ENG 1001G-021-031: Composition and Language

Watkins
Eastern Illinois University

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Policy Statement

English 1001G  
Monday, Wednesday, and Friday 11 to 11:50 AM  
Coleman Hall 3210/340, Computer Room (CR)  
and 3140/306, Lecture Room (LR)  
Instructor: Dr. Watkins  
Office: Coleman Hall 3010/309K  
Texts:  
  Working With Ideas, Dunbar-Odom  
  ReReading America, Colombo, Cullen, Lisle  
  A Writer's Reference, Hacker  
  Online! Harnack, Kleppinger  

Goals: English 1001G is a course in argumentation that will enhance your understanding of academic research, argumentation, and writing and give you practice in each. Our subject matter or theme is the relationship between education and social economic class. Writing assignments will grow out of our readings and class discussions. Specifically, you will improve your skills in the following areas:

1. Critical reading -- improve your ability to read critically, to question, and to evaluate what you read. In order to be a more critical reader, you have to participate in what you are reading, actively deciphering ideas and concepts rather than passively receiving strings of words. You want to improve your ability to summarize what you read and then to evaluate the claims and assumptions on which the argument is based. Although you will be given the chance to express your own opinions frequently in this class, the process of analysis we are going to be learning is more complex and subtle than simply “saying what you think.” Academic writing is less about opinions as such and more about “reasoned arguments.” Knowing the difference is key to success in our class, in college, and beyond.

2. Using research -- improve your knowledge of how libraries work and how to use them. You want to familiarize yourself with library resources (reference materials, on-line catalogues, periodical indexes, electronic databases, and librarians) and online information. Reasoned arguments begin with knowing how to find and evaluate and then use good information. In
addition to learning how to find information, you want to improve your skills in using that information. You cannot make use of an article or essay if you cannot summarize its basic argument and identify how it is constructed. Therefore, using research means finding materials, *and* knowing how to read them and incorporate them into your own writing. Incorporating research materials includes knowledge of appropriate documentation styles, as well. There are several of these standardized document styles, but we will be using MLA.

3. Collaborative learning -- improve your ability to learn from and to teach others about your own thinking and about writing. Much of this course depends on the process of writing drafts and peer critiques. You want to learn how to offer honest, thorough, and constructive critiques of your writing as well as your peers' writing, and how to make use of what you have learned.

4. Constructing arguments -- improve your ability to construct your own arguments. This skill depends on your mastery of critical reading. The better reader you are the better writer you can be. Again, one of our aims is to learn to distinguish between "opinion" and a "reasoned argument" based on carefully constructed texts, evidence, and so on.

5. Clean, smart prose -- improve your ability to write clear and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend a lot of time talking about why so-called grammatical prose is so important to your success in college and in life.

**Writing Assignments:** Over the course of the semester you will be required to write a series of four major assignments (varying from 2 to 6 pages as the semester progresses) and to submit rough drafts and final versions for each--due dates are listed on the syllabus. See your index of assignments for more detail; I will be giving out instructions as we go. Along with each final draft, you will submit a one-page self-commentary that outlines your strengths and weaknesses as a writer, and that identifies your future goals. For your own peace of mind always keep multiple copies-- electronic and or paper-- of all essays and written assignments turned in for comment. Finally, as the semester progresses you will be building a web-site portfolio of your work in order to facilitate peer critiques and to make your ideas available to the public; this web-portfolio will be evaluated as one part of your final grade, see below for details. Please be aware that you must have an EIU email account in order to participate in this course. That account comes with web space, which you will use to present your work.

**Peer Critiques:** You will be responsible for commenting on the work of your classmates and helping them with revisions of drafts. Peer Critiques will be done both verbally during class, and in writing as homework. If you are absent on the day we begin peer critiques, or the next class day when written versions are due, you will be responsible for making sure the critique is written and
delivered to me and to the writer. (Again, this will mean having your work available on the World Wide Web). I will not comment on written assignments, however, if they are turned in late without proper explanation.

**Other Course Requirements:** You are required to attend class and to participate in all in-class work and discussion. In this class, writing is to be considered as a continuous process from the first week of class until the last, and not as a series of discrete events. Rather than write papers in one long session, in other words, your goal is to learn to write and to rewrite as a part of your daily routine, proceeding step by step towards a final draft. Similarly, your goal as a reader is to learn to do your reading in small, manageable pieces on a daily basis, rather than all at once. Much of this class is done as workshops, which by definition cannot be repeated. Missed classes will necessarily be reflected in the quality of your writing and in the calculation of your grade. Three absences will result in the lowering of your course grade; four unexcused absences will fail you in the course. Periodically throughout the semester you will be responsible for homework assignments that will also be counted as a part of your class participation and attendance grade.

**Late Or Missed Work:** As previously stated, you are responsible for delivery of all late critiques, drafts and final papers. Please note that because writing is an ongoing process of critique and revision, missed assignments can only adversely--- and seriously--- effect your final grade. There is no makeup for missed work in class or for missed writing workshops.

