Fall 8-15-1997

ENG 1001C-023-042-053: Composition and Language

Jay Prefontaine
Eastern Illinois University

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ENGLISH 1001C, section 042 (2-3:15 TR, CH340/302)  FALL 1997

Instructor: Jay Prefontaine (cfjrpl@eiu.edu)
Office: CH329 / Office Hours: TR 12:15-1:45, TR 3:15-4:45, and by appointment
Telephone: English Dept: 2428, Office: 6319, Home: 348-8978

Hirschburg, Stuart. One World, Many Cultures, 2nd ed.
A standard college-level dictionary

Objectives: English 1001C is a writing course which involves the reading and writing and critiquing of both professional and student essays. The course also offers instruction in grammar and basic usage. This particular section of 1001C is computer assisted, which simply means that students will become familiar with and do much writing and peer evaluating on the computers in the classroom. No part of any grade will be affected in any way by a student’s performance on the computers in the classroom. Every Tuesday we will meet in CH340; every Thursday meeting we will meet in CH302.

Each student needs at least two formatted 3.5-inch computer disks by the second class meeting. The disks will be used to store notes, outlines, and drafts of essays, as well as any in-class writing.

Every student enrolled in this course should have an ACT score of 15 or above; and any student who has no test scores on file with the university must have passed English 1000 before enrolling in this course.

Attendance: Each student is allowed three unexcused absences; every unexcused absence after three will lower the student’s final grade 5%. Students are responsible for all material covered in class, which includes but is not limited to all lecture material and any changes made in the syllabus. Quizzes may not be made up; if thirteen or more quizzes are given, the three lowest quiz grades will be dropped. Exams may be made up with an excused absence and prior arrangement with the instructor.

Late Work: The essays are due at the beginning of class on the assigned dates, which means that no student will be allowed to print his or her essay during the class of the due date—this is simply a time-saving necessity. Any essay passed in late will be penalized one full grade every day—including Saturday and Sunday—that the essay is late. With an excused absence and prior arrangement with the instructor, an essay may be handed in late without penalty.

Essay Manuscripts: All essays must be typed, double-spaced; pages should be numbered and held together with a paper clip. The student’s name, the date, the essay assignment, the instructor’s name, and the title of the essay should appear on a separate title page, not at the top of the first page of the essay. All essays will be given a number grade, a letter grade, critical comments, and an explanation of the grade. Any essay and essay’s grade may be discussed at length during office hours or a scheduled conference. Any essay with five or more major usage errors will likely not pass—this is not a “rule” but a comment used to advise and based on probability; of course, there are always exceptions.

Plagiarism: Eastern Illinois University English Department’s policy on plagiarism: Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and for 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 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.

Students with Disabilities: If you are a student who has a documented disability and wishes to receive academic accommodations, please contact the coordinator of the office of disabilities services (6583) as soon as possible.
Journal: All students must keep a journal which will not be graded but will be collected on the last day of class. In the journal will be responses to literary essays read and student essays evaluated as well as free-writing and pre-writing exercises. Though the journals are not graded, any student who does not turn in a completed journal will have his or her final grade lowered one letter grade.

Assignments and Grading System:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Diagnostic Essay (500 words)</td>
<td>50%</td>
</tr>
<tr>
<td>Journal</td>
<td>not graded</td>
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<tr>
<td>Quizzes (daily and rarely announced)</td>
<td>20%</td>
</tr>
<tr>
<td>Grammar/Usage Exam #1 and 2</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Essay #1 (750-1000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2 and #3 (750-1000 words)</td>
<td>30% (15% each)</td>
</tr>
<tr>
<td>Essay #4 (research—1500-2000 words)</td>
<td>20%</td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-74</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-64</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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A final course grade lower than 70/C- will appear on the student’s report card and on E.I.U. records as an NC (no credit). Extra Credit is available.

