ENG 1001G-009-021: Composition and Language

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Fall 2003
Class: English 1001G
Time: Section 009 at 9:00 MWF and Section 021 at 11:00 MWF
Instructor: Ms. L. Devon Nau
Office: CH3033
Office Hours: MWF 10:00-11:00, 2:00-3:00 and T/TR by appointment or announcement
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Harnack & Kleppinger; *Online! A Reference Guide to Using Internet Sources*

Tentative Syllabus
(subject to deletion and much expansion)

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

27: Read typed, polished paragraphs in class and turn them in
   Assignment: Read “Indian Education” (page 103, *Bedford Reader*)
   “Shooting Dad” (page 144, *Bedford Reader*)

29: Bring *Bedford Reader* for discussion
   Introduce Essay #1 (Narration/Description)
   Bring *Blair Handbook*. See page 472 (comma splices)
   See page 786 (MLA manuscript form)

September
1: Labor Day/No Classes

3: Bring *Blair* and completed assignment
   Bring printed draft of Essay #1 to class for peer editing

5: Essay #1 due at the end of the period
   Assignment: Read Chapters 5 and 22 in *Bedford Guide*.

8: Bring *Bedford Guide*
   Discuss “observing a scene” and “visual analysis”
   Read and discuss Bryson’s “Design Flaws” (page 193, *Bedford Reader*)
   Grammar/punctuation assignment

10: Turn in grammar assignment
   Bring *Bedford Guide*
   Topic invention for Essay #2
12: Know your topic for Essay #2; bring in observation notes and/or supplemental materials
   Bring Bedford Guide; touch on Chapter 35 in class

15: First draft of Essay #2 due at the end of class

17: Essay #2 due at beginning of class
   Bring Blair Handbook; begin discussion on page 435
   Compile vocabulary list

19: English jargon vocabulary quiz
   Bring Bedford Reader
   Read Sedaris, "Remembering My Childhood on the Continent of Africa" (p. 234)
   Suggested reading: Britt, "Neat People vs. Sloppy People" (p. 223)
   Barry, "Batting Clean-Up and Striking Out" (p. 229)
   Discuss comparison/contrast elements
   Invent a comparison/contrast topic for Essay #3 from one of your areas of expertise

22: Bring Bedford Reader; study pages 216-218
   Choose method of organization for your topic

24: Printed draft of Essay #3 due at beginning of period for peer review

26: Essay #3 due at beginning of class
   Freud Lecture
   Begin looking at Freud’s essay “Libidinal Types,” supplied in class
   Introduce Essay #4—Analysis/Classification

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

October
1: Work on Freudian analysis, Essay #4
   sign up for conference

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

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

8: NO CLASS—Mandatory Conferences in Devon’s office
10: Essay #4 due at beginning of class
   Draw names for collaborative writing project
   Begin reading and writing out answers to discussion questions: Chapter 9, "Taking a Stand," in Bedford Guide.

13: Chapter 9 answers due at end of class
   Formulate topic for collaborative Essay #5

15: Work on Essay #5 in class

17: No Class/Fall Break

20: Essay #5 due at beginning of class
   Introduce Research topic
   Assignment: Read Chapter 11, "Writing Research Essays" in Blair

22: Booth library program

24: Show and tell; provide one source for research essay
   Assignment: Read Chapters 12 and 13 in Blair
   Realize that much research and writing will be done outside of class for this longer assignment.

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

29: Gather sources for research/gather materials for portfolio

31: Work on Writing Aids Portfolio

November

3: Writing Aids Portfolio due
   Possible Career Center program

5: Bring Bedford Reader for Mitford’s “Behind the Formaldehyde Curtain,” p. 290
   Discuss process writing

7: Bring in examples of process writing
   Bring Bedford Reader; look at 268--273
   Do the doodle game (?)

10: Bring list of five possible topics for Essay #6 (process)

12: Choose topic and begin writing Essay #6
14: Work on Essay #6 in class  
    Work on Electronic Writing Portfolio submission form

17: Essay #6 due at beginning of class  
    Touch base on research essays/possible library day

19: Bring Blair for class study of Chapter 16: "Using Sources"  
    Bring Online!: A Reference Guide To Using Internet Sources to look at Chapter 5, p. 115

21: Electronic Writing Portfolio due (more about this earlier in the semester)

24, 26, 28: NO CLASS/Thanksgiving break (work on research writing while the turkey bakes...)

December
1: Research/revision work in class

3: Research/revision work in class

5: Revision due

8: Research work in class

10: Research essay due

12: Revision returned

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

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

All essays must be composed on a computer, using 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 the very 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 21. 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 Writing Aids Portfolio, 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 one revised essay turned in on December 5.
15% of your grade is based on the longer researched essay due on December 10.
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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

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.