Spring 1-15-2003

ENG 1001G-010: Composition and Language

Steve Cloud  
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2003

Part of the English Language and Literature Commons

Recommended Citation  
http://thekeep.eiu.edu/english_syllabi_spring2003/10

This Article is brought to you for free and open access by the 2003 at The Keep. It has been accepted for inclusion in Spring 2003 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Mon. 1/13 Introduction; Journal writing explained (2 entries will be due Friday)

1/15 Read King, “Letter from Birmingham Jail” in class

1/17 Finish reading “Letter” in class; turn in 2 journal entries

Mon. 1/20 King’s birthday: no class


1/24 In-class writing on beef production

Mon. 1/27 Check out a copy of Visser’s The Rituals of Dinner at Reserve Desk of Booth Library. (It’s a weekly checkout. Call 581-6073 to renew.)

Read Visser, “Introduction” through p. 27

1/29 Read Visser, 27-68

1/31 Read Visser, 69-78
Assignment of Paper #1 (due 2/12)


2/5 Do “Mad Cow Disease” research in lab

2/7 Read Visser, 79-146
In-class writing on cannibalism & Mad Cow

Mon. 2/10 Read A Writer’s Reference, pp. 3-48
Read Visser, 146-167

2/12 DUE: Paper #1
Read Visser, 167-196

2/14 Lincoln’s birthday: no class

Mon. 2/17 Assignment of GM foods research project

2/19 Do GM foods research project, focusing on the pros & cons of Monsanto’s “Golden Rice”

2/21 Read Visser, pp. 196-262
In-class writing on GM foods

Mon. 2/24 Assignment of Paper #2
Read Visser, 262-271

2/26 Read Visser, 272-284

2/28 Read Visser, pp. 284-295

Mon. 3/3 Skim A Writer’s Reference, pp. 51-94
DUE: complete draft of Paper #2 (Bring 2 extra copies to class.)

3/5 Group conferences on Paper #2 drafts (Each written critique equals one in-class writing assignment.)
3/7  DUE: Final draft of Paper #2; Read Visser, 297-357

Mon. 3/10 through 3/14: Spring Break

Mon. 3/17 Read Soto, “Looking for Work”, p. 39 of Rereading America

3/19 Read Coontz, “What We Really Miss About the 1950s”, p. 52 of Rereading America

3/21 Read Allen, “Where I Come From Is Like This”, p. 433 of Rereading America

Mon. 3/24 Individual conferences on M through W (no class on M & W)

3/25

3/26


Mon. 3/31 Read Turner, From “The Significance of the Frontier in American History”, p. 683 of Rereading America

4/2 Read Momaday, “The American West and the Burden of Belief”, p. 734 of Rereading America

4/4 Read Takaki, “Race at the End of History”, p. 383 of Rereading America

Mon. 4/7 Read Limerick, “The Adventures of the Frontier in the Twentieth Century”, p. 755 of Rereading America

4/9 Read Worster, “Freedom and Want: the Western Paradox”, p. 814 of Rereading America

4/11 Worster, cont.

Mon. 4/14 Read Hogan, “Department of the Interior”, p. 826 of Rereading America

4/16 Read A Writer’s Reference, pp. 324-360

4/18 DUE: Works Cited page for Paper #3

Mon. 4/21

4/23 Individual research presentations

4/25

Mon. 4/28

4/30 Individual research presentations

5/2 DUE: Paper #3

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.”

WARNING: I will assign an F for intentional plagiarism. It is not worth the risk; believe me.

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:

100-90 A
89-80 B
79-70 C
69-60 D
59-1 F

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

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

Electronic Writing Portfolio: It is your responsibility to submit a paper from either English 1001 or 1002 to your “EWP” by the end of your freshman year. English 1001G is a “Writing Centered” course, for “EWP” purposes.