

Fall 8-15-2014

ENG 1002G-005: Composition and Literature

Carol Dudley
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2014



Part of the [English Language and Literature Commons](#)

Recommended Citation

Dudley, Carol, "ENG 1002G-005: Composition and Literature" (2014). *Fall 2014*. 39.
http://thekeep.eiu.edu/english_syllabi_fall2014/39

This Article is brought to you for free and open access by the 2014 at The Keep. It has been accepted for inclusion in Fall 2014 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Bring this syllabus to class every day so that you may note any announced changes!

English 1002G- Syllabus Fall 2014

Office Hours: Office: 3037 Coleman Hall M-W-F 10:00-10:50 or by appt.

E-mail: cjdudley@eiu.edu www.uhl.eiu.edu/~cjdudley

Required Texts: Literature: An Introduction to Fiction, Poetry, & Drama, Kennedy & Gioia.
The Little Brown Handbook, 11th ed., Fowler, Brown is wrong.
They Say, I Say, 6th ed., Graff and Birkenstein.

Course Description: English 1002G is a writing centered course designed to improve skills in critical thinking and analytical expression based on the reading of the texts in a variety of literary genres (fiction, drama, and poetry). During the semester you will be expected to write and revise in and out of class, to complete assigned readings, to participate in class discussions and groups, and to complete all assignments correctly and on time.

Course Objectives: Students should receive instruction enabling them to:

- write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea as the response to texts in a variety of literary genres including poetry, fiction, and drama. These papers should reflect an understanding and command of writing processes, generating and pre-writing 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. They should also demonstrate consideration and employment of effective methods of organization. Each paper should incorporate library and/or field research; entail the use of primary and secondary sources drawn from and library materials; and reflect current principles of MLA documentation.
- write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed, and suitable for the purpose of the text.
- evaluate and criticize their own and their peers' writing.
- read a variety of genres (poetry, fiction, and drama) expressing various cultural attitudes and to think critically and write analytically about them.

Course Guidelines: All students enrolled in English 1002 should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination. The minimum writing requirement for this course is 5000 words and will include work done both in and out of class. In addition to the assigned student authored texts, a final exam will fulfill part of the writing requirement. Students should expect quizzes and tests on all readings. The final course grade will be determined primarily by performance on writing

assignments with the most weight given to writing done later in the semester. Individual conferences will be scheduled as necessary. Essays will be evaluated according to the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (Guidelines). Note: As part of EIU's Core Curriculum, 1002G will be graded A, B, C, or NC (no credit). An NC is not figured into a student's GPA, but the student who earns a grade of NC must retake the course.

Required Materials: Since all essays must be typed, you need to invest in a flash drive on which to save and backup your work and two folders in the designated color--one in which to keep handouts, returned work, etc., and one in which to keep your Journal/Study Sheets.

Class Policy: Our focus will be on revising/rewriting, not just fixing errors. Your essays will receive written and verbal evaluation from me at all stages of development.

Each assigned revision must have an 8-10 sentence (minimum) cover letter reflecting:

1. the points you were advised to revise,
2. suggestions acted upon,
3. reasons for all revisions,
4. process used, and
5. most difficult part of revision.

I will supervise your rough draft and evaluate your polished paper a maximum of two times--the initial submission and possibly one revision. I will keep records of your rewrites, attendance in class and workshops, and completed Journal/Study Sheets. Attached to this syllabus, you will find a form for keeping track of your progress--please keep accurate records. As your instructor, I have the right to decide if a draft is complete and in compliance with the assignment.

Research Component: For each paper you will prepare a Works Cited page that will contain at least three entries--the literature source (story, drama, or poem bibliography information) and two additional scholarly sources. A complete copy of each of your outside sources must be submitted with your paper. You must use at least two outside, academic sources. You must include complete copies of each of your sources with your paper submission. Your papers will be written using the MLA format, and they must be at least three full pages long.

