ENG 1001G-012-035-048: Composition and Language

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Instructor: Ms. Vicki Curts, Coleman Hall 3820
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Office Hours: Tuesday and Thursday 11:00-12:30 and 3:30-5:00. Also by appointment.

Classes:
- English 1001-012 9:30 - 10:45 CH 3130/3120 (Computer Lab)
- English 1001-035 12:30 - 1:45 CH 3170
- English 1001-048 2:00 - 3:15 CH 3130/3120 (Computer Lab)

Texts:
- Working with Ideas, Donna Dunbar-Odom, 1st ed.
- Rereading America, Gary Colombo, R. Cullen, B. Lisle, 5th ed.
- Online! Andrew Harnack & Eugene Kleppinger (9:30 & 2:00 classes)

Nature of the Course: Students are required to write four papers. The essays and in-class writings should total at least 5,000 words by the end of the semester. Emphasis is placed on writing well-crafted papers and participating in class discussions that reflect a critical analysis of assigned readings and topics. The final paper will require research and MLA style documentation. One paper must be selected for inclusion in the Electronic Writing Portfolio.

Department 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 assignments of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

Attendance: A student who misses class misses points that may not be made up. Exercises, in-class writing assignments, and participation all earn points! See me if you have a problem. If you cannot see me then call or e-mail me at home (vlcurts@aol.com). Leaving class early is considered an absence.

NOTE: If you are ill or have an emergency, an in-class essay that is to be graded and receive points (as opposed to in-class writing exercises) may be made up.

Late Papers: A paper that is late one day loses points (half a letter grade). Since I am only on campus Tuesday and Thursday, you may give your one-day-late paper to the English Department secretary in CH 3155 to initial before you put it in my mailbox. Papers that are over one day late must be turned in as part of the course requirements, but will not receive a grade. The paper will be read and evaluated, however.

Grading:
- 425 points — Three essays, including final research paper.
- 200 points — Short papers and in-class essays.
- 200 points — Estimate of rough drafts, quizzes, in-class exercises, participation and general assignments.

*Class participation is expected of all students,
Final grades of A, B, C and NC (No Credit) are given. You must be writing at a C level to pass the course. The University’s “Standards for Evaluating Themes” will be used to determine essay grades.

Students experiencing any difficulty are encouraged to see me, and also to go to the Writing Center in Coleman Hall for additional help. Students will have a minimum of three conferences with me during the semester. Sign-up sheets for appointments are on the office door.

Students with disabilities:
If you have a documented disability and wish to receive academic accomodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible

Assignments
Note: Short quizzes may be given over the reading assignments. Assignments may be changed with material added or deleted and will be announced in class.

Portfolio
All writings/essays are to be kept in a pocket folder and are to be brought to each conference.

Electronic Writing Portfolio
Follow handout guidelines. Paper deadline is November 5\textsuperscript{th}. The EWP is part of your required course work.

Text Abbreviations: Rereading America—RA
A Writer’s Reference—AWR
Working with Ideas --Ideas
Online

Aug. 27 Introduction. In-class writing: diagnostic essay.

Harmony at Home: The Myth of the Model Family

Aug. 29 Read “An Indian Story” by Roger Jack, p. 89 in Rereading America.
Write a page in response to 9 on page 98.

Sept. 3 Evaluation guidelines for essays (handout).
Prewriting strategies p. 2-20 in AWR.
Pages 17-37 in Rereading America. Study the pictures and think about your image of a “typical family tree,” and assumptions associated with the concept of “family” in our culture.
Answer questions 1-5 and 9 on p.25.

Sept. 5 RA p. 39, “Looking for Work.” Answer questions 1-5 on p. 44. Write a page or more describing your work experience and how it compares to Soto’s experience.

Sept. 10 RA p. 98, “Envy.” Answer questions 1-5 on p. 110. Write at least a page on question 8. Revise and turn in on Sept. 6\textsuperscript{th}.

Sept. 12 RA p.45, “Growing Pains...” and questions 6, 9, & 10 on p. 51. These are not short answer questions, and your answers should reflect critical analysis of the topic.

Sept. 17 RA p.81, “The Military-Nintendo Complex.” Write a page or more about the impact of modern technologies such as phones, TVs, computers, and video on the family. Find one current article or essay on video games and children or teens. Answer the questions about your paper on the handout (Purpose, audience, thesis etc.).
Sept. 19: RA p. 52, “What We Really Miss About the 1950s.” Answer 4, 5, & 6. Answer 7 if you have previously seen any of the shows mentioned.


“The Unknown Citizen” (handout)
Formulate an argument on an issue that is current, and about which you feel strongly. Write an introduction and then list the supporting ideas you would use to support it.

(On your own, peruse Chap. 4 to become familiar with the content for future use on your MLA style paper. Note student essay on p. 67.)

Oct. 1: Working with Ideas p.217 “History as Mirror.” Answer the questions on 234 and do the Writing Assignment on 235. What global questions/problems would you consider for your argument paper (essay 2)?

(On your own, peruse RA p. 2-15.)

Oct. 3: Bring in a copy of an article that raises some question on a current issue.
In Ideas p. 235, under Library Research Ideas, do #1 only.
Note the Field Research Ideas that follow and may be useful for a paper.
(Sign up for conferences. Go to the Writing Center for extra help.)

Oct. 8: Bring completed paper (essay #1) to class.

Oct. 10: Essay # 1 is due (125 points). Paper length 5 or more pages.
Oct. 5th topic continued.
Learning Power: The Myth of Education and Empowerment

Oct. 15: RA p. 152, “The Seven-Lesson Schoolteacher”, Visual Portfolio on191+. If you were to “edit” these pictures to fit in a 2002 perspective, how would they look? Extend ques. 3 to profile a teacher you feel influenced you in some way.

October 16th is Mid-Term

Oct. 17: Conferences
Oct. 22: Conferences


Money and Success: The Myth of Individual Opportunity
Oct. 31

Nov. 5

Nov. 7
Ideas p. 244 “Dirtbags, Burnouts, Metalheads, and Trashers. P. 239 “the Professions as Class Fortress.”

Topic for final research paper is due, and must be approved.

True Women and Real Men: Myths of Gender

Nov. 12
Essay #2 is due (150 points).

Nov. 14
Film.

Nov. 19

Nov. 21
“The American West and the Burden of Belief” p. 734.

Nov. 25 - 29
Thanksgiving Break

Dec. 3
“The Lesson” p. 394 in RA.
How does the story relate to the myth of individual opportunity? Answer question 11.

Dec. 5
Final draft of research paper is due.

Dec. 10
Conferences. No class meeting.
Final research paper due, Essay # 3 (150 points).
(Outside reading in RA p. 708 “The Myth of the West.”)

Dec. 12
Last class meeting.

Dec 16th is final exam week. No final exam is given in English 1001. Research papers will be available for pickup in my office on Wednesday, December18th.

Happy Holidays!