Spring 1-15-2003

ENG 1002G-014: Composition and Literature

Debra Valentino
Eastern Illinois University

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Eastern Illinois University

Policy Statement and Course Description
English 1002G, Composition and Literature, Section 014
9:30 a.m.—10:45 p.m., TR

English Technology-Integrated Classrooms (ETIC)
Coleman Hall, Rooms 3130 and 3120

Instructor: Debra Valentino
Office: CH 3836 (formerly 315E)
Campus Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours: Tuesday and Thursday 12:15—2:00 and by appointment

Texts:
The Story and Its Writer, Charters, 6th ed.
Writing Essays about Literature, Griffith, 6th ed.
Thinking and Writing About Literature, Meyer, 2nd ed.
The Bedford Introduction to Drama, Jacobus, 4th ed.
Webster's New World Dictionary, 3rd ed.

Supplies:
• One box 3 ½” high-density diskettes with labels, IBM format
• One double-pocketed binder or folder to store essays and class handouts
• Standard 8 ½”x 11” loose-leaf paper for in-class writing
• One spiral bound notebook with pockets for journaling
• One green marking pen

Electronic Writing Portfolios (EWP): As outlined in the undergraduate catalog (2001-02, p. 47) the university requires that all students submit writing samples from writing intensive courses such as this one (see the assessment website at www.eiu.edu/~assess). Please note that the deadline for submission for this course, should you select a paper from this semester, is Thursday, April 17, 2002. For instructions on how to submit an essay, see the attached document, “To Submit to the Electronic Writing Portfolio.”

E-mail Accounts: Students must secure a university e-mail account within the first week of classes at the Student Services building in Room B12, which is downstairs in the red brick building just north of the Union.

Course Description: English 1002 is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts, as well as a survey in the reading of literary genres including short fiction, drama, poetry, and film. Prerequisite: successful completion of English 1001G.

Course Objectives: To improve students’ abilities to
• read and understand literary texts
• discuss and analyze literary texts
• write fluently about literary texts
• demonstrate a close familiarity with a text
• write in standard edited English
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• read and understand literary texts
• discuss and analyze literary texts
• write fluently about literary texts
• demonstrate a close familiarity with a text
• write in standard edited English
Reading Assignments: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions. Students should come prepared to answer questions pertaining to all assigned readings in both written and oral responses. Reading quizzes can be expected daily.

Homework: Students can expect a reading or a writing assignment to be given every class period, and due the following class period. Roughly speaking, this will work out to be a minimum of five hours of work outside of class per week, in accordance with Department standards.

Quizzes: Reading quizzes will be given most class periods. Points will be added and averaged and counted 20% toward final grades. No make-ups are allowed on missed, in-class quizzes.

Essays: At least four essays will be assigned this semester. Three of those will be administered in-class. Students are expected to bring dictionaries to class as often as possible, but especially on scheduled composition days. Also, green pens or markers will be needed for editing these essays.

Journals: In order to provide plenty of writing practice, several journal entries will be assigned, along with other freewriting and composition exercises. Students will be held on their honor for the completion of these writings, but notebooks may be submitted for "extra credit" consideration at midterm and at finals. Note: This will be the only extra credit awarded for this course.

Attendance: Active participation in class and regular attendance is expected. Wisely reserve time off for the inevitable illnesses that accompany life in public institutions. Keep in mind that when an absence does occur, the student is responsible for the material covered during the absence. Use the class phone list to consult classmates regarding missed material and assignments. If you have specific questions, e-mail, visit, or telephone the instructor: but please check first with several classmates for general instructions or announcements. Also, if you are ill, telephone the instructor before class to say that you will be absent, and to report Health Service visits. Two or more absences may adversely affect one's grade. Be sure to see me in conference if you have any concerns about your attendance.

Note: E-mail is not always a reliable source of communication. The server may be down, or I may not be near a terminal to retrieve your message. When it comes to attendance, use e-mail only as a supplemental means of communication. Also, do not assume that all reported absences are excused.

Make-up Work: No make-ups will be given for missed in-class exercises or quizzes, unless otherwise specified by the instructor. Remember, it is the absent student's responsibility to get all class information, including schedule/assignment modifications, from another class member. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with permission and at the instructor's discretion.

Late Work: Essays are expected to be completed in a timely fashion and turned in on the due date. Late papers will be marked down one letter grade.