Attendance: Regular attendance is essential. In addition to properly documented excused absences, you will have two (2) personal days for the semester. If you miss a day, it is your responsibility to contact a classmate to find out what you missed and/or what changes might have been made in our schedule. A missed day does not give you permission to turn work in late. A scheduled University function--i.e. sports or academic club-sponsored event--is not counted as a personal day, but I must be notified about such situations one class day before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis, but you must notify me about the situation. **If you miss more than two (2) personal days, you will receive an NC for the course.**

But

NAME: _____ PHONE: _____ E-MAIL: _____

NAME: _____ PHONE: _____ E-MAIL: _____

Plagiarism: Note-- The English Department's statement concerning plagiarism: Any teacher who discovers an act of plagiarism--"The appropriation or imitation of language, ideas, and/or thoughts 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 off for the course and to report the incident to the Judicial Affairs Office. Any time you use the exact words or paraphrase of another person's work, you must give credit to that person with in text citations that are noted on the Works Cited page that should accompany your essay. Anything listed on the Works Cited page **must** be used in the paper. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. If you are not sure whether a source needs to be cited in the text and on the Works Cited page, please consult with me. **Plagiarism in any form will absolutely not be tolerated!**

Prerequisites: Any student in a section of 1002 who has not completed 1001 is not eligible to enroll in 1002 and must reregister for 1001--through the regular registration and add/drop procedures. If a student has passed 1001 at another institution since last attending this University, he or she needs to consult immediately with the department chair of the English Department to verify the transfer of such credit to this University.

Electronic Writing Portfolio: Instructions in this process are included in this handout. A deadline for submission will be set.

Disabilities: If you have a documented disability and wish to receive accommodation, please contact the coordinator of disability services (581-6538) as soon as possible.

Writing Center: The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. You can expect the WC staff to help you find and eliminate specific problems.

Computer and Cell Phone Policy: You are expected to use the computers provided for you by the University only as regards classroom activities and academic assignments. You are likewise expected to use cell phones in a responsible manner; turn them off when you come in to class. If you have an emergency for which you must be available, you should leave your phone out on your desk with the ringer ON. In the event that it rings, you may retrieve it and then leave the room to take the call. Under NO conditions are you allowed to text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class.

Personal Records

NAME _____ Grade _____

PAPERS: PAPER#1 REVISED _____ NOT REVISED _____

PAPER #2 REVISED _____ NOT REVISED _____

PAPER #3 REVISED _____ NOT REVISED _____

STUDY SHEETS: FICTION _____ DRAMA _____ POETRY _____

EXAM: FICTION _____ DRAMA _____ POETRY _____

EXTRA CREDIT POINTS: _____

WRITING WORKSHOPS ATTENDED AND DATES:

WORKSHOP #1 _____ WORKSHOP #2 _____ WORKSHOP #3 _____

And

I, _____ (Print), am aiming for a letter grade of for English 1002, fall if at 2013. I have read and understand the syllabus.

Signed, _____

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

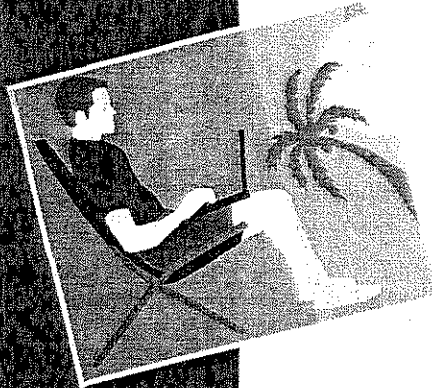
**Eastern
Illinois
University**

Electronic Writing Portfolio

what you need to know

What is the purpose of the Electronic Writing Portfolio?

Effective writing is a goal of Eastern's undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students' writing to ascertain that Eastern's students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students.



What does Eastern consider effective writing?

Competent writing at Eastern displays the following skills: establishing and maintaining focus and appropriate voice; organization that enhances presentation of material/ideas; development of ideas supported by details; use of effective sentence structure, syntax, and diction; and the use of correct mechanics.

What courses are eligible for paper submissions?

