

Fall 8-15-2015

ENG 1002G-005: Composition and Literature

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Academic policy on plagiarism.

**Fall 2015 – English 1002G
Composition and Literature
(The following material is subject
to change without notice. I will inform you of changes.)**

Instructor William Feltt

Office: CH 3033 • NO PHONE • E-mail: use D2L email*

Office Hours 9-11 a.m. & 1-2 p.m. MWF and by appointment

*Use D2L email first and primarily but use my wefeltt@eiu.edu if necessary

Course description

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. As in 1001G, attention is given to the ongoing development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G. (3-0-3) Graded (A, B, C, N/C).

In English 1002G (Composition and Literature) you will take another step from 1001G toward developing your writing, reading and analytical skills. We will read works of literature — poetry, fiction, drama — then, after studying different ways to analyze them, we will dig deeper and learn how to talk and write intelligently about them.

€€€ In this course you must take a final exam including a writing component €€€

Course plan*
***Subject to change without notice**

Literary Terms Study Sheet: Do this next!

Find the Literary Terms Study Sheet on the Content Page in D2L. Use your textbooks to define the terms, which you will need to know for a deeper understanding of the material we cover. Oh, and while I'm at it, **bring your textbook**, *Literature* – the one you could stop a door with – to class each day; you cannot participate in discussion without it.

Course notes

Now, once you've finished the Literary Terms Study Sheet, you need to know what I expect from you. Read this syllabus closely! That will help. You may want to print out a copy. Frequently, I will post announcements either on the [Desire2Learn \(D2L\)](#) calendar or via email so make sure you check both frequently.

Some other important items: You will submit electronic copies of your essays to me using D2L. I will not accept paper essays in class or attached to an email (more on that later).

Essays will be due in electronic format no later than 11:59 p.m. the day essays are due. Essays submitted at 12:00 a.m. will receive a 10 percent deduction (see section on late submissions below) for each day late, up to three days. Essays more than three days late will **NOT** be accepted so don't ask and definitely don't attach to an email without prior approval. **Essays and the email messages they are attached to will be deleted without response or acknowledgement.** And again, I will NOT ACCEPT unsolicited essays sent by email, but if I were to allow emailed assignments, you would attach it, not paste it into the message window.

Use Microsoft Word format (.docx) exclusively as your word processing program, and it is possible, the library and Triad, along with other campus resources, have computers available with MS Word installed. **I do not accept essays in Pages or Microsoft Works format.** Submit files in Word's default format (.docx) to **D2L only**. You must also turn in the "marked copies" of your essay. **We will discuss how you will accomplish this miracle in class.**

Other

Read read read read read ... write write write write write – we will do both. Perhaps not your favorite things, not what you wanted but perhaps expected to hear. You must do both to become a competent writer. And in this class, those who flex their creative muscle, do the work, and participate in class discussions will be rewarded with good grades.

Conferences

Of major importance in this class will be the one-on-one conferences **with me and the peer review and workshop sessions with your classmates.** In the conferences, you will sit down with me to read over your responses or essays on a larger screen, although we **will not** conference on every writing assignment. **Make sure you bring a hard copy of your essay to the conference so that you can take notes.** IMPORTANT: **Because you will have received my personal input by this time on at least some of your essays (when required), I will expect each subsequent essay or writing assignment to improve significantly; therefore, I will grade essays/responses increasingly stricter as the semester progresses; an A-minus-caliber first essay with only a few problems may easily turn into a C-caliber essay without those problems fixed on the second response.**

The first draft will be graded at 60% of the final score. The final essay will receive 40% of the final score. For example, the first draft of an essay can earn up to 6 points (out of 10) while the final draft will earn no more than 4 points. **That does NOT mean that mediocre will pass for the first draft. The draft should be focused, with all required parts in place, free of all grammatical, mechanical, punctuation and spelling errors. You will post these drafts on D2L (more on that later).**

You are also required to **peer review** your classmates' work, and the resulting peer editing form **will** be graded. If you do not participate in peer review, you will not have the benefit of an extra set of "eyes," and I assure you that the quality of your final product and your grade will suffer.

