

Fall 8-15-2008

ENG 1002G-001: 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 I announce in class.

Lynanne Page, Instructor

3037 Coleman

jlpage@eiu.edu (When possible, please email me rather than calling my office.)

Phone: 581-6307

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

www.ux1.eiu.edu/~jlpage

Required Texts:

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

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

Fulwiler, Toby and Alan R. Hayakawa. *The Blair Handbook*. 4th 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 on individual assignments will be assigned according to the following scale:

A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	59% and below

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	300 pts.
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Essays

Essay 1	100 pts.
Essay 2	100 pts.
Essay 3	200 pts.

Final Exam	200 pts.
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Participation and Daily Assignments	100 pts.
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1000 pts.

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 religious holidays and some university events. Also, in *documented, drastic* cases of illness or personal emergency, absences may be excused. **You must notify me in advance of absence 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.

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

Tentative Course Schedule

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

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

Monday	Wednesday	Friday
August 25 Introduction to Course	August 27 <u>Success and Opportunity</u> <i>LTHE</i> pp. 147-8 "House on Mango Street"	August 29
September 1 <i>LTHE</i> pp. 464-72 "Two Kinds"	September 3	September 5 <i>LTHE</i> pp. 704-27 "Sonny's Blues" Essay 1 polished draft due through WebCT
September 8	September 10 <i>LTHE</i> p. 1390 "Richard Cory" and p. 490 "From a Correct Address..." Essay 1 peer review letters through WebCT	September 12 Essay 1 revised draft due through WebCT
September 15 Writing Workshop: Essay 1 Group 1 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments.</i>	September 17 Writing Workshop: Essay 1 Group 2 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments</i>	September 19 Writing Workshop: Essay 1 Group 3 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments</i>
September 22 Writing Workshop: Essay 1 Group 4 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments</i>	September 24 Writing Workshop: Essay 1 Group 5 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments</i>	September 26 Writing Workshop: Essay 1 Group 6 <i>When not in your Writing Workshop, you will be working in class on your revision of Essay 1 and on reading and researching future reading assignments</i>
September 29 Essay 1 final draft due (hard copy) <u>Conformity and Rebellion</u> "A & P" (handout)	October 1	October 3 University Holiday – Class cancelled
October 6 Essay 2 polished draft due through WebCT "Bedtime Story" and "Mexicans Begin Jogging" (handouts)	October 8 Essay 2 peer review letters through WebCT	October 10 Essay 2 revised draft due through WebCT <i>LTHE</i> p. 477 "Much Madness..."

