

Fall 8-15-2011

ENG 1091G-096: Composition And Language

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Office Hours:
MWF 11-12;
M 9-10;
and by
appointment

English 1091—096

Textbooks

- Berndt and Muse, *Composing a Civic Life* (CCL on the syllabus)
- Hacker, *A College Writer's Reference* (Hacker on the syllabus)
- Pollan, *The Omnivore's Dilemma*
- Turkle, *Evocative Objects*
- Walls, *The Glass Castle*

Policies and Assignments

Writing: We'll be doing lots of it--in class and out of class. Some of your writing will be "writing to learn"--writing intended to help you to stimulate thought and reflection, to clarify an idea, to expand an idea. At others times you will be writing to communicate your thoughts to others--to me, to members of your writing group, to others in the many communities to which you belong. In addition to informal discovery writing, there will be three formal writing projects.

Essay Format: All of your typed out-of-class writing should be double-spaced, with 1-inch margins on all sides and in a regular font and size (e.g., Times New Roman 12). Please take the justification off the right margin. Include your name, the date, and the project number on each assignment.

Late papers: It is extremely important to keep up with assignments and group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will affect the "group" portion of your grade. All assignments must be completed and Projects 1 and 2 must be revised in order for you to receive a passing grade in the course.

Plagiarism: Respect for other writers' words and ideas is a core value in our community. We'll discuss intellectual honesty and strategies for achieving it, but here is the official English Department policy that we will follow:

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' (*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 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.

Ethical research writing includes having mastery of distinctions between summary, paraphrase, and quotation (including all appropriate punctuation to distinguish these forms); it also requires providing complete and accurate in-text citations for any ideas as well as language (exact unique words or phrases, sentences, and extended passages) taken from any source (oral, print, or electronic), as well as corresponding Works Cited entries. The MLA style sheet examples offered on the OWL website will be our final authority on appropriate form: <http://owl.english.purdue.edu/>. Note that it offers updates on the newest 2009 MLA rules. See p. 16 + in the English Department Field Guide to Writing for additional information:

<http://castle.eiu.edu/~english/student/documents/handbook.pdf>

Writing groups: Both in college and in professional communities, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. As an essential part of the course, groups require concern and careful attention on the part of all group members. Your efforts will be repaid many times over.

Attendance and Class Participation: Being in class is essential to our collective success as a class, as well as to becoming a better, more able, and responsible reader, writer, and collaborator—this includes being fully prepared (actively reading assignments--annotating, taking notes, preparing substantive questions—and completing all writing assignments) and taking a responsible and active part in class discussions and group tasks (being alert, involved, respectful, tactful, and courteous). Taking part in discussion might include asking well-informed questions based on close and critical reading of assignments, responding to questions, and entering into general discussions. Also, please be on time (if you arrive after attendance is taken, it is your responsibility to see that I mark you present); turn your cell phones to vibrate and use only for emergencies; bring the text/s of the day to class; and only pack up after class discussion

concludes. In general, if you have a problem, send me an e-mail or come to my office to see me as soon as possible. **More than three unexcused absences will lower your class participation grade to an F.** As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." It is your responsibility to provide me with appropriate documentation for any absence.

Grades: Project 1=20%; 2=25%; 3=40% (including writer's notebook, conference grade, oral report, and essay)=20%; in-class writing/group/class participation=15%.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Office Hours: Office Hours: Please feel free to drop in during my scheduled hours--or to request an appointment. Really. I mean it. I enjoy meeting with you and find that those who visit and take this opportunity to pursue ideas or clear up problems generally do much better in the class. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question

Fall 2011

English 1091 Syllabus Part I: Family and the Good Life
(Changes may be required and additional readings may be added.)

Week 1 Aug. 22-26

M—Introductions—“Getting Started”

W—The Good Life: CCL 83-91

F—Critical Thinking: CCL 49-57

Week 2 Aug. 29—Sept. 2: The Family

M— The Writing Process: CCL 61-80; Using the questions in #1 p. 235 in CCL, prepare an informal 500 word reflection on your definitions of the “good” family (to be turned in)

W—Critical Reading: Begin *The Glass Castle*—pp. 3-41

F—Family Citizenship: Assign Essay #1(due 9/19/11); *The Glass Castle* 54-61, 67-75, 91-101

Week 3 Sept. 5-9

M—Labor Day Break

W— *The Glass Castle* 116-121, 129-140 (stop after first ten lines), 145-148, 180-188, 199-205, 226-234

F— *The Glass Castle* 245-257, 262-266, 277-288

Week 4 Sept. 12-16

M—drafts of Essay # 1 due—write draft cover letter in class

W—Writing Groups

F—*Evocative Objects* 3-10