Grades: We will write and revise at least three papers for course credit and have a mid-term and a final. All essay grades will be evaluated using the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached) and averaged using the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90—100</td>
<td>A</td>
</tr>
<tr>
<td>80—89</td>
<td>B</td>
</tr>
<tr>
<td>70—79</td>
<td>C</td>
</tr>
<tr>
<td>60—69</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: No "Ds" or "Fs" will be given for the final course grade. Students averaging points below 70% will receive a grade of N/C as defined by the core curriculum standards of the Department. In order to receive credit for the course, the student must submit all final drafts in a timely manner and earn a "C" or better.
Conferences: One conference per semester is mandatory. Please feel free to see me throughout the semester as questions, frustrations, or concerns arise.

Plagiarism: Students must familiarize themselves with the English Department’s statement on plagiarism. If the student has clearly plagiarized and not given appropriate credit to his/her source(s), the instructor reserves the right to award the essay in question a grade of N/C. According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows:

“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’ (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.”

~DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONEST!~
 IF YOU ARE HAVING DIFFICULTY INTEGRATING YOUR RESEARCH, SET UP A CONFERENCE.

Writing Center: The writing center is at the end of the northeast corridor on the third floor of Coleman Hall in Room 3110. Students of Comp 1002G are encouraged to take their writing concerns to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Spring 2002 are: Monday—Thursday 9 a.m. – 3 p.m., and 6 – 9 p.m.
 Friday 9 a.m. – 1 p.m.

In addition, you may receive free tutorial help by calling 581-5929.

The writing center web address is: http://www.eiu.edu/~writing/

Students with Disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

The final exam for this course is scheduled for
Monday, May 5, 2003
8:00—10:00 a.m.
### Guidelines for Evaluating Writing Assignments in EIU’s English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</strong></td>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment’s guidelines</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment’s guidelines</td>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment</td>
</tr>
<tr>
<td><strong>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</strong></td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion</td>
<td>Is organized, but not necessarily in the most logical way; has unity &amp; coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak</td>
<td>Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion</td>
<td>Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion</td>
<td>Does not develop main idea; may use sources inadequately/inappropriately</td>
</tr>
<tr>
<td><strong>Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment</strong></td>
<td>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague</td>
<td>Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
<td>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
</tr>
<tr>
<td><strong>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</strong></td>
<td>Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
</tr>
<tr>
<td><strong>Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</strong></td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly</td>
<td>Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
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<tr>
<td><strong>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</strong></td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments</td>
<td>Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback</td>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
</tr>
</tbody>
</table>
To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled lastname.rtf (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the “Instructor’s Assessment” section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.
# Primary Trait Analysis for Writing Matrix
for Individual Submissions to the Electronic Writing Portfolio

<table>
<thead>
<tr>
<th></th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Clear focus established and maintained; evidence of distinctive voice and/or appropriate tone</td>
<td>Consistent focus or purpose; evidence of voice and/or suitable tone</td>
<td>Some focus; evidence of attempt to communicate with an audience</td>
<td>Limited or no awareness of purpose and/or audience</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Careful organization that enhances presentation</td>
<td>Logical organization</td>
<td>Some organization; lapses in focus and/or coherence</td>
<td>Random and/or weak organization</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Depth and complexity of ideas supported by rich, engaging, and/or pertinent details</td>
<td>Depth of idea development supported by developed, relevant details</td>
<td>Minimal idea development; repetitious and/or underdeveloped details</td>
<td>Little or no idea development; few and/or unrelated details</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Sophisticated and varied sentence structure and length that enhance effect; precise and/or rich language</td>
<td>Controlled and varied sentence structure; appropriate, effective language</td>
<td>Correct sentence structure that is simplistic and/or awkward at times; simplistic and/or imprecise language</td>
<td>Incorrect and/or ineffective sentence structure; incorrect and/or ineffective syntax and diction</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Virtually no errors in mechanics</td>
<td>Few errors in mechanics relative to length and complexity</td>
<td>Some errors in mechanics, but not enough to interfere with communication</td>
<td>Errors in mechanics that are disproportionate to length and complexity and interfere with communication</td>
</tr>
</tbody>
</table>

Approved Spring 2000 by Electronic Writing Portfolio Subcommittee of Writing Across the Curriculum Committee and CASL