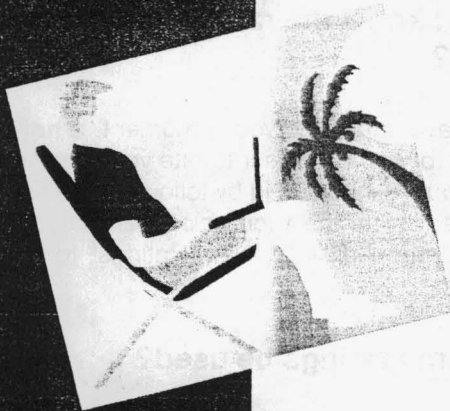
<p>October 13</p> <p>Writing Workshop: Essay 2 Group 1</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments.</i></p>	<p>October 15</p> <p>Writing Workshop: Essay 2 Group 2</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments</i></p>	<p>October 17</p> <p>Writing Workshop: Essay 2 Group 3</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments</i></p>
<p>October 20</p> <p>Writing Workshop: Essay 2 Group 4</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments</i></p>	<p>October 22</p> <p>Writing Workshop: Essay 2 Group 5</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments</i></p>	<p>October 24</p> <p>Writing Workshop: Essay 2 Group 6</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 2 and on reading and researching future reading assignments</i></p>
<p>October 27</p> <p>Essay 2 final draft due (hard copy)</p> <p><u>Connection and Alienation</u></p> <p>LTHE pp. 752-66 "Mrs. Dutta Writes a Letter"</p>	<p>October 29</p>	<p>October 31</p> <p>"Hills Like White Elephants" (handout)</p>
<p>November 3</p> <p>Essay 3 polished draft due</p>	<p>November 5</p> <p>Essay 3 peer review letters through WebCT</p> <p>LTHE pp. 815-890 Raisin in the Sun</p>	<p>November 7</p> <p>Essay 3 revised draft due through WebCT</p>
<p>November 10</p> <p>Writing Workshop: Essay 3 Group 1</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments.</i></p>	<p>November 12</p> <p>Writing Workshop: Essay 3 Group 2</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments</i></p>	<p>November 14</p> <p>Writing Workshop: Essay 3 Group 3</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments</i></p>
<p>November 17</p> <p>Writing Workshop: Essay 3 Group 4</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments</i></p>	<p>November 19</p> <p>Writing Workshop: Essay 3 Group 5</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments</i></p>	<p>November 21</p> <p>Writing Workshop: Essay 3 Group 6</p> <p><i>When not in your Writing Workshop, you will be working in class on your revision of Essay 3 and on reading and researching future reading assignments</i></p>
<p>November 24</p> <p>University Holiday – no classes</p>	<p>November 26</p> <p>University Holiday – no classes</p>	<p>November 28</p> <p>University Holiday – no classes</p>
<p>December 1</p>	<p>December 3</p>	<p>December 5</p> <p>LTHE pp. 546-604 A Doll's House</p>
<p>December 8</p> <p>Essay 3 due (hard copy)</p>	<p>December 10</p>	<p>December 12</p>

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
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Room 3001

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217-581-8384**

**fax
217-581-7100**

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

Electronic Writing Portfolio

www.eiu.edu/~assess

How do I submit to the EWP?

- ◆ Go to <http://www.eiu.edu/~assess>.
- ◆ Click on "student login" under the EWP heading. Instructions are also available here.
- ◆ Enter your EIU login and password. Click "submit." This is the same as your EIU e-mail login and PAWS login. (Please call the Help Desk at 581-help (217-581-4357) if you have trouble with your login.)
- ◆ This should take you to the EWP Student: Main Menu page. Click on "Submit a Writing Sample."
- ◆ Select the course from which you want to submit from the drop-down menu.
- ◆ Click the "Upload Writing Sample" button.
- ◆ Click the "browse" button and go to the file you want to submit and click on the file.

The file must be one of the following types: Microsoft word (.doc), plain text (.txt), rich text (.rtf), or PDF (.pdf). If you have questions about converting a file to one of the formats listed above, please call the Help Desk at 217-581-4357.

- ◆ Click the "open" button. The file location will appear in the "File to Upload" box. Type in a description of the assignment that was given for the paper you are submitting.
- ◆ Click the "validate file" button.
- ◆ Click the "Upload File and Complete Submission" button. You will receive a message that you have successfully submitted a writing sample to the Electronic Writing Portfolio and will be taken back to the main menu.

How will I know the ratings my papers received?

After you have submitted your document, a notice will be sent to your professor to rate your paper. To check your ratings, log in by following the first 4 steps given under the submission instructions. At the main menu, click on "View Ratings" to see your ratings.

How will my ratings be used?

Ratings will be used to determine how well you write. Students whose 3 submissions are primarily "superior" will be given a "writes with distinction" designation.

Students whose first two submissions are "unsatisfactory" and/or "needs improvement" will be required to take a diagnostic test that will determine if further remediation is needed. An average score below 2.0 will determine who is required to test.

Students will be contacted through their **EIU email** account if this test or other requirements are needed.

Do I have to submit if I transfer in to Eastern?

Yes. Transfer students must submit 3 documents to the EWP as part of their graduation requirements. Additional time may be needed for transfer students to submit, so leeway will be granted. Students who transfer into Eastern should consult with their advisors concerning their submission plans. It is recommended to submit at least one paper your first semester at Eastern.

GOOD PRACTICE:

Keep all your coursework electronically until you graduate!