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ENG 1091G-099

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English 1091G
 Fall 2011
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Texts

Kristof and WuDunn, *Half the Sky*, Goshgarian, *The Contemporary Reader*, Gosse, *Father and Son*, Hacker, *A Pocket Style Manual*, Hughes, *The Big Sea*, Markelis, *White Field, Black Sheep*, Woolf, "A Sketch of the Past" in *Moments of Being*

Goals: This class is aimed at helping you to write more ambitiously and analytically than you may have in the past. I assume you have already mastered the basic skills writing involves—grammatical correctness and organizational coherence. I'm hoping that the assigned readings and discussion will enable you to complicate and deepen your ideas and to express them with precision and grace. More specifically, the class should enable you to think carefully about what you read, to generate and develop thought-provoking ideas, and to communicate your ideas in an interesting way to your readers.

The class is organized around the idea of autoethnography: "an autobiographical genre of writing that displays multiple layers of consciousness, connecting the personal to the cultural" (Ellis and Bochner 739). Think of each essay assignment as a chapter in your autobiography. Each essay prompt asks you to explore your identity and experience in relation to something outside yourself: the university, language, family, cultural conflicts, place, and things. The assigned readings are also, for the most part, autobiographical. From these, we'll get a sense of the complexities involved in writing about the self.

You may submit an essay from the class for your Electronic Writing Portfolio. For more information on the EWP, consult <http://www.eiu.edu/assess/ewpmain.php>

Policies: English Department statement on 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" (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 assigned essay and a grade of NC 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. Basically this means I expect you to be honest about your work. If ideas come from someone other than you, let your reader know. Make sure the language you use to express them is entirely your own; if it's not, make sure it's an accurate quotation and use quotation marks and a citation to identify its source. Whatever work you turn in for this course should be your own and written specifically for this course.

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.

Requirements/grades:

Five essays (3-5 pages each, typed, each revised at least once): 60%

One of these five essays, revised and expanded: 10%

Brief writing assignments (in-class and at home): 20%

Involvement/participation: 10%

Completion of all five essays is required for you to pass the class. Papers may be revised again after they

receive a grade. Always hand in previous version along with your revision. When you revise a graded paper, your grade will be the average of the two versions, except in the case of the revision you hand in on the last class day: this will be graded separately, anew.

Essay grades will be based on Guidelines for Evaluating Writing Assignments in EIU's English Department. I use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 71-80=C. Note that to receive credit for the class, you must have a C average.

Brief writing assignments: I will frequently ask you to write brief responses to assigned reading either in class or at home. These will be graded on a ten-point scale and averaged at the end of the semester. These must be handed in in person at the class for which they were assigned. They may not be made up.

Involvement/participation: Attendance at every class is expected. Bring whichever book(s) contains the assigned reading for that class. Come prepared to contribute productively to class discussion. Productive participation involves the same skills as writing: careful listening and reading as well as thinking. Your participation grade will be based on the quality as well as the quantity of your involvement. Attendance at scheduled conferences is also a portion of this grade. **Excessive absences will result in a grade of 0 for the participation portion of your grade. Missing a workshop session will result in a 5-point penalty on your grade for that paper.** If illness or emergency keeps you from class, let me know, and I'll see that you're not penalized; when you return, ask about hand-outs and reading assignments you may have missed.

Tentative Syllabus

I. Higher education

Tues August 23: Introduction to course, thinking analytically, in-class writing

For Th 25: In Goshgarian, read Hart, 412-16; Nugent, 434-6; Twitchell, 449-60; Menand (hand-out); "Investing in Education" in *Half the Sky*, 167-78. Hand in a one-paragraph summary of Hart, Nugent, Twitchell, OR Menand (whichever essay interests you most); be prepared to discuss all four. In class: different models of what education does; field research: interviewing, site visits.

For Tues. Aug 30: You have 2 separate tasks:

1. Interview a sophomore, junior, or senior about his/her experience at EIU. Hand in a typed 1-page explanation of what you learned from the interview, followed by a list of possible research questions.
2. Browse through back issues of the *DEN* (online; see link on our webCT site or on EIU home page); talk with as many students as you can and look at buildings and other sites around campus to try to identify issues at EIU that might be worth research and analysis; take notes and be prepared to discuss what you've learned in class.

In class: discuss research questions for essay #1, moving from idea to thesis, generating bibliography.

For Th Sept. 1: Begin researching your topic, taking notes from at least 3 sources. Hand in one-paragraph explanation of your essay topic. Library visit.

Tu6: Continue research, taking notes from at least 3 additional sources. In class: MLA format, integrating quotations, paraphrasing.

Th8: Bring essay #1 (complete, with works cited page) to conference in place of class.

II. Literacy

Tu 13: Hand in essay #1. Read Knoblauch, Douglass, Franklin, Malcolm X (hand-out).

Th15: Read Hughes, *The Big Sea* 3-26. Think about connections you see among two or more of these texts. In class: literacy narratives, five analytical moves.

Tues 20: Read Hughes, 26-98. Developing ideas, paragraphing.

Th 22: Bring essay #2 to conference in place of class.

III. Family and memory

Tu 27: Hand in essay #2. Read Woolf, "Sketch of the Past," 64-79.

Th29: Woolf, 79-98. Bring to class a sentence you find particularly interesting; quote, and discuss its significance in relation to the work as a whole. Transitions, style.

Tu Oct 4: Woolf 98-137.

Th6: Bring essay #3 to conference in place of class.

IV. Controversy

Tu 11: Hand in essay #3. Read Gosse, *Father and Son*.

Th13: Gosse.

Tu18: Gosse. Come prepared to talk about a moment in the text that strikes you as particularly significant. In class: sentence variety, emphasis, concision

Th20: Gosse. Interview two professors in your field about scholarly controversies within the discipline. Bring a typed, one-page account of what you've learned to class.

Tu25: Research your chosen controversy. Hand in 5-item annotated bibliography.

Th27: Workshop essay #4.

TuNov1: Hand in essay #4.

V. Family, ethnicity, objects

Th3: Markelis, *White Field Black Sheep*.

Tu8: Markelis Bring an image to class and be prepared to discuss its significance in relation to your life.

Th10: Markelis

Tu15: Markelis In Goshgarian, read Orenstein, 100-109; Rushkoff, 119-124; O'Neill, 146-153. Bring to class a list of all the brand-name consumer items you remember acquiring as a child

Th17: Locate a scholarly article relevant to a product you were familiar with as a child. Bring it to class and report to the class on its content.

Thanksgiving Break

Tu29: Workshop essay #5

Th Dec 1: Hand in essay #5. Revision, style, in-class writing.

Tu6: Bring all your papers to conference in place of class.

Th8: Hand in revised, expanded, researched version of one paper, with preface.

There is no final exam for this class.