Spring 1-15-2001

ENG 1001-001

Steve Cloud
Eastern Illinois University

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Mon. 1/8 Introduction; “Meat Eating” (in-class writing)

1/10 Read Margaret Visser, “Food and Culture: Interconnections” (Use WilsonSelectPlus at Library.)

1/12 Re-read Visser; discussion of journal writing

Mon. 1/15 Martin Luther King’s birthday: no classes

1/17 Research topic of “veal production” in 302 Computer Lab

1/19 Turn in journals
Discussion of and writing on “veal production”

Mon. 1/22 Read King, “Letter from Birmingham Jail”, 886 of Norton Reader (N.R.)

1/24 Read Sanders, “The Singular First Person”, 1100 of N.R.

1/26 Read Abbey, “The Serpents of Paradise”, 620 of N.R.

Research topics of “Mad Cow Disease” and “Animal Confinement Operations” in 302 Lab

1/31 Read Cohen, “The Case for the Use of Animals…”, 691 of N.R.; continue Lab research

2/2 Discussion of and writing on “Mad Cow Disease” and “Animal Confinement Operations”

Mon. 2/5 Read Didion, “On Going Home”, 31 of N.R.

2/7 Read Sanders, “The Inheritance of Tools”, 167 of Prentice Hall Reader (P.H.)

2/9 Read Berry, “They Knew But Little”, 267 of P.H.

Mon. 2/12 Research for Paper #1 in 302 Lab

2/14

2/16 Abraham Lincoln’s birthday: no classes

Mon. 2/19 Read Moon, “Nameless, Tennessee”, 150 of P.H.
DUE: Paper #1


2/23 Read Larsen, “Buying Time”, 354 of P.H.

Mon. 2/26 Research topic of “GMO Foods” in 302 Lab

2/28

3/2 Discussion of “GMO Foods”, in preparation for Monday’s essay exam

Mon. 3/5 In-class essay exam (= 2 regular in-class writing assignments)

3/7 Read Eighner, “My Daily Dives”, 295 of P.H.


Mon. 3/12 through 3/16: Spring Break
Mon. 3/19  Read St. Martin’s Guide, 574-603

3/21 Due: complete draft of Paper #2 (Bring 2 extra copies to class.) Read St. Martin’s Guide, 603-29

3/23 Group conferences on Paper #2 drafts

Mon. 3/26  DUE: Paper #2

3/28 Do research for Paper #3 through the rest of this week, in Booth Library (McAfee)

3/30

Mon. 4/2  Individual conferences for Paper #3 this week (no regular class)

4/4

4/6

Mon. 4/9  Read A Pocket Style Manual, 103-121

4/11 Research in Library for Paper #3

4/13

Mon. 4/16 Begin individual research presentations

4/18 Continue

4/20

Mon. 4/23

4/25

4/27 Paper #3 due

Grade Breakdown

In-class writing and quizzes 30%
Journal 20%
Paper #1 10%
Paper #2 15%
Paper #3 (researched) 25%
Course objectives:

This course is designed to prepare students to write well and read well within academic, personal, and professional contexts. This goal will be achieved by providing students with experience in the fundamental principles of writing effectively and reading with comprehension. The principles of effective writing include the logic-based strategies of selecting, analyzing, evaluating, organizing, and communicating written information in both formal and informal situations. The principles of reading with comprehension include the logic-based strategies of summarizing, paraphrasing, analyzing, and synthesizing. In addition, the material written and the material read will involve students in an ongoing discourse with their social, historical, and cultural environments. The students will read and write about the central issues of a pluralistic and multi-cultural society which have affected, are affecting, and will affect their lives. The skills and experiences gained in English 1001 will also serve as a base for continued intellectual growth and expression.

Attendance:

I have no attendance policy per se. Any work missed due to unexcused absences may not be made up.

Late assignments:

There is a penalty of 5% for each class period of lateness. Work not turned in when I call for it is late.

Marking and returning of papers:

Please keep in mind that it takes me a good half-hour to grade a three-page paper, if I am going to mark it carefully and respond to it thoughtfully. Since I often have seventy papers to deal with at once, it can take me two or three weeks to work through the stack.

Plagiarism:

According to the English Department’s policy 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 course.”

Grading:

I will evaluate writing according to the criteria set forth in “Guidelines for Evaluating Writing Assignments in EIU’s English Department”, using the following numerical scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-1</td>
<td>F</td>
</tr>
</tbody>
</table>

THERE IS NO CREDIT FOR THIS COURSE UNLESS YOUR FINAL GRADE IS C OR BETTER

Don’t forget to put a revised class paper in your “Electronic Writing Portfolio” before you reach 30 hours.

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