You will be required to attend at least two **conferences** with me. We may also hold a **group conference, in the form of team workshops.** These will be scheduled ahead of time (see schedule below). The individual conferences will last 20 to 30 minutes, depending on the complexity of the assignment.

During conference weeks, we may or may not meet during our regularly scheduled class times. That depends on how we progress through the semester. If we have class during conferences, you will be required to attend and watch a **movie** (take notes!) during class. The movies will be relevant to course material, **and I will take attendance.** **If you fail to keep your conference appointment, you will NOT be allowed the opportunity to make it up and will receive one regular unexcused absence.**

Short responses

You must carefully read each **assignment or writing prompt** – on short stories, poems, plays. To make sure you understand the material, I will require you to write a number of **two-page responses**, instead of fewer, longer essays, although you will write a final essay of 2,500 words. **BUT because these responses are shorter, they must be superiorly and concisely written, with few if any structural or mechanical errors.** In these responses, you will answer a question or questions over a reading or readings. I will announce details as we progress through the semester. Essays can be formatted in either MLA or APA style (see the handbook for help). Essays obviously must also follow the principles of good writing – comprehensive content, attention to audience, clarity, organization, correct grammar, spelling and punctuation and so on. The responses will be worth ten points each. (More on the responses below.)

Reading: To understand the material, you must **read the assignments** carefully. I suggest reading each twice. The first time through, read for the enjoyment of the story, poem or play. Read without pausing, questioning, analyzing or making any judgment on the work of literature. The second read, begin to ask yourself questions about the content. For example, you could ask questions about characters, plot, setting, diction and other aspects of the story. We will discuss various approaches to gain deeper understanding of literature. **However, even if we don't discuss readings in class, you are still expected to know and understand the concepts presented.**

Depending on the amount of your involvement in participation in class discussion over our readings, I may administer **a series of 200-word journal responses to the stories, poems or the play**. This will help encourage you to read closely. So make sure you read everything in the assigned chapters.

Textbooks and Resources

Literature: An Introduction to Fiction, Poetry, Drama, and Writing. (Lit)
Kennedy, Gioia
Publisher: Pearson

The Brief Penguin Handbook (Handbook)
Author: Faigley, Lester
Publisher: Pearson

If this text (or one like it) is made available to us, you can find lots of helpful information in this text, including information on MLA format, grammar, punctuation and other material on writing.

Writing Essays about Literature (WEL)
Author: Kelley Griffith
Publisher: Wadsworth/Cengage

Use this text to get valuable advice on writing analytical (or other) essays about literature.

Purdue OWL Website
Purdue University

The Purdue OWL lists the most current (2009) MLA guidelines. MLA has made major changes, changes that may or may not be reflected in your handbook. Go to <http://owl.english.purdue.edu/owl/resource/557/01> for more information.

EIU's Writing Center
Eastern Illinois University

EIU's Writing Center has tutors who can help you through the writing process, from beginning to end. The tutors, however, will not proof or edit your papers. They will help you work through problems in all areas of writing that you may have. Take advantage of its services. Visit the WC

Website, call to make an appointment or stop by. Tutors are usually available. Contact information: The Writing Center 3110 Coleman Hall, Eastern Illinois University, 600 Lincoln Avenue Charleston, IL 61920 Phone: (217) 581-5929.

Other help ...

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.

Prerequisites ...

Should you be attending this class? If you received an NC in 1001G, you must see me IMMEDIATELY after the first class. [You must successfully pass 1001G before you enroll in 1002G.](#)

Electronic Writing Portfolio

You can submit an essay from this course for inclusion in your Electronic Writing Portfolio. Near the end of the semester, we will revisit the EWP submission.

Policies

Academic policy on plagiarism

Plagiarism. Don't do it. Why? Because you could get hit with sanctions ranging from a failing grade to expulsion from the University, whose policy reads 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 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.

My attendance policy

Be in class. To gain full benefit from the class, you must be present at all classes. My **attendance policy** is simple:

If you miss more than five classes (six or more), for whatever reason, you will receive NC (no credit) for the course and will be required to retake the course. The only excused absences would be University-sanctioned events. Even those would be subject to my approval.

