

Fall 8-15-2000

ENG 1001G-013-041-051: Composition and Language

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Fall 2000 Syllabus – English 1001 Composition and Language

10016-013

-041

-051

Instructor: Ms. Vicki Curts, Coleman Hall 315B
Office 581-6309 Home (812) 238-2826 e-mail (cfvlc@eiu.edu)

Office Hours: Tuesday and Thursday 11:00 – 1:45 By appointment after 4:45 p.m.

Classes: English 1001-013 9:30 – 10:45 CH337
English 1001-041 2:00 – 3:15 CH313
English 1001-051 3:30 - 4:45 CH 318

Texts: The St. Martin's Guide to Writing, Axelrod & Cooper, 5th ed.
A Pocket Style Manual, Diana Hacker
Connections: A Multi-Cultural Reader, Judith A. Stanford

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).

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 308 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:

- 100 points – Three essays
- 120 points – Final essay
- 30 points – Short papers and in-class essays.
- 100 points – Estimate of rough drafts, quizzes, in-class exercises, participation and other 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 two conferences with me during the semester.

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

Assignments

(Note: Short **quizzes** may be given over the reading assignments.)

- Aug. 22 Introduction and short in-class essay.
- Aug. 24 Diagnostic essay.
- Aug. 29 – 31 Evaluation guidelines for essays. Connections “A Boat Person’s Story” p. 87
Do all the suggestions for Prereading or Journal Writing p. 87 and the questions on p. 90.
- Sept. 5 – 7 Expressive writing p. 15-20 and “Slave Ship” p. 75-76. Answer questions 1-5 on 76.
- Sept. 12 – 14 “For My Indian Daughter” p. 138. Questions 1-5 p.140-141. Research: question 1 or 2 on 141.
“Indians in Aspic” p. 520. Suggestion 2 on p. 520 (at least a page or more typed).
- Sept. 19 – 2 Ch. 2 “The Processes of Writing: Issues and Strategies p. 29 – 37.
Writing: choose 1, 2 or 3 on p. 124.
- Sept. 26 – 28 “My Father’s Life” p. 142 – 148. Questions 1 – 7. Research: Great Depression.

Choose two prewriting strategies (p. 34) to generate ideas for a personal narrative essay on your relationship with your father or mother. Refrain from telling the reader too much about your feelings or the depth of this relationship. Instead, focus on specific events and specific details in order to show the reader (and perhaps yourself) what the relationship was all about.
- Oct. 3 – 5 Rough draft of essay #1 is due. Sign up for conferences.
- Oct. 10 – 12 Read “Everyday Use” p. 315. Questions 1-7. Choose either 1 or 2 under “Suggestions for Extended Thinking and Research” (p.322) for a short paper.
- Oct. 17 – 19 Conferences.