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ENG 1001G-005: Composition and Language

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Policy Statement

English 1001 Section 5
Monday, Wednesday, and Friday 10 to 10:50

Coleman Hall 3120, Computer Room and Coleman Hall 3130, Lecture Room

**Note:** We will be in the Computer Room on odd-numbered weeks, starting with week one, and in the Lecture Room on even numbered weeks, starting with week two. See your Syllabus for more details.

**Instructor:** Dr. Ray Watkins
**Office:** Coleman Hall 3010
**Office Hours:** 2 to 3; M, W, and 9 to 10 F, or by appointment

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Office Phone: 217-581-5214

**Texts:**

**Working With Ideas,** Dunbar-Odom
**ReReading America,** Colombo, Cullen, Lisle
**A Writer’s Reference,** Hacker
**Online! Harnack,** Kleppinger

**Goals:** English 1001G is a course in argumentation that will enhance your understanding of academic research, argumentation, and writing and give you practice in each. Our subject matter or theme is the relationship between education and social economic class. Over the course of the semester we will ask, and attempt to answer, in a variety of ways, "What does it mean to be a Literate Member of the Middle Class?" You can review your assignments Table of Contents for a complete listing of our major writing assignments.

Writing assignments will grow out of our readings and class discussions. Specifically, you will improve your skills in the following areas:

**Critical reading** -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading,
actively deciphering ideas and concepts rather than passively receiving strings of words. You want to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. Although you will be given the chance to express your own opinions frequently in this class, the process of analysis we are going to be learning is more complex and subtle than simply saying what you think. Academic writing is less about opinions as such and more about reasoned arguments. Knowing the difference is key to success in our class, in college, and beyond.

**Using research** -- improve your knowledge of how libraries work and how to use them. You want to familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, and librarians) as well as with online information. Reasoned arguments begin with knowing how to find and evaluate and then use good information. In addition to learning how to find information, you want to improve your skills in using that information. You can begin this process by visiting the E.I.U. Booth Library Web site, and familiarizing yourself with their services. Good research always involves knowing where to go for expert help. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Therefore, using research means finding materials, and knowing how to read them and incorporate them into your own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized document styles, but we will be using M.L.A.. Go here to see a page of examples of M.L.A. styles for citing books, as well as a link to a page where you can find out how to cite other sorts of sources.

**Collaborative learning** -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of this course depends on the process of writing drafts and peer critiques. You want to learn how to offer honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned. One of the most important of your collaborative tasks will be peer critiques, you can go here to see instructions on how to write a peer critique.

**Constructing arguments** -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading. The better reader you are the better writer you can be. Again, one of our aims is to learn to distinguish between opinion and a reasoned argument based on carefully constructed texts,
evidence, and so on.

**Clean, smart prose** -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

**Writing Assignments:** Over the course of the semester you will be required to write a series of four major assignments (varying from 250 to 1200 words as the semester progresses) and to submit rough drafts and final versions for each major writing assignment -- due dates are listed on the syllabus. See your assignments table of contents for more detail; I will be giving out instructions as we go. All assignments will be turned in on-line via your own website. You also will be asked to do a peer critique for all four first drafts of the major writing assignments (see below). Over the course of the semester you will write three, 300 word, self-commentaries that outline your strengths and weaknesses as a writer, and that identifies your future goals. For your own peace of mind always keep multiple copies -- electronic and or paper-- of all essays and written assignments turned in for comment.

Finally, as the semester progresses you will be building a website portfolio of your work in order to facilitate peer critiques and to make your ideas available to the public; this web-portfolio will be evaluated as one part of your final grade, see below for details. Please be aware that you must have an EIU e-mail account in order to participate in this course. That account comes with web space, which you will use to present your work. For information on your e-mail account and website, on the software you will need to know, and on available labs on campus, refer to your course resources page, here.

**Peer Critiques:** You will be responsible for commenting on the work of your classmates and helping them with revisions of drafts. Peer Critiques will be done both verbally during class, and in writing as homework. If you are absent on the day we begin peer critiques, or the next class day when written versions are due, you will be responsible for making sure the critique is written and delivered to me and to the writer. (Again, this will mean having your work available on the World Wide Web). I will not comment on written assignments, however, if they are turned in late without proper explanation. You can review my set of instructions for doing peer critiques, here.

**Other Course Requirements:** You are required to attend class and to participate in all in-class work and discussion. In this class, writing is to be considered as a continuous process from the first week of class until the last,
and not as a series of discrete or separate events. Rather than write papers in one long all-night session, in other words, your goal is to learn to write and to rewrite as a part of your daily routine, proceeding step by step towards a final draft. Similarly, your goal as a reader is to learn to do your reading in small, manageable pieces on a daily basis, rather than all at once.

Much of this class is done as workshops, which by definition cannot be repeated. Missed classes will necessarily be reflected in the quality of your writing and in the calculation of your grade. Four absences will result in the lowering of your course grade; six unexcused absences will fail you in the course. Periodically throughout the semester you will be responsible for homework assignments that will also be counted as a part of your class participation and attendance grade. Finally, you will be responsible for producing a Homework page as a part of your Web Portfolio, and you can read about that here.