If you know in advance of excused absences (for University-sanctioned events) you must submit work BEFORE the absence.

- **Use of Technology – personal or classroom**

Do not use smart phones (or even dumb ones) during class. Keep them put away and silent during class, unless I ask otherwise. In addition, computers are to be used only for class-related activities. I will ask you to leave class and count your absence as unexcused for the day, if you,

- Look at or use your cell phone without being asked
- Use any computer, including your own laptop or the computer provided for you in the lab, for any purpose unrelated to the current class discussion or task.

• Late Assignments

[Submit your assignments to D2L, which will hopefully become your best friend. It is available 24/7 and contains the syllabus and all available assignments, and it will list your most current grade.]

Submitting assignments: All essays will be submitted on electronically no later than 11:59 p.m. If you don't know how or have questions about posting essays in D2L, you must ask come to my office and I'll show you how it is done. An essay received at 12 a.m. or later will be subject to percentage deduction, as follows:

For each day late, your paper will receive a 10 percent deduction, up to 30 percent. Papers will not be accepted beyond 11:59 p.m. (or time slated) of the third day and will receive a zero.

If you have a legitimate excused absence, especially planned absences, you must turn in assignments beforehand. No exceptions. If you are ill, we will make mutually reasonable arrangements to complete missed assignments, but essays will still be subject to these deductions, regardless of the reason.

Essays submitted beyond three days late will receive a 5 out of 10 or less (but no more) without feedback.

Assignments and Grades

The essays

You will write four response essays of at least 600 words each (which equals approximately two typed pages, with double-spaced, 12 point, Times New Roman typeface, pages with one-inch margins all round) on selected readings and topics; a midterm exam with a writing component; and a final 2,500-word research paper. You will also take a final exam, date listed on the schedule. And, if you have not already entered a paper from 1001, you will have the opportunity to enter one of your papers (MUST be at least 750 words long) into the University's Electronic Writing Portfolio. More on that in the schedule.

Final paper

Final paper: You will write a 2,500-word literary essay, excluding the Works Cited or References page, on a topic of your choice (see essay examples in textbooks). The final essay must be researched and include three sources. We will talk more about details of the essays and the source requirement later. As the culmination of our classwork and a measure of what you have taken from the course, your final paper will be worth 30 points.

Essay format

All essays, whether short responses or longer literary essays, may conform to either APA or MLA documentation format. This means they should be formatted on the page correctly and all APA or MLA conventions must be followed. For example, find out whether it is appropriate to use digits for numbers and when to spell out the numbers. (I suggest you seek guidance on the latest APA

or MLA format at Purdue University's Online Writing Lab, your text book (*Lit*), or *The Little, Brown Handbook*.

You must learn how to format the first page along with all pages of your essay (You can find an example of what page one of your essays should look like at the end of this syllabus), subsequent pages, and how to set up the Works Cited or References page. Do **NOT** use a cover page.

I'LL DEDUCT **AT LEAST** 10 PERCENT OF TOTAL POSSIBLE POINTS FOR FORMATTING ERRORS. **No reason to make many, if any, mistakes in formatting.**

Exams and other projects

The midterm

This will take the form of a multiple-choice and true-false test, or other projects, and include an essay question. I will let you know what to study nearer midterm. The midterm will be worth twenty points.

Final exam

This course requires you to take a final exam. The final will NOT be comprehensive. Instead, it will focus on the drama section of 1002 and be worth 20 points. It will also include a writing component.

Team presentation

Presentations: I will assign you to teams of no more than six but no less than three members. As part of a team, you will analyze works of literature and develop a team presentation. The Team will decide what work of literature you will present to the class. More on this later. They will be worth 10 points.

Desired Learning Outcomes

To gain a deeper understanding of poetry, short stories and drama. (literary genres)

We will examine poetry and short stories, old and new, from different genres expressing a wide range of cultural perspectives and values and develop abilities to think critically and write analytically about them (writing, speaking, critical thinking).

To become familiar with how authors' lives impact their art. (about the author)

We will examine the impact writers' life may or may not have on their work.

