Fall 8-15-2002

ENG 1001G-002-022-044: Composition and Language

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Eastern Illinois University

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Mon. 8/26 Introduction: Journal writing explained (2 entries will be due Friday)

8/28 Read King, “Letter from Birmingham Jail” in class


Mon. 9/2 Labor Day: no class

9/4 Read White, “Once Were Cannibals” (See 8/30) Assignment of veal production research project

9/6 Do research on veal production, preparing for in-class writing on Monday (9/9)

Mon. 9/9 In-class writing on veal production
Check out a copy of Visser’s The Rituals of Dinner at Reserve Desk of Booth Library. (It’s a weekly checkout. Call 581-6092 to renew.)

9/11 Read Visser, “Introduction” through p. 37

Mon. 9/16 Assignment of research project on antibiotics in animal feeds

9/18 Do “antibiotics in animal feeds” research
9/20 Read Visser, pp. 79-125; 137-145

Mon. 9/23 Read A Writer’s Reference, pp. 3-48
9/25 DUE: Paper #1
9/27 Read Visser, pp. 146-196

Mon. 9/30 Assignment of Mad Cow research project

10/2 Do Mad Cow research project
10/4 Read Visser, pp. 196-255

Mon. 10/7 Assignment of Paper #2 (on a food-related topic of your choice)

10/9 Preliminary research for Paper #2
10/11 Read Visser, pp. 255-309

Mon. 10/14 Skim A Writer’s Reference, pp. 51-94
10/16 Read Visser, pp. 309-357
10/18 Fall Break day: no class

Mon. 10/21 DUE: complete draft of Paper #2 (Bring 2 extra copies to class.)

10/23 Group conferences on Paper #2 drafts (Each written critique equals one in-class writing assignment.)
10/25 DUE: Final draft of Paper #2
Read Soto. “Looking for Work”, p. 39 of *Rereading America*

Mon. 10/28
10/30 Ind individual conferences on M through W (no class on M & W)

11/1 Read Coontz. “What We Really Miss About the 1950s”, p. 52 of *Rereading America*  
Read Allen, “Where I Come From Is Like This”, p. 433 of  

Mon. 11/4
11/6 Ind individual conferences on M through W (no class on M & W)

11/8 Read Turner, From “The Significance of the Frontier in American History”, p. 683 of *Rereading America*  

Mon. 11/11 Read Limerick, “The Adventures of the Frontier in the Twentieth Century”, p. 755 of  
11/13 Read Worster, “Freedom and Want: the Western Paradox”, p. 814 of *Rereading America*  

Mon. 11/18 Read Hogan, “Department of the Interior”, p. 826 of  
11/20 Research in Library for Paper #3  
Read A Writer’s Reference, pp. 324-360  
11/22 DUE: Works Cited page for Paper #3  

Mon. 11/25 through 11/29: Thanksgiving Recess

Mon. 12/2
12/4 Ind individual research presentations  
12/6

Mon. 12/9
12/11 Ind individual research presentations  
12/13 DUE: Paper #3

Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class writing and quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>10%</td>
</tr>
<tr>
<td>Paper #2</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #3 (researched)</td>
<td>25%</td>
</tr>
</tbody>
</table>
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>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-1</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.