**Late Or Missed Work:** As previously stated, you are responsible for delivery of all late critiques, drafts and final papers. Please note that because writing is an ongoing process of critique and revision, missed assignments can only adversely-- and seriously-- effect your final grade. There is no makeup for missed work in class or for missed writing workshops.

**Grades:** Final grades will be determined using the following formula. Note that each final grade for major writing assignments one through four is an average of the two drafts; peer critiques and the self-commentaries are averages of four peer critiques and three self-commentaries. As a result, in order to do well in this class, you will have to take each of the stages of your writing -- first draft, peer critique, final draft, as well as self commentary -- very seriously.

**Assignments and Percentage of Final Grade**

- Major Writing Assignment One 10%
- Major Writing Assignment Two 10%
- Major Writing Assignment Three 15%
- Major Writing Assignment Four 20%
- Peer Critiques 15%
- Self-Commentaries 10%
- In-Class Work / Quizzes / Miscellaneous Writing 10%
- Web Portfolio 10%

**Scholastic Responsibility:** Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty (including possible failure in the course). If you have any questions about the use you are making of source material see me before turning in the
assignment in question. The discovery of plagiarism will result in a failing grade. Plagiarism may result in indefinite suspension from the university. If you are confused at all about this issue, please talk or e-mail me, or speak to your advisor or another professor. You can also read more (from the University of Toronto) here.

**Teacher Comments:** In my written comments on your work, I will do my best to give you useful responses, to help you improve organization, development and support, or grammar and mechanics, word choice and style, etc. It is your responsibility to read my comments, however, to discuss them with me if you have any questions, and use them to improve your writing. I will not correct grammar for you or point out every possible technical error in a draft; instead I will mark only the first or most obvious instances I see of grammatical errors and expect you to learn the problem and work to correct it throughout all of your writing. One of your main tasks this semester is to learn how to identify areas in which you feel you need improvement, and to work with me in applying that knowledge to your writing. To that end, I recommend that you quickly familiarize yourself with the services of the E.I.U. Undergraduate Writing Center. Remember, the Writing Center is not about trying to learn things that you should have learned in High School; the Writing Center is about finding skilled collaborators who can provide you with the sorts of assistance successful writers rely on. They won't edit your work for you, of course, but they will read with a skilled, informed eye and ear.

**Complaints:** Bring any questions you have about grades or policies to me first. Complaints we cannot resolve should be taken to the appropriate administrative official.
Syllabus: English 1001-05, Spring 2003

Paper One: Section One Weeks One to Three
Paper Two: Section Two Weeks Four to Six
Paper Three: Section Three Weeks Seven to Eleven
Paper Four: Section Four Weeks Twelve to Sixteen

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Paper One: Encounters With Books

Week One: CH3120, Computer Room, January 13 to 17

M Introductions

**Homework:** Read Bibliography Handout, and on Course Resources page: Major Writing Assignments: One, and Assignment Table of Contents. Activate your EIU e-mail account, locate your EIU website using the EIU search page, locate the Academic Worksite, print out whatever materials you feel you need in hard copy. In Online (O!) read Chapter 9, "Publishing on the WWW." Review Syllabus and Course Policies.

W Introductions / Technology Workshop / Paper One

**Homework:** Read on Course Resources page: Computer Software and Computer Labs at EIU, Clickable Map of Computer Labs and Resources at E.I.U., Arranging Files and Folders on Your Disc, and Subscribing to the Course E-List. In Online (O!) read Chapter 2, "Connecting to the Internet"

F Technology Workshop

**Homework:** Read, in Working with Ideas (WWI): Chapter Two, "The Writing Process."

Week Two: CH3130, Lecture Room, January 20 to 24

M No Class: Martin Luther King Day

W Writing Workshop: The Writing Process

**Homework:** Read on Course Resources page: Peer Critiques Step by Step and in A Writer's Reference (WR), Sections C3, "Revising," and C4, "Paragraphs."

F Draft One, Paper One Due (by e-mail); Writing Workshop: Revisions and Peer Critiques
Homework: Paper One Revisions, Complete Handout, "Questions With Which We Begin."

Week Three: CH3120, Computer Room, January 27 to 31

M Technology Workshop; Peer Critique One Due

W Technology Workshop

Homework: Read on Course Resources page :Self Commentaries Step by Step

F Final Draft, Paper One Due; Self-commentary Workshop

Homework: Read on Course Resources page: Major Writing Assignment Two; in WWI, Chapter 5, "Conducting Field Research."

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**Paper Two: Family Literacy**

Week Four: CH3130, Lecture Room, February 3 to 7

M Writing Workshop / Field Research / Self-commentary One Due

Homework: Group One, WWI, "The College Mystique" (115); Group Two, WWI, "Entering the Conversation" (131).

W Idea Workshop: Education

Homework: Group One, WWI, "The Idea of a University" (107); Group Two, WWI, "Students of Success" (148).

F Idea Workshop: Education

Homework: WR, Section E, "Effective Sentences."