**Grades:** Final grades will be determined using the following formula. Note that the final essay grade is an average of the drafts and the self-commentary. As a result, in order to do well in this class, you will have to take each of the three stages of your writing—and your peer critiques—very seriously.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Major Writing Assignment One</td>
<td>10</td>
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<tr>
<td>Major Writing Assignment Two</td>
<td>10</td>
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<td>Major Writing Assignment Three</td>
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<td>Major Writing Assignment Four</td>
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<tr>
<td>Peer Critiques</td>
<td>15</td>
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<tr>
<td>Self Commentaries</td>
<td>10</td>
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<tr>
<td>In-Class Work / Quizzes / Miscellaneous Writing</td>
<td>10</td>
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<tr>
<td>Web Portfolio</td>
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Scholastic Responsibility: Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty (including possible failure in the course). If you have any questions about the use you are making of source material see me before turning in the assignment in question. The discovery of plagiarism will result in a failing grade. Plagiarism may result in indefinite suspension from the university.

Teacher Comments: In my written comments on your work, I will do my best to give you useful responses, to help you improve organization, development and support, or grammar and mechanics, word choice and style, etc. It is your responsibility to read my comments, however, to discuss them with me if you have any questions, and use them to improve your writing. I will not correct grammar for you or point out every possible technical error in a draft; instead I will mark only the first instances I see of grammatical errors and expect you to learn the problem and work to correct it throughout all of your writing. One of your main tasks this semester is to learn how to identify areas in which you feel you need improvement, and to work with me in applying that knowledge to your writing. I recommend that you quickly familiarize yourself with the services of the Undergraduate Writing Center.

Complaints: Bring any questions you have about grades or policies to me first. Complaints we cannot resolve should be taken to the appropriate administrative official.
Syllabus: Composition and Language

Week One, Computer Room (CR 3210/340): August 20 to 24

M  Introduction to the Course and to Each Other, Part I

W  Introduction to the Course and to Each Other, Part II

You must bring your E.I.U. email and web account information (user name and password) and a blank disc to class on Friday. (To make sure you get the information correct, bring the printout given to you by Student Services). You must use this account—Hot Mail, Yahoo, or any other service will not be accepted—in order to complete the work in this course. You will use your E.I.U. email account and the server space assigned to you for your web site throughout this course. If you don’t have your disc and information to use for Friday’s class, please do not come. Instead, I recommend that you drop the course. Also, be certain to remember to bring the textbook we are using to class on the day that we are using it.

Read for next class: Online! (O!) Chapter 1. “Finding Internet Sources” and Chapter 2. “Connecting to the Internet.”

F  Internet Workshop, Reading Quiz on O!, Chapters 1 and 2.

Read for next class: Working With Ideas (WWI), Chapters 1 and 2.

Week Two, Lecture Room (LR 3140/306): August 27 to August 31

M  Reading Quiz, WWI, Chapters 1 and 2; Active Reading and Writing Workshop.


Active Reading Homework Exercise

Note that every writing assignment, long or short, major or minor, must be turned in in print form, on disc, or on the Internet as noted. You must include your name, the title of the assignment (make one up if you need to) as well as the date. I will not accept any handwritten, unfiled or undated or unidentified work. Save all writing assignments to your class disc, and back up that disc for your own peace of mind. When the syllabus says to turn in a paper on disc, or when I ask you to turn in any assignment on disc, you will bring it in on your class disc and turn it in to the class folder (I will explain this in detail in class). From this point on I will not be announcing Reading Quizzes on the syllabus; however, you can expect that I will give them from time to time, particularly if I feel that the class is neglecting their reading work.


Read for next class, RA, “The Seven Lesson Schoolteacher,” page 152.

Review, WR, “MLA Documentation” page 325; especially pages 331-337, “MLA list of works cited” and “Books.”
Active Reading Homework Exercise.

Note that while I will announce major writing assignments and readings where relevant, I will not include every possible writing assignment I may give you on the syllabus. Most of the small, one page or less assignments will routinely be given out in class and due the next time our class meets. This is another good reason to strive for 100% attendance; if you miss an assignment of this sort because you were absent without reason you cannot make it up. If you are an athlete, and will be missing class due to games, meets, and so on, it is your responsibility to stay on top of things, making sure you meet all deadlines, get homework assignments from your classmates, and so on.

F Discussion: “The Seven Lesson Schoolteacher”

Major Writing Assignment One, Assigned; First Draft Due September 7

Reading for next class: O!, “Publishing on the World Wide Web” page 183

Week Three, CR: September 3 to 7

M Labor Day, No Class

W Publishing on the Web Workshop; Using HTML and FTP


F Major Writing Assignment One, Draft One, Due (On Disc); Using FTP and HTML, Part II; Peer Critique Workshop


Week Four, LR: September 10 to 14

M Discussion: “The Idea of a University.”

Reading for next class, WWI, Sequence 1, “The College Mystique,” page 115

W Peer Critique One on Major Writing Assignment One, Draft One, Due (On Internet) Discussion: “The College Mystique”

Reading for next class, WWI, Sequence 1, “Entering the Conversation,” page 131.

F Discussion, “Entering the Conversation.”

