

Fall 8-15-2015

# ENG 1002G-009: Composition and Literature

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

## English 1002G – Syllabus 2015

Carol Jean Dudley

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

**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.
- to 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.
- to evaluate and criticize their own and their peers' writing.
- to 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 1002G 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

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**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 of F 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 1002G who has not completed 1001G is not eligible to enroll in 1002G and must reregister for 1001G--through the regular registration and add/drop procedures. If a student has passed 1001G 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.

### Guidelines for Evaluating Writing Assignments in EU'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
<b>Focus</b>	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
<b>Organization</b>	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
<b>Development</b>	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
<b>Style &amp; Awareness of Audience</b>	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
<b>Mechanics</b>	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
<b>Process</b>	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

## 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 \_\_\_\_\_

I, \_\_\_\_\_ (Print), am aiming for a letter grade of \_\_\_\_\_ for English 1002, fall 2015. I have read and understand the syllabus.

Signed, \_\_\_\_\_