00 MWF

Instructor: Ms. L. Devon Nau

Office: CH3033

Office Hours: MWF 10:00-11:00, 2:00-3:00 and T/TR by appointment or announcement

Office Phone: 581-6288, Home Phone: 253-9018, E-mail [cfldf@eiu.edu](mailto:cfldf@eiu.edu)

TEXTS: Fulwiler and Hayakawa, The Blair Handbook, 4th ed.  
Harnack & Kleppinger, Online!: A Reference Guide to Using Internet Sources  
Kennedy, Kennedy & Aaron, The Bedford Reader, 8th. ed.  
Kennedy, Kennedy & Holladay, The Bedford Guide for College Writers, 6<sup>th</sup> ed.

Tentative Syllabus  
(subject to deletion and much expansion)

August

- 25: Welcome to English 1001  
Review syllabus  
Write a paragraph
- 27: Read typed, polished paragraphs in class and turn them in  
Assignment: Read "Indian Education" (page 103, Bedford Reader)  
"Shooting Dad" (page 144, Bedford Reader)
- 29: Bring Bedford Reader for discussion  
Introduce Essay # 1 (Narration/Description)  
Bring Blair Handbook. See page 472 (comma splices)  
See page 786 (MLA manuscript form)

September

- 1: Labor Day/No Classes
- 3: Bring Blair and completed assignment  
Bring printed draft of Essay #1 to class for peer editing
- 5: Essay #1 due at the end of the period  
Assignment: Read Chapters 5 and 22 in Bedford Guide.
- 8: Bring Bedford Guide  
Discuss "observing a scene" and "visual analysis"  
Read and discuss Bryson's "Design Flaws" (page 193, Bedford Reader)  
Grammar/punctuation assignment
- 10: Turn in grammar assignment  
Bring Bedford Guide  
Topic invention for Essay #2

- 12: Know your topic for Essay #2; bring in observation notes and/or supplemental materials  
Bring Bedford Guide; touch on Chapter 35 in class
- 15: First draft of Essay #2 due at the end of class
- 17: Essay #2 due at beginning of class  
Bring Blair Handbook; begin discussion on page 435  
Compile vocabulary list
- 19: English jargon vocabulary quiz  
Bring Bedford Reader  
Read Sedaris, "Remembering My Childhood on the Continent of Africa" (p. 234)  
Suggested reading: Britt, "Neat People vs. Sloppy People" (p. 223)  
Barry, "Batting Clean-Up and Striking Out" (p. 229)  
Discuss comparison/contrast elements  
Invent a comparison/contrast topic for Essay #3 from one of your areas of expertise
- 22: Bring Bedford Reader; study pages 216-218  
Choose method of organization for your topic
- 24: Printed draft of Essay #3 due at beginning of period for peer review
- 26: Essay #3 due at beginning of class  
Freud Lecture  
Begin looking at Freud's essay "Libidinal Types," supplied in class  
Introduce Essay #4—Analysis/Classification
- 29: Freud quiz  
Bring Blair for MLA documentation discussion  
Work on Essay #4

#### October

- 1: Work on Freudian analysis, Essay #4  
sign up for conference
- 3: NO CLASS--Mandatory Conferences in Devon's office
- 6: NO CLASS—Mandatory Conferences in Devon's office
- 8: NO CLASS—Mandatory Conferences in Devon's office

- 10: Essay #4 due at beginning of class  
 Draw names for collaborative writing project  
 Begin reading and writing out answers to discussion questions: Chapter 9, "Taking a Stand," in Bedford Guide.
- 13: Chapter 9 answers due at end of class  
 Formulate topic for collaborative Essay #5
- 15: Work on Essay #5 in class
- 17: No Class/Fall Break
- 20: Essay #5 due at beginning of class  
 Introduce Research topic  
 Assignment: Read Chapter 11, "Writing Research Essays" in Blair
- 22: Booth library program
- 24: Show and tell; provide one source for research essay  
 Assignment: Read Chapters 12 and 13 in Blair  
 Realize that much research and writing will be done outside of class for this longer assignment.
- 27: Introduce guidelines for Writing Aids Portfolio (counts as one essay grade)  
 Begin work
- 29: Gather sources for research/gather materials for portfolio
- 31: Work on Writing Aids Portfolio

#### November

- 3: Writing Aids Portfolio due  
 Possible Career Center program
- 5: Bring Bedford Reader for Mitford's "Behind the Formaldehyde Curtain," p. 290  
 Discuss process writing
- 7: Bring in examples of process writing  
 Bring Bedford Reader; look at 268--273  
 Do the doodle game (?)
- 10: Bring list of five possible topics for Essay #6 (process)
- 12: Choose topic and begin writing Essay #6

- 14: Work on Essay #6 in class  
Work on Electronic Writing Portfolio submission form
- 17: Essay #6 due at beginning of class  
Touch base on research essays/possible library day
- 19: Bring Blair for class study of Chapter 16: "Using Sources"  
Bring Online!: A Reference Guide To Using Internet Sources to look at Chapter 5, p. 115
- 21: Electronic Writing Portfolio due (more about this earlier in the semester)

24,26,28: NO CLASS/Thanksgiving break (work on research writing while the turkey bakes...)

#### December

- 1: Research/revision work in class
- 3: Research/revision work in class
- 5: Revision due
- 8: Research work in class
- 10: Research essay due
- 12: Revision returned

You are finished.

There is no final examination in English 1001G.

#### **Attention!**

You should keep all of your essays in a folder and on multiple disks. At the end of the semester you will need them.

All essays must be composed on a computer, using *Microsoft Word*. When saving work on various computers using various versions of *Microsoft Word*, save in **Rich Text Format** to avoid headaches and tears.

Most essays (#1-#6) will be--**at the very least**--two full pages. The researched essay is longer (7-9 pages).

You are required by the University to submit an essay from 1001G or 1002G as part of the requirements for your Electronic Writing Portfolio. Let's get it done this semester, no later than November 21. We will be discussing the EWP in detail as soon as you have produced appropriate work for it.

### **Course Requirements and Grading:**

50% of your grade is based on Essays #1-6 and the Writing Aids Portfolio, which counts as one paper grade.

10% of your grade is based on various homework assignments and quizzes.

10% of your grade is based on one revised essay turned in on December 5.

15% of your grade is based on the longer researched essay due on December 10.

15% of your grade is based on class participation, effort, improvement and, mostly, my general impression of your work.

### **Class Attendance/Conference Attendance:**

Because the information provided in the classroom and in private conference is a major part of English 1001G, and because of what you learn here about writing involves analytic discussion, debate and reading aloud, failure to attend class or scheduled conferences will affect your grade. Any student missing more than **five** meetings without obtaining my approval **will not receive credit** for the course.

### **Late Work:**

Unless you have made prior arrangements with me, any late work will receive a failing grade. You must, however, turn in all assigned essays to be considered for a passing grade for the course.

### **Plagiarism:**

Here is the English Department's policy on plagiarism:

Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thought of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of 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.

**A note for students with disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.