Week Five: CH3120, Computer Room, February 10 to 14

M Draft One, Paper Two Due; Writing Workshop: Revisions and Peer Critiques

Homework: WR, Section D, "Document Design."

W Peer Critique Two Due / Technology Workshop

Homework: Group One, ReReading America (RA), "What Makes a Family" (26), Group Two, RA, "Looking for Work" (39).
F  No Class: Lincoln's Birthday

Week Six: CH3130, Lecture Room, February 17 to 21

M  Idea Workshop: Family

Homework: Review on Course Resources page: Self Commentaries Step by Step

W  Final Draft, Paper Two Due; Self-commentary Workshop

Homework: RA, "Class in America" (318).

F  Idea Workshop: Class / Self-commentary Two Due

Homework: Read on Course Resources Page: Major Writing Assignment: Three and, in O!, Chapter One, "Finding Internet Sources."

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Paper Three: The Facts of Class

Week Seven: CH3120, Computer Room, February 24 to 28

M  Technology Workshop: Using the Census Site / Internet Research

W  Open Technology Day / Conferences
Th  Conferences
F  Open Technology Day / Conferences

Homework: WWI, Group One, "The Professions as Class Fortress" (239); Group Two, WWI, "Dirtbags, Burnouts, Metalheads, and Trashers" (244).

(Midterm) Week Eight: CH3130, LR, March 3 to 7

M  Idea Workshop: School and Work

Homework: WWI, Group One, "Confronting Class in the Classroom" (256); Group Two, WWI, "From Outside, In" (266).

W  Idea Workshop: School and Work

Draft One, Paper Three Due; Writing Workshop: Revisions and Peer Critiques

Homework: WR, Section P, "Punctuation."

Week Nine, Spring Break: March 10 to 14

Week Ten: CH3130, Lecture Room, March 17 to 21

Writing Workshop: Punctuation

Homework: Group One, RR, "An Indian Story" (89); Group Two, RR, "Envy" (98).

Idea Workshop: Race, Class, and Gender / Peer Critique Three Due

Homework: Group One, RR, "Black Women and Motherhood" (112); Group Two, RR, "Aunt Ida Pieces on a Quilt" (98).

Idea Workshop: Race, Class, and Gender

Homework: Work on Paper Three

Week Eleven: CH3120, CR, March 24 to 28

Technology Workshop

Homework: Review on Course Resources page: Self Commentaries Step by Step

Final Draft, Paper Three Due; Self-commentary Workshop

Homework: Website! Read, Major Writing Assignment: Four

Technology Workshop; Self-commentary Three Due; Paper Four

Homework: Group One, RA, "I Just Wanna Be Average" (162); Group Two, RA, "From Social Class and the Hidden Curriculum of Work" (174).

Paper Four: What Does It Mean to be a Literate Member of the Middle Class in the United States?

Week Twelve: CH3130, LR, March 31 to April 4

Idea Workshop: Work and School
Homework: Read, from Booth E-Reserves, "On the Uses of Liberal Education," Group One, "I. As Lite Entertainment for Bored College Students," and Group Two, "II. In the Hands of the Restless Poor."

W Idea Workshop: Liberal Education

Homework: Read, from Booth E-Reserves, "On the Uses of Liberal Education," Group One, "I. As Lite Entertainment for Bored College Students," and Group Two, "II. In the Hands of the Restless Poor."

F Idea Workshop: Liberal Education

Homework: O!, Chapter Four, "Choosing and Evaluating Internet Sources."

Week Thirteen: CH3120, CR, April 7 to 11

M Open Technology Day

Homework: Website!

W Open Technology Day


F Draft One, Paper Four Due; Writing Workshop: Peer Critiques and Revisions

Homework: Group One, RA, "Girl" (411); Group Two, RA, "The Story of My Body" (423).

Week Fourteen: CH3130, Lecture Room, April 14 to 18

M Idea Workshop: Gender and School

Homework: Group One, WWI, "Taking Women Students Seriously" (481); Group Two, WWI, "How Male and Female Students Use Language Differently" (519).

W Idea Workshop: Gender and School

Homework: Group One, RA, "Advertising and the Construction of Violent White Masculinity" (466); Group Two, RA, "The Evolution of G.I. Joe" (476).

F Idea Workshop: Gender and School / Peer Critique Four Due

Homework: Website and Paper Four!
Week Fifteen: CH3120, Computer Room, April 21 to 25

M  Open Technology Day / Conferences
W  Open Technology Day / Conferences
F  Open Technology Day / Conferences

Homework: Group One, RA, "Assimilation" (626); Group Two, RA, "Optional Ethnicities: For Whites Only?" (642).

Week Sixteen: CH3130, LR, April 28 to May 2

M  Idea Workshop: Race and School / Evaluations

Homework: Review Self Commentaries Step by Step

W  Draft Two, Paper Four Due; Self-commentary Workshop

Homework: To Be Announced

F  Self-commentary Four Due

Week Seventeen, Finals: May 5 to 9

Final Web Site due Tuesday, May 6, Noon