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ENG 1002G-001-002-015: Composition and Literature

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English 1002G

Composition and Language Course Outline and Syllabus

Bring this syllabus and course schedule to every class so that you may make note of any changes which I announce in class.

Lynanne Page, Instructor
3037 Coleman

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Phone: 581-6307

Office hours: MWF 9:00-10:00am and by appt.

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Required Texts:

Abcarian, Richard and Marvin Klotz. *Literature: The Human Experience*. 9th ed.

Griffith, Kelley. *Writing Essays about Literature*. 7th ed.

Lunsford, Andrea A. *Easy Writer*. 3rd ed.

Course Description:

English 1002G. Composition and Literature. A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts in a variety of literary genres, including poetry, fiction and drama. As in 1001G, attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G.

Course Objectives:

Upon completing English 1002, students should be able to:

- Think critically about literary texts;
- Select and narrow a literary topic;
- Write clearly and concisely in standard written English;
- Refer to secondary sources, and document those sources accurately in MLA style
- Revise essays for clarity, cohesion and style;
- Assist fellow students in their writing and revision;

Grading:

Grades for individual assignments will be determined according to the Guidelines for Evaluating Writing Assignments in EIU's English Department (attached). Be sure to read these guidelines fully – they will help you to understand what is expected of your work. Keep in mind that adequate, average work will receive a C, and excellent work will receive an A.

The possible final grades for English 1002G are A, B, C, NC and INC. In other words, you cannot pass this course with D-level work. If your grade for the course is less than a C, you will receive an NC for the course and you must then retake the entire course to receive credit. Please remember that your grade for an essay will be determined not just by your final draft, but also by your revision work, and that late assignments will lose one letter grade for each day they are late.

In addition, **you must turn in all assignments** to receive credit for the course. If you fail to turn in one of your assignments, you will receive an NC for the course.

Assignments will be accepted for full credit only on the day on which they are due. Late assignments will lose one letter grade for each day they are late.

Assignments:

Essay Quizzes 30%

Essays

Essay 1	10%
Essay 2	10%
Essay 3	20%

Final Exam 20%

Participation and 10%
Daily
Assignments

100%

Keys to Writing Successful Essays:

- Read your prompt carefully **before** you begin.
- After you read your prompt, allow some time (ideally, at least one day) for your ideas to incubate. Think about what you'd like to write while you walk, eat or perform menial tasks.
- Use the prewriting exercise of your choice.
- Write simply and clearly.

- Provide clear organization in your essay, but do not restrict yourself to five-paragraph format.
- When using a direct quote from an outside source, introduce the quote thoroughly, providing the author's name and credentials, and the title.
- Allow time after drafting (ideally, at least overnight) before revising or proofreading.
- Ask someone you trust to proofread your essay.
- **If you have *any* questions, ask them in class or conference.**

Attendance Policy:

Attendance is mandatory. Final course grades may be lowered by one letter grade for each *unexcused* absence over three. Absences may be excused for illness, religious holidays, personal emergencies, and some university events. **You must notify me in advance of absence for reasons other than illness or emergency; if you are ill, you must email me before class in order to be excused. Do not call my office to notify me of your absence. Absences will be excused entirely at my discretion.**

When you have missed class for any reason, you are responsible for asking a classmate what transpired during class. On the slots below, write the names and telephone numbers of three of your classmates whom you may contact when you miss class:

1. Name: _____
Phone Number: _____
2. Name: _____
Phone Number: _____
3. Name: _____
Phone Number: _____

Disabilities:

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.

Conferences:

Your success in this course may also depend on your willingness to schedule voluntary conferences at any point during the semester at which you need help or would like to review your progress in the course. Come to my office during office hours whenever you need assistance or counsel, and keep careful records of your grades.

If you are not available during my office hours, I will be more than happy to schedule an appointment for you at another time.

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” – has the right and the 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 theirs should encompass all formats, including print, electronic, and oral sources. The University also uses TURNITIN to detect instances of plagiarism.

Electronic Writing Portfolio (EWP):

All EIU students are required to submit one of their essays from *either* English 1001 or English 1002 to their Electronic Writing Portfolios. If you have not submitted an essay from English 1001, you should submit one of the three essays which you will complete this semester. To submit an essay for the EWP:

1. Go to my website (listed on page one of this syllabus) and click on “Electronic Writing Portfolio” near the bottom of the page.
2. At the EWP website, click “Submission Form.” Read the instructions and then complete the form online.
3. Print, sign and date your form.
4. Choose an essay I’ve already graded, and bring the form and a hard copy of the graded essay and grade sheet to me during class.

Tentative Course Schedule

(shading = computer lab; *LTHE* = *Literature: The Human Experience*)

Readings will be discussed on dates listed. Please read *before* this date.

Monday January 7 Introduction to Course	Wednesday January 9 <u>Success and Opportunity</u> <i>LTHE</i> pp. 147-8 "House on Mango Street"	Friday January 11
January 14 <i>LTHE</i> pp. 464-72 "Two Kinds"	January 16	January 18 <i>LTHE</i> pp. 704-27 "Sonny's Blues" Essay 1 polished draft due through WebCT
January 21 University Holiday – Class Cancelled	January 23 <i>LTHE</i> p. 1390 "Richard Cory" and p. 490 "From a Correct Address..." Essay 1 peer review letters through WebCT	January 25 Essay 1 revised draft due through WebCT
January 28 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	January 30 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	February 1 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference
February 4 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	February 6 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	February 8 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference

February 11 Essay 1 final draft due on WebCT <u>Conformity and Rebellion</u> "A & P" on WebCT	February 13	February 15 University Holiday – Class cancelled
February 18 Essay 2 polished draft due through WebCT "Bedtime Story" and "Mexicans Begin Jogging" on WebCT	February 20 Essay 2 peer review letters through WebCT	February 22 Essay 2 revised draft due through WebCT <i>LTHE</i> p. 477 "Much Madness..."
February 25 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	February 27 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	February 29 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference
March 3 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	March 5 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	March 7 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference
March 10 University Holiday – Class Cancelled	March 12 University Holiday – Class Cancelled	March 14 University Holiday – Class Cancelled
March 17 Essay 2 final draft due <u>Connection and Alienation</u> <i>LTHE</i> pp. 752-66 "Mrs. Dutta Writes a Letter"	March 19	March 21 "Hills Like White Elephants" on WebCT

March 24 Essay 3 polished draft due through WebCT	March 26 Essay 3 peer review letters through WebCT <i>LTHE pp. 1250-6 Tender Offer</i>	March 28 Essay 3 revised draft due through WebCT
March 31 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	April 2 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	April 4 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference
April 7 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	April 9 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference	April 11 Writing Workshops (Come only to your scheduled workshop, and bring a hard copy of your and your group members' essays) Read group members' revised essays before coming to your conference
April 14 <i>LTHE pp. 546-604 A Doll's House</i>	April 16	April 18
April 21 Essay 3 due	April 23	April 25

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback