

Fall 8-15-2007

ENG 1091G-099: Composition and Literature, Honors

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English 1091
Fall 2007
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Office hours: MF 11-12; Tu 1-3

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Texts:

Rosenwasser and Stephen, *Writing Analytically*; Jacobus, *A World of Ideas*;

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.

This is a writing-centered course. 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/electronic_writing_portfolio1.htm

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 parenthetical citation to identify its source. Whatever work you turn in for this course should be your own and written specifically for this course.

Attendance: Attendance at every class is expected. Excessive absences will result in a grade of 0 for the participation portion of your grade. Missing any portion of a workshop session will result in a 5-point penalty on your grade for that paper; in-class writing may not be made up. But if illness or personal 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.

Late work: No assignment will be accepted more than a week after the due date. If you're having problems with a writing or reading assignment, come see me. Stop by my office any time; I'm often there even when I'm not holding office hours.

Requirements/grades:

Four essays of 2-4 pp.: 50%; one essay (#4) of 6-8 pp.: 20%
Completion of all five essays is required for you to pass the class.

In-class writing assignments and on-line responses to reading: 20%

Involvement/participation: 10%

Essay grades will be based on Guidelines for Evaluating Writing Assignments in EIU's English Department, with the exception of an automatic 5-point penalty for missing a workshop. I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 71-80=C.

Each paper must be revised twice: once in response to peer workshop and once in response to conference with me. You also may revise it yet again if you see major changes you might make to improve it. 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.

To receive credit for the class, you must have a C average.

This class meets alternately in a classroom (3130) and lab (3120). You will need a USB key (also known as a flash or thumb drive) for lab days; insert your key into the computer on arrival in the lab and save whatever work you do for each class on it. Make sure you logout before removing your key at the end of class. Also copy the work assigned for that day to your work folder on the desktop, labeling it with your last name followed by the exercise number. Keep in mind that technology will often fail us: back up your work frequently and in multiple ways (consider saving it to your email or WebCT as well as to your USB key and desktop folder).

WEBCT responses: Most weeks, you'll be required to write at least one response to a reading assignment. Write a response (1-2 para) on the WebCT bulletin board, following instructions on the syllabus; make sure you post at least one hour before the class in which we will discuss that assignment. Unless you're the first to post, respond to at least one classmate's comments in the course of your response. I encourage you all to continue commenting after class as well, but note that to receive full credit, you need to make at least a portion of your comments before the class period in which the relevant assignment has been discussed, and *you need to be present in that class*. I will respond periodically to your comments via WebCT email, evaluating them on a 10-point scale for their thoughtfulness, precision, punctuality, and completeness. If you fail to gain access to WebCT for reasons beyond your control, bring a typed 1-page response to the appropriate class period. I will read and give credit for only those responses given to me in class.

Etiquette: Please make sure cell phones are off. Screens in the lab should be off except when in use for assigned tasks.

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.

Tentative Syllabus (Assignments are to be completed in preparation for the class for which they are listed)

MAugust 20: introduction to course. In-class writing.

W 22: Read ch. 1 in *Writing Analytically* (pp. 1-39). Post a response to WebCT: select a concept or phrase from the chapter that intrigues or confuses you. Quote it, then explain in a few sentences what you think it means and why you think it might be worth thinking about. Read through other students' postings before you write your own. While I do want you to respond briefly to at least one student's previous posting, you must choose a concept or phrase that has not yet been talked about for the focus of your response.

F24: Start doing either 1.6 Observation Fieldwork (p. 7) or 1.16 Noticing Exercise on Conversation (p. 31), following instructions exactly. Come to class having begun your note-taking and observations.

LABM27: Meet in the computer lab (CH 3120). BRING a USB key (flash or thumb drive) on which you have saved your completed assignment (a 1-2 pp. account for 1.6 or two pieces of writing for 1.16).
W29: Bring draft of essay #1: Assignment "Doing 10 on 1," pp. 38-39. (Optional: chapter 5). Workshop.
F31: Bring essay #1 (hard copy) to conference. Individual conferences take the place of class.

MSeptember 3: Labor day. No class.

W5: Conferences.

F7: Hand in revised essay #1. WA chapter 2 (pp. 41-75). Post response to WebCT following same guidelines as for 8/22.

LAB M10: Bring flash drive on which you have saved your answers to exercise 2.4, Inferring implications from observations (p. 58)

W12: Bring saved version of 2.8, Rhetorical analysis of a space (p. 71).

F14: Bring draft of assignment 2, p. 74. Workshop.

M17: Essay #2 due in conference.

W19: Conferences

F21: Hand in final version essay #2. Read *World of Ideas*, Plato, 313-23. Post response to WebCT: you might answer one of the "questions for critical reading" (323-4) or quote a brief passage (a few words or at most a sentence), paraphrase, then discuss. Make sure you comment on another student's posting, but do not focus on the same issue or question.

LABM24: Read Freud 327-37. Post to WebCT M, W, or F, following guidelines for 9/21.

W 26: Read Jung 341-54.

F 28: Read Horney 357-70.

MOctober 1: Read WA chapter 4 (109-136). Post to WebCT M, W, or F

W3: Read Gardner 373-91.

F5: Read Crick 395-408.

LAB M8: bring draft of essay #3. Workshop.

W10: Essay #3 due in conference.

F12: Fall break. No class

M15: conferences.

W17: Hand in final version essay #3. In WA, read ch 6, pp. 163-95.

F19: In *World of Ideas*, read Bacon 417-34.

LABM22: Darwin 435-52. Post to WebCT M, W, or F

W24: Carson 453-70

F26: Library visit

M29: Gould 471-86. Post to WebCT M or W

W31: Feynman 503-14.

FNovember 2: In WA, read ch. 12, pp. 295-322.

LAB M5: Bring draft essay #4. Read ch 13 in WA, 323-348. Workshop.

W7: Read ch 11 in WA, 275-294. Continue workshop.

F9: No class: work on essay #4.

M12: Essay #4 due in conferences

W14: Conferences.

F16: Hand in final version, essay #4. Bring *World of Ideas*. Select final assigned readings.

Thanksgiving break

LABM26: Read in World of Ideas. Post response to WebCT M, W, or F.

W28: World of Ideas

F30: World of Ideas

MDecember3: World of Ideas. Post response to WebCT.

W5: Bring essay #5, Workshop.

F7: Hand in final version essay #5. Bring all previous essays (graded version) and a printed out EWP form to class. In-class writing.