Syllabus (subject to deletion and expansion):

August

TUES 26 Introduction to course/Examine syllabus/Discuss Diagnostic Essay

THUR 28 Harbrace College Handbook (HCH): ch 2,3,5, & 6 / Write Diagnostic Essay in class

September

TUES 2 HCH: ch 25-28 / Discuss Major Usage Errors and Diagnostic Essay results

THUR 4 Major Usage Error practice exam #1

TUES 9 HCH: ch 20,21,24,& 32

THUR 11 St. Martin’s Guide to Writing (StM): pp20-26 Annie Dillard’s “Handed My Own Life” and pp27-30 Tobias Wolff’s “On Being a Real Westerner” and pp 36-39 Jean Brandt’s “Calling Home”

TUES 16 StM: pp39-50 and pp482-493 on Narrating

THUR 18 Rough Draft of Essay #1—any student not having the typed Rough Draft will be downgraded ten points on the final grade of the essay (throughout the course). Discuss Rough Drafts/First Peer Evaluation/Write toward Working Draft.
TUES 23  Working Draft of Essay #1—any student not having the typed Working Draft will be downgraded ten points on the final grade of the essay (throughout the course). Second Peer Evaluation/Write toward Final Draft.

THUR 25  Essay #1 due / Netscape Orientation / pick up Major Usage Error practice exam #2

TUES 30  Major Usage Error practice exam #2 / Review for Major Usage Exam #1

October

THUR 2  Major Usage Exam #1 / Discuss Essay #2

TUES 7  StM: pp68-74 Maya Angelou’s “Uncle Willy” and pp89-102

THUR 9  StM: pp81-86 Clyde Edgerton’s “Time To Go, Boy” and pp86-89 Jan Gray’s “Father” and pp103-105 A Writer at Work

TUES 14  Outline for Essay #2 / Discuss anecdotes / In-class writing

THUR 16  Rough Draft of Essay #2
First Peer Evaluation / Write toward Working Draft

TUES 21  Working Draft of Essay #2 / Second Peer Evaluation / Write toward Final Draft

THUR 23  Essay #2 due / Netscape Research / pick up Major Usage Error practice exams 3&4

TUES 28  Major Usage Error practice exams 3,4, &5

THUR 30  Major Usage Exam #2 / Discuss Essay #3

TUES 4  Handout: Donald M. Murray’s “The Maker’s Eye: Revising Your Own Manuscripts” and Alexander Petrunkevitch’s “The Spider and the Wasp.”

THUR 6  Handout: Jessica Mitford’s “To Dispel Fears of Live Burial” and Gordon Grice’s “The BlackWidow.”

TUES 11  Rough Draft for Essay #3 / Peer Evaluation

THUR 13  Essay #3 written in class

TUES 18  One World, Many Cultures (OWMC): pp18-27 Boris Yeltsin’s “Childhood in Russia” and pp143-152 Marilyn French’s “Gender Roles”

THUR 20  OWMC: pp266-275 Jill Nelson’s “Volunteer Slavery” and pp318-323 C.P. Ellis’s “Why I Quit the Klan”
HCH: pp391-463 (review) and StM: pp556-592 (review) / Discuss Essay #4

Monday 24-Friday 28 THANKSGIVING RECESS

December

MON 1-FRI 5  Research for Essay #4 and Student Conferences: individual instruction and discussion based on student Outline and very Rough Draft, both of which will be completed and in-hand for the conference. Any student failing to produce both a typed outline and a typed rough draft for the conference will be downgraded ten (10) points on Essay #4.
Three documented sources for Essay #4.

<table>
<thead>
<tr>
<th>Day</th>
<th>Task(s)</th>
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<tbody>
<tr>
<td>TUES 9</td>
<td>Working Draft of Essay #4 / Peer Evaluation / Write toward Final Draft / Final questions</td>
</tr>
<tr>
<td>THUR 11</td>
<td>Essay #4 due / Turn in Journal</td>
</tr>
</tbody>
</table>

*****THERE IS NO FINAL EXAM IN ENGLISH 1001C*****