Reading for next class: WWI, Sequence 1, “Students of Success” page 148

Week Five, CR: September 17 to 21

M Major Writing Assignment One, Final Draft Due (On Internet)

Major Writing Assignment Two, Assigned; Draft One of Major Writing Assignment Two due on September 26 (On Web); Self-Commentary One, Assigned. Discussion: “Students of Success”

Reading for next class: “Canto, Locura, y Poesia” page 151.
W  Discussion: “Canto, Locura, y Poesia”
F  Self-Commentary One, Due (On Internet). Open Lab

Week Six, LR: September 24 to 28
M  Discussion, “Money and Success: The Myth of Individual Opportunity,” and “From Ragged Dick”
W  Major Writing Assignment Two, Draft One, Due (On Internet); Peer Critique Assigned. Discussion: “Learning to Read”
F  Discussion, “School”
Reading for next class: RA, “Two Ways a Women Can Get Hurt” page 444.

Week Seven, CR: October 1 to 5
M  Major Writing Assignment Two, Draft One, Peer Critique Due (On Internet). Discussion: “Two Ways a Women Can Get Hurt”
Reading for next class: RA, “Class in America: Myths and Realities,” page 318.
F  No Class: Fall Break

Week Eight, LR: October 8 to 12
M  Major Writing Assignment Two, Draft Two, Due (On Internet); Self-Commentary Two, and Major Writing Assignment Three Assigned. Discussion: “Class in America: Myths and Realities”
W  Discussion: “Stephen Cruz” and “Good Noise: Cora Tucker”
Reading for next class: RA, “The Invisible Poor” page 356 and “Money” page 372.
F  Self-Commentary Two, Due (On Internet).
Discussion: “The Invisible Poor” and “Money” page 372.
Reading for next class: WWI, “Conducting Library Research” page 37.
**Week Nine, CR: October 15 to 19**

**M**  Internet Research Workshop
Reading for next class: WWI, “Conducting Field Research” page 75.

**W**  Discussion: “Conducting Field Research” and Open Lab Time
Reading for next class: WR, “Effective Sentences” page 96.

**F**  Major Writing Assignment Three, Draft One Due (On Internet); Peer Critique Two Assigned; Discussion: “Effective Sentences” and Open Lab Time
Reading for next class: WWI, Sequence 3, “Getting Started” page 237, “The Professions as Class Fortress,” page 239, and “Dirtbags, Burnouts, Metalheads, and Trashers” page 244.

**Week Ten, LR: October 22 to 26**

**M**  Discussion: “Getting Started,” “The Professions as Class Fortress,” and “Dirtbags, Burnouts, Metalheads, and Trashers”
Reading for next class, WWI, “Confronting Class in the Classroom,” page 256, “From Outside, In” page 266.

**W**  Discussion; “Confronting Class in the Classroom,” and From Outside, In”

**F**  Major Writing Assignment Three, Peer Critique Due; Discussion: “Lost Generation,” and “The Uses of Anger: Women Responding to Racism”

**Week Eleven, CR: October 29 to November 2**

**M**  Major Writing Assignment Three, Draft Two Due (On Internet); Self-Commentary Three and Major Writing Assignment Four, Assigned. Open Lab.

**W**  Open Lab
Reading for Next Class: OI, “Choosing and Evaluating Internet Sources” page 91.

**F**  Discussion: “Choosing and Evaluating Internet Sources.” Workshop on Internet Sources; Open Lab
Reading for next class, WWI, “Argument and Persuasion” page 25

**Week Twelve, LR: November 5 to 9**

**M**  Self-Commentary Three, Due. Discussion: “Argument and Persuasion”
Reading for next class: RA, “I Just Wanna Be Average” page 162

**W**  Discussion: “I Just Wanna Be Average”
Reading for next class, RA, “From Social Class and the Hidden Curriculum of Work” page 174

**F**  Discussion: “From Social Class and the Hidden Curriculum of Work”
Reading for next class; RA, “Politics in the Schoolroom” page 265.
Week Thirteen, CR: November 12 to 16
M Discussion; “Politics and the Schoolroom”
Reading for next class, RW, “Word Choice” page 124.
W Discussion and Workshop: “Word Choice” and Open Lab
Reading for next class, RW, “Grammatical Sentences” page 163
F Major Writing Assignment Four Draft One Due, (On Internet); Discussion and Workshop, “Grammatical Sentences” and Open Lab

Week Fourteen, LR: November 19 to 23, Thanksgiving Break

Week Fifteen, CR: November 26 to November 30
M Open Lab
W Open Lab
F Major Writing Assignment Four, Peer Critique, Due (On Internet).

Week Sixteen, LR: December 3 to 7
M Course Evaluation
Reading for next class: RA, “The Twilight of Self-Reliance: Frontier Values and Contemporary America” page 694
W Discussion: “The Twilight of Self-Reliance: Frontier Values and Contemporary America”
F Concluding Discussion
Note: Major Writing Assignment Four Draft Two, Self-Commentary Three, and Web Portfolio Due Next Wednesday December 13, by 9AM. There will be no final in this course. Happy Holidays!