To utilize research and use sources to support your ideas and conclusions. (writing, critical thinking)

Students will identify and employ sources to support their main propositions. As with all other work in this class, these shall be formatted in MLA style.

To engage in reading and writing experiences about literature. (writing, critical thinking, citizenship)

in order to demonstrate an increased understanding of and appreciation for social, cultural, intellectual, and aesthetic ideas and their discovery.

To demonstrate clarity and mechanical knowledge and ability in writing. (mechanics and clarity)

You will revise papers until they are clean of mechanical errors and readable.

Grades and point values

Point totals: Grades will computed as follows:

- § Four response papers = 10 points each for 40 points possible.
- § One team presentation = 10 points out of 10 points possible.
- § Midterm exam (may take the form of an essay and/or objective exam) = 20 points
- § Final exam (in D2L) — Essay question(s), multiple choice, short answer, true/false, essay = 20 points
- § Final paper = 2,500 word research paper with at least three sources = 30 points

120 points possible (estimated totals – may change)

Course Grade Scale (Depends on final total points for semester)

108-120	A
96-107	B
84-95	C
83<	NC

Assignment Grade Percentage Scale

98-100%	A+
95-97	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-78	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	** F

* You must earn a C (70% or above of total number of points) to pass this course.

** If you come to class, do the writing and reading, pay attention, attend conferences, participate in discussions, utilize all resources available to you (e.g., The Writing Center), and, most of all, try you should have no problem passing this course with at least a C.

Track your Grades

Track your scores in the blank spaces next to the assignments. That way, you will have a record of your scores and can know where your grade stands throughout the semester. (Assignments may be added as necessary.)

List of Assignments/Scores

Assignment	Points Possible	Your Score
Response 1	10	

Response 2	10	
Response 3	10	
Response 4	10	
Midterm	20	
Team Presentation	10	
Final Paper	30	
Final Exam	20	
Assignment	XX	XX
Assignment	XX	XX
Total Possible	120	

** Points may be added or subtracted as necessary **

Tentative schedule (may change)

(Remember, anything on the schedule or syllabus is subject to change;
check D2L daily and look in your email for updates)

(Due dates will likely change but I will keep you informed)

Week #	Assigned Reading/Activity (ALL SUBJECT TO CHANGE)	Deliverables
Week 1 – Aug. 24	<p>First thing: Read the Academic policy on plagiarism.</p> <ul style="list-style-type: none"> • Next, complete the worksheet <i>Literary Terms Study Sheet</i>: Download it from D2L. <p>Overview of syllabus</p> <ul style="list-style-type: none"> • We will spend a great deal of time reviewing the syllabus because understanding it is a requirement of this class. <p>We will discuss it and other matters during this first week. Begin reading next week's reading assignment.</p>	<p>Diagnostic essay. Ungraded assignment to be completed in class, as follows: Write a one-page essay on a character from a favorite story – novel, short fiction, film. What makes that character appealing? What motivates that character? Harry Potter might be an example.</p>
Week 2 – Aug. 31	<p>Fiction:</p> <ul style="list-style-type: none"> • Read Ch. 1-7 in <i>Lit</i>. • Ch. 1, p. 3, "Strategies for Interpreting Literature," and Ch. 3, p. 39, "Interpreting Fiction" (<i>WEL</i>). <ul style="list-style-type: none"> • Discussion of stories. • Group activities. <p>Be prepared to discuss the war stories by Tim O'Brien:</p> <ul style="list-style-type: none"> • "The Things They Carried" (p. 595) and, • "How to Tell a True War Story" (Download the second O'Brien story "o'brien story word" from D2L) to download the second O'Brien story) <p>[In a few weeks, we will look at</p>	<p>Literary Terms Study Sheet is an ungraded but required assignment. Turn it in to the D2L dropbox, "Lit Terms Study Sheet," Friday.</p>

