Spring 1-15-2002

ENG 1001-009: Composition and Language

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Eastern Illinois University

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Mon. 1/7 Introduction; Journal writing explained

1/9 Read Price, "Looking for Nature at the Mall", 836 of Rereading America
1/11 Read Margaret Visser, "Food and Culture: Interconnections" (Use WilsonSelectPlus full-text database)

Mon. 1/14 Research topic of "veal production" in computer lab in 3210

1/16 "

1/18 Discussion of veal production and in-class writing on it

Mon. 1/21 King’s birthday: no classes

1/23 Read Hochschild, “The Third Shift”, 401 of Working with Ideas
1/25 Read Rich, “Taking Women Students Seriously”, 481 of Working with Ideas

Mon. 1/28 Research topic of “Animal Feeds” in computer lab

1/30 "

2/1 Discussion of and writing on “Animal Feeds”

Mon. 2/4 Read Mantsios, “Class in America: Myths and Realities”, 318 of Rereading

2/6 Read Allen, “Where I Come From Is Like This”, 433 of Rereading
2/8 Lincoln’s birthday: no classes

Mon. 2/11 Research topic of “labeling of GM foods” in computer lab

2/13 Discussion of and writing on “GM labeling”
2/15 Read Turner, from “The Significance of the Frontier”, 676 of Rereading

Mon. 2/18 Read Worster, “Freedom and Want: the Western Paradox”, 814 of Rereading
DUE: Paper #1

2/20 Read Momaday, “The American West and the Burden of Belief”, 734 of Rereading
2/22 Read Limerick, “The Adventures of the Frontier in the Twentieth Century”, 755 of Rereading

Mon. 2/25 Read Coontz, “What We Really Miss About the Fifties”, 52 of Rereading
Read A Writer’s Reference, 3-48

2/27 Research for Paper #2 in computer lab

3/1 Read Hogan, “Department of the Interior”, 826 of Rereading

Mon. 3/4 DUE: complete draft of Paper #2 (Bring 2 extra copies to class.)

3/6 Group conferences on Paper #2 drafts (Each written critique equals one in-class writing assignment.)

3/8 Read A Writer’s Reference, 51-94
DUE: Final Draft of Paper #2

Mon. 3/11 through 3/15: Spring Break
Mon. 3/18  
3/20  Individual conferences (no class this week)  
3/22  

Mon. 3/25  Read Abbey, "The Serpents of Paradise" (handout)  
3/27  
3/29  Read Chief Seattle, "Letter to President Pierce" (handout)  

Mon. 4/1  
4/3  Research in Library for Paper #3  
4/5  Back in computer lab  
DUE: Works Cited page for Paper #3  

Mon. 4/8  Read A Writer's Reference, 324-360  
4/10  Read Burgess, "Is America Falling Apart?" (handout)  
4/12  

Mon. 4/15  
4/17  Individual research presentations  
4/19  

Mon. 4/22  Continue presentations  
4/24  
4/26  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>Score Range</th>
<th>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.