Three submissions are required for the portfolio. Submissions may come from any writing-centered or writing-intensive course, or from any other undergraduate course for which you have completed an appropriate writing assignment (see below). Courses designated as writing-intensive or writing-centered are indicated in the catalog, or a list is available at www.eiu.edu/~assess.

Only one submission is allowed from any one course. If you submit from ENG 1001G/1091G, you may not submit from ENG 1002G/1092G. Before you submit from any course, it is a good idea to discuss your plan to submit with your instructor.

What kind of papers may be submitted?

- ♦ The paper must be at least 750 words in length (approximately 3 pages).
- ♦ It must be written in standard English.
- ♦ It must be developed in a manner consistent with the demands of the discipline for which it was written.
- ♦ It must contain a coherent writing sample that connects ideas within and between paragraphs. Therefore, lists, lesson plans, and other such documents may not be submitted.
- ♦ Submissions may not be creative pieces, such as poems, short stories, or plays.

When do I need to submit?

All papers must be submitted the semester a student is enrolled in a course. Students may not submit papers for courses after the semester ends. If you fail to submit a paper from a course from which you planned to submit, you will need to choose a new course for your EWP submission.

You must submit your first two papers by the time you have earned **60 credit hours**. If you do not, a registration hold will be placed on your record at 75 hours.

The third and final submission must be submitted by the time you earn **105 hours**. A registration hold will be placed if this deadline is not met.

**Center for
Academic
Support &
Achievement**

Ninth St. Hall

Room 3001

**tel
217-581-8384**

**fax
217-581-7100**

**[www.eiu.edu/
~assess](http://www.eiu.edu/~assess)**

Instructor Records

NAME _____ Grade _____

PAPERS: PAPER #1 REVISED _____ NOT REVISED _____

PAPER #2 REVISED _____ NOT REVISED _____

PAPER #3 REVISED _____ NOT REVISED _____

STUDY SHEETS: FICTION _____ DRAMA _____ POETRY _____

EXAM: FICTION _____ DRAMA _____ POETRY _____

EXTRA CREDIT POINTS: _____

WRITING WORKSHOPS ATTENDED AND DATES:

WORKSHOP #1 _____ WORKSHOP #2 _____ WORKSHOP #3 _____

And

I, _____ (Print), am aiming for a letter grade of _____ for English 1002, fall if
at 2013. I have read and understand the syllabus.

Signed, _____

EIU PLANNING CALENDAR				FALL 2014
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
August 25 Intro-Thesis FIRST CLASS DAY	26	Thesis-Describe 27	28	Diag Essay due 29 Correction Symbols
September 1 LD/NO CLASSES	2	Cor Sym/Group They 3 Say/I Say-Part #1	4	FICTION 5 "The Story of an Hour"/516
8 D/L- DROP w/o Grade Group /JOURNLS	9	10 IN-Class Work	11	"A & P"/16 12
15	16	"Rose...Emily"/29 17 Cover Letter	18	19
D/L to Withdraw 22 from University and be charged only 50% (plus insurance)	23	They Say/I Say 24 Part #2	25	"Clean...Place"/15226
29	30	October 1	2	"The Lottery"/247 3
6	7	They Say/I Say 8 Part #3	9	"Lesson"2007 10
Library/Research 13	14	"Use"/455 15 Little, Brown Handbook MLA MID-TERM	16	17 FALL BREAK NO CLASSES
JOURNALS 20 FICTION EXAM	21	Fiction Essay 22 /peer eval	23	FICT. ESSAY 24 POETRY Giovanni, & others
27	28	"Jen's Tigers"/ 29	30	31
November 3	4	5	6	7 D/L for W for Course Withdrawal
R# Six 10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
←-----THANKSGIVING RECESS-----→				
December 1	2	3	4	5
Research Paper due 8 # Seven	9	10	11	12 LAST CLASS DAY
15	16	17	18	19
←-----FINAL EXAMINATIONS-----→				

Semester closes/Grades due 4:00 pm - December 22

D/L - Deadline