	how these stories relate to "Dulce et Decorum Est," by Wilfred Owen].	
Week 3 – Sept. 7 NO CLASS MONDAY – Labor Day	NO CLASS MONDAY – Labor day • Continue discussion of short stories from past week's reading; • Read Ch. 41 & 42 on writing about literature and story (<i>Lit</i>).	
Week 4 – Sept. 14	In Ch. 12 (<i>Lit</i>), read the following "Stories for Further Reading": • "An Occurrence at Owl Creek Bridge" (p. 483); • "The Story of an Hour" (p. 516); "Araby" (p. 538); DISCUSSION OF STORIES. MUST READ. (<i>WEL</i>) • "Writing about Literature," p. 225 (<i>WEL</i>) Schedule conferences for Friday and following week.	Download guidelines to "First Response" on D2L. First drafts due next week in conferences – post drafts in D2L no later than Sunday.
Week 5 – Sept. 21 (Conferences – NO REGULAR CLASSES THIS WEEK – MWF)	• Conferences (MW) on First Response – No classes this week. Instead you will meet with me in, required conferences next week – I will score the first draft of your essay during conferences. Make sure you submit your essay to D2L well before your conference.	First response due in Conferences this week. First Response final draft due next week (tba).
Week 6 – Sept. 28	• All week: Film <i>The Shawshank Redemption</i> (142 min); Note: no conferences on Response 2 – on <i>Shawshank</i> [I expect the lessons from the conference on the first response to carry over to this one and will grade a bit more strictly]. • Instead, you will bring your first draft or Response 2 to peer editing sessions next	Download Second Response guidelines. We will not conference on this essay. Post final drafts of first response to the appropriate dropbox on D2L next week.

	week.	
Week 7 – Oct. 5	<ul style="list-style-type: none"> • Finish film and discuss. - Group discussion questions; prepare to present to class next week. - Groups pose their questions and lead class discussion for no less than 10 minutes. • Also next week, Wednesday, time permitting: Bring Second Response for peer editing. 	<p>Second Response Draft due next week for peer editing.</p> <p>Midterm exam next Wednesday. (Taken in class, online in the lab.)</p>
Week 8 – Oct. 12 (MIDTERM WEEK) NO CLASS FRIDAY – FALL BREAK	<ul style="list-style-type: none"> • Wrap up discussion of assigned short stories left out of discussion (Review O'Brien stories before class). In-depth discussion of O'Brien's two war stories and Wilfred Owen's war poem, "Dulce et Decorum Est": How does this poem compare and contrast with the O'Brien war stories? [Your midterm exam will be over this discussion and these readings.] 	<p>Wednesday, Midterm Exam (You may or may not take exam on D2L. I will let you know in plenty of time).</p> <p>Final draft of second response due next week in D2L.</p> <p>Discussion of short stories from Week 3.</p> <ul style="list-style-type: none"> • Guidelines for final paper TBA. However, you must decide on a topic of final paper by next Monday in time for the library visit (see <i>Lit</i> and <i>WEL</i> for examples of student essays). Turn in a one-paragraph summary of proposed topic Monday. Include possible sources (three needed).
Week 9 – Oct. 19	<ul style="list-style-type: none"> • Poetry: Ch. 13-18 & 20-25 (<i>Lit</i>). In Ch. 33 read the following poems for further reading: <ul style="list-style-type: none"> • "The Tyger" (p. 1026); • "Death be Not Proud" (1037); • "The Flea" (1037); • "To the Virgins, to Make Much of Time" (1052); • "The Death of the Ball Turret Gunner" (1057). (<i>WEL</i>) <ul style="list-style-type: none"> • "Interpreting Poetry, p. 115. 	<p>Discussion of as many poems as we can.</p> <p>To support your research of your essay topic, we will tentatively meet at the south doors of the * library Monday instead of regular class. (This visit has not yet been confirmed by the library and may change or be eliminated).</p> <p>* Turn in your final essay topic proposal (Note: I will give you general guidelines and three suggested topic</p>

