ENG 1001G-010-032: Composition and Language

Laura Nau
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2001

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2001/12

This Article is brought to you for free and open access by the 2001 at The Keep. It has been accepted for inclusion in Fall 2001 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Fall 2001
Class: English 1001G
Time: Section 010 at 9:00 MWF and Section 032 at 12:00-12:50 MWF
Location: CH3130 and CH3120 (computer lab)
Instructor: Ms. Laura Devon Nau
Office: CH3033
Office Hours: MWF 10:00-11:00, 1:00-2:00 and T/TR by appointment or announcement
Office Phone: 581-6288  Home Phone: 253-9018

Harnack & Kleppinger, Online!: A Reference Guide to Using Internet Sources
Kennedy, Kennedy & Aaron, The Bedford Reader, 7th ed.

Tentative Syllabus
(subject to deletion and much expansion)

August
20: Welcome to English 1001
   Review syllabus
   Write a paragraph

22: Read typed, polished paragraphs in class and turn them in
   Begin reading “Description: Writing with Your Senses” (p. 91, Bedford)
   Assignment: Cofer’s “Silent Dancing” (p. 122, Bedford)

24: Bring Bedford and a dictionary for group work
   Introduce Essay # 1 (Description)
   Possible grammar/punctuation assignment

27: Bring Blair
   Bring printed draft of Essay #1 to class for peer editing

29: Essay #1 due at the end of the period
   Assignment: “Example: Pointing to Instances” (Bedford, p. 137)

31: Discuss using examples.
   Read and discuss Blount’s “As Well as I Do My Own” (Bedford, p. 160)
   Grammar/punctuation assignment

September
3: No class/Labor Day

5: Turn in grammar assignment
   Bring Bedford
   Topic invention for Essay #2
   Begin first drafts
7: Bring a printed copy of Essay #2 for peer editing
   Focus on word choice: discuss p. H-48 in St. Martin's

10: Essay #2 due at the end of class

12: Bring St. Martin's and Bedford
    Discuss Comparison-Contrast writing
    Read Britt’s “Neat People vs. Soppy People” (185) and Barry’s “Batting Clean-Up and Striking Out”
    Invent a topic from one of your areas of expertise

14: Work on Essay #3

17: Peer editing of Essay #3
    Bring Blair for discussion and assignment

19: Grammar/punctuation assignment due
    Essay #3 due at beginning of period

21: Freud Lecture
    Begin looking at Freud’s essay “Libidinal Types,” supplied in class
    Introduce Essay #4—Analysis/Classification

24: Freud quiz
    Bring Blair for MLA documentation discussion
    Work on Essay #4

26: Work on Freudian analysis, Essay #4
    sign up for conferences

28: NO CLASS—Mandatory Conferences in Devon’s office

October

1: NO CLASS—Mandatory Conferences in Devon’s office

3: NO CLASS—Mandatory Conferences in Devon’s office

5: NO CLASS—Fall Break
8: Essay #4 due at beginning of class
Begin reading and discussion of Chapter 19, “Arguing” in St. Martin’s
Assignment:
Write out definitions of words in “Questions on Language” section (p. 502) before reading Buckley’s “Why Don’t We Complain?” in Bedford.

10: Vocabulary quiz
Introduce “Essay” #5: Letter of complaint

12: Share Essay #5 topics in groups

15: Work on Essay #5

17: Essay #5 due at beginning of class
Introduce Research topic
Assignment: Read Chapter 21, “Library and Internet Research” (p. 655) in St. Martin’s

19: Begin research work/possible library trip

22: Bring research materials to class
Begin preliminary writing on research topic
Realize that much research and writing will be done outside of class for this longer assignment.

24: Introduce guidelines for Writing Aids Portfolio (counts as one essay grade)
Begin work

26: Gather sources for research/gather materials for portfolio

29: Bring Blair. We will focus on the most useful info. for research from p. 220 to p. 312.

31: Writing Aids Portfolio due

November
Begin Mitford’s “Behind the Formaldehyde Curtain,” p. 244

5: Discuss Mitford and process writing
Bring dictionary and Bedford

7: Possible vocabulary quiz
Do the doodle game
9: Bring in examples of process writing to share in groups/select best examples

12: Topic invention for Essay #6
    Begin writing

14: Printed copy of Essay #6 draft due for peer editing

16: Essay #6 due
    Electronic Writing Portfolio due (more about this earlier in the semester)

19, 21, 23: NO CLASS/Thanksgiving break (work on research writing while the turkey…)

26: Research/revision work in class

28: Research/revision work in class

30: Research/revision work in class

December

3: Revisions due

5: Research work in class

7: Researched essay due

You are finished.
There is no final examination in English 1001G.

Attention!
You should keep all of your essays in a folder and on disks. At the end of the semester you will need them.

All computer generated papers must be done in Microsoft Word. When saving work on various computers using various versions of Microsoft Word, save in Rich Text Format to avoid headaches and tears.

Most essays (#1-#6) will be at least two full pages. The researched essay is longer (7-9 pages).
You are required by the University to submit an essay from 1001G or 1002G as part of the requirements for your Electronic Writing Portfolio. Let’s get it done this semester, no later than November 16. We will be discussing the EWP in detail as soon as you have produced appropriate work for it.

**Course Requirements and Grading:**
50% of your grade is based on Essays #1-6 and the grammar/usage/punctuation test which counts as one paper grade.
10% of your grade is based on various homework assignments and quizzes.
10% of your grade is based on two revised essays turned in on December 3.
15% of your grade is based on the longer researched essay due on December 8.
15% of your grade is based on class participation, effort, improvement and, mostly, my general impression of your work.

**Class Attendance/Conference Attendance:**
Because the information provided in the classroom and in private conference is a major part of English 1001G, and because of what you learn here about writing involves analytic discussion, debate and reading aloud, failure to attend class or scheduled conferences will affect your grade. Any student missing more than five meetings without obtaining my approval will not receive credit for the course.

**Late Work:**
Unless you have made prior arrangements with me, any late work will receive a failing grade. You must, however, turn in all assigned essays to be considered for a passing grade for the course.

**Plagiarism:**
Here is 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 thought 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, and to report the incident to the Judicial Affairs Office.

**A note for students with disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.