		<p>areas closer to the final due date). More to come.</p> <p>These essays can be used for the Electronic Writing Portfolio, a requirement for graduation. We will discuss in class.</p>
Week 10 – Oct. 26	<p>• More poetry:</p> <ul style="list-style-type: none"> - “Ode on a Grecian Urn” (1058); - “To His Coy Mistress” (1066); - “My mistress’ eyes are nothing like the sun” (1084); - “Ex-Basketball Player” (1093); and, - “Daddy” (1074). 	
Week 11 – Nov. 2	<p>Discussion of more poetry (review poems in Ch. 31 & 43; and read what poets have to say about poetry.)</p> <ul style="list-style-type: none"> • The spoken poetry of Carlos Andres Gomez and others. • Schedule conferences for next week. 	<p>Third Response (or I will supply them as online downloads.). Due in conferences next week.</p>
Week 12 – Nov. 9	<p>Conferences on Third Response first draft scored in conferences next week. Class MAY BE held. Watch the following movie:</p> <p>Drama Film: <i>Othello: The Moor of Venice</i> (123 min); Read Ch. 43 and the read the play in your textbook, <i>Othello: The Moore of Venice</i>.</p> <p>Read, Ch. 4 “Interpreting Drama,” p. 83 (<i>WEL</i>) and Ch. 13 “Sample Essays” p. 371 (<i>WEL</i>)</p> <p>Prepare for team presentations on short stories or poems to be given next week. Guidelines TBA.</p>	<p>Third Response due in one-on-one conferences.</p> <p>Third Response Final Draft due next week; click here to download guidelines of Fourth Response (or I will supply them as online downloads.). We will not conference on the Fourth Response. Final draft due Friday, Nov 20.</p>

Week 13 – Nov. 16	Team Presentations More on Drama, Shakespeare and Othello; Read Ch. 44 on writing about drama (<i>Lit</i>).	Fourth response final draft due Friday. Team presentations due this week
Week 14 – Nov. 23 NO CLASS – THANKSGIVING BREAK	NO CLASS – THANKSGIVING BREAK	NO CLASS – THANKSGIVING BREAK
Week 15 – Nov. 30 *Activities in shaded weeks will be finalized nearer to end of semester.	Workshops on final paper. Make sure you bring enough copies of your paper for each of your teammates. Schedule conferences for next week and revise essays for next week's conferences. Conferences on final paper: No class this week.	Final Essays due in workshops. Bring a copy for each member of your group. Fourth Response due Sunday in D2L. Final paper – turn in papers next Monday for 10% bonus points (5% of total number of points possible for this paper). Turn in next Friday at the latest.
Week 16 – Dec. 7 LAST CLASS DAY FRIDAY	<ul style="list-style-type: none"> • Review (Othello) for FINAL EXAM on <i>Othello</i>; • Turn in final paper Monday for 3 extra credit points (10%). • ALL final papers due FRIDAY, LAST CLASS DAY. • EWP questions (Final essays may be used for EWP submissions). • Course evaluations 	ALL FINAL PAPERS DUE last day of class Friday – NO EXCEPTIONS • REVIEW FRIDAY – LAST CLASS DAY
Week 17 – Dec. 14 – FINAL EXAM WEEK Although you will take your final exam online, you MUST attend class to receive credit for the test.	FINAL EXAM: Wednesday, Dec. 16, 10:15 a.m.-12:15 p.m.	FINAL EXAM WEEK Unless things change, the exam will be over the drama section.
Key to textbooks: <i>Lit</i> = Literature: An	<i>Handbook</i> = <i>The Brief Penguin</i>	<i>WEL</i> = <i>Writing Essays about</i>

<i>Introduction to Fiction, Poetry, Drama and Writing</i>	<i>Handbook</i>	<i>Literature</i>
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The following are illustrations of the correct first page of your essay and the Works Cited page, both in MLA format (as they appear in *Purdue OWL* presentations):

Smith 1

Pete Smith

Dr. B. Boilermaker

English 106

12 October 2008

Building a Dream: Reasons to Expand

Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead . . .

Works Cited

- Dickens, Charles. *Bleak House*. 1852-1853. New York: Penguin, 1985.
- . *David Copperfield*. 1849-1850. New York: Houghton Mifflin Company, 1958.
- Miller, J. Hillis. *Charles Dickens: The World and His Novels*. Bloomington: U of Indiana P, 1958.
- Zwerdling, Alex. "Esther Summerson Rehabilitated." *PMLA* 88 (May 1973): 429-439.

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 organization 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 and 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