Spring 1-15-2013

ENG 1002G-011-033

Jamila Smith
Eastern Illinois University

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Dr. Jamila D. Smith  
ENG 1002G  
Spring 2013  
Office: Coleman Hall 3775  
Office Hours: MWF 1:00-2:00pm  
Wednesdays 3:00-4:00pm & by appointment  
Email: jdsmith@gec.edu

Course Objectives and Learning Goals:
In successfully completing English 1002G, students will learn:

1. To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.

2. To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.

3. To develop the ability to evaluate and criticize their own and their peers’ writing.

4. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.

5. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

Required Texts:
Griffith, Writing Essays about Literature 7th edition  
Hacker, A Pocket Style Manual  
Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, Drama, and Writing, 11th edition  
*Handouts will be distributed throughout the semester.

Special Needs:
Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.
Cell Phones:
Please put your cell phone on silent or vibrate during class time.

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 F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

The Writing Center:
I encourage you to use EIU’s Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Electronic Writing Portfolio (EWP):
Effective writing is a goal of Eastern’s undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students’ writing to ascertain that Eastern’s students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students. You must submit your first two papers by the time you have earned 60 credit hours. The third and final submission must be submitted by the time you earn 105 hours. For more information, please see the EWP brochure: http://www.eiu.edu/assess/EWP%20brochure%202011%20draft.html

Course Guidelines and Expectations:
1. As this is an interactive course, attendance and participation is required. You help create this atmosphere by making an effort to answer and ask questions during class discussion and group work, and by responding thoughtfully to other people’s comments and responses. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose 5 points per class session you miss. Bonus 5 points for perfect attendance.
2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please email it to me Prior to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 30 minutes late to class with no prior notification, you will be marked absent.

3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed in a Word document, double-spaced, Times New Roman 12 pt. font. All essays Must use proper MLA citation and include a Works Cited Page. Please proofread and edit all papers. NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED unless you are in compliance with the extreme circumstances section above.

Caveat:
In the event that class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class discussions. The quiz will be worth 10 points and will be taken from the final project.

Major Assignments:

1. Diagnostic Assessment- This is not a formal exam, but rather a way for me to assess your writing. In 500 words (1 page/double spaced), please discuss how Alice Walker develops theme and symbolism in the essay, “Everyday Use” (p. 455). This assignment is not about having the “right” answer; I simply want to understand your interpretations of and engagement with literature. Everyone will receive 5 points for completing the assignment. **Due January 11th**

2. Process Journals- Reflexivity involves thinking about what has happened so far in order to plan for the next step. It is a means of systematizing your thoughts to improve practice. As such, your task is to journal about the process of reading and writing. You will post entries online using d2L (Desire 2 Learn). You will find specific guidelines and instructions for the Reading and Writing Forums listed under the Communications tab, followed by Discussions. **15 pts DUE April 19th**

3. Essay Writing- In this course, focus will center on expository (essays that inform, describe, explain, and/or define) and persuasive writing. This semester, your writing will be developed from genre-based reading (fiction, poetry, and drama). Each week, we will increase our understanding of essay writing through a series of writing prompts, references to popular culture, course readings, and discussions (both in small and large groups). I believe a major part of the writing process is rewriting and reading. Therefore, you will have ample opportunity to improve writing through draft writing, revisions, and peer critique. Likewise, for fiction and poetry, you will write 2 essays PER genre,
allowing you an opportunity to choose which essay you would like me to grade. Since we will read drama during the latter portion of the semester, you will only complete 1 essay, as you will also be working on the final project during this time.

-Fiction-Based Essay #1 Due January 28th / #2 Due February 11th (20 pts) 5-7 FULL pages
-Poetry-Based Essay- #1 Due February 27th / #2 Due March 20th (15 pts) 4-6 FULL pages
-Drama-Based Essay- Due April 5th (10 pts) Upload to D2L Dropbox 3 FULL pages

4. Final Project: “Coming to The Stage” 35 points
   This assignment is an opportunity for you to engage research, creativity, and technology to produce interpretive responses to literature. Using Tumblr, PowerPoint, Prezi, or another online tool of my approval, your task is to respond to the writings of authors of poetry, fiction, or drama. You will analyze elements of writing through blogging, make self and social-awareness connections through multiple modes of artistic expression, research critiques of your assigned author, and arguably, most importantly, reflect on your abilities and insights as a writer and critical thinker. You will be given specific instructions and guidelines during the course of the semester. 35 points. See below for exam dates/times that coincide with your course section.

Tentative Schedule of Readings and Assignments:
**Most homework assignments will be announced during class time.
***It is YOUR responsibility to stay up to date with journal entries on D2L.

Week 1: (M) Introduction to Course and One Another
   (W) Discussion of Elements of Writing in Fiction
   **Homework:** Read Walker’s “Everyday Use” p. 455 and complete Diagnostic Assessment
   (F) Diagnostic Assessment DUE

Week 2: Understanding Fiction
   (M) Continued discussion of Elements of Writing in Fiction
   (W) Assigned readings from textbook
   (F) Discussion of readings/class activity
   **Homework:** Begin brainstorming/drafting first essay

Week 3: Understanding Fiction
   (M) MLK DAY-NO CLASS
   (W) Writers’ Workshop of Essays
   (F) Writers’ Workshop, cont.
   **Homework:** Complete 1st Fiction Essay

Week 4: Fiction/Revising
   (M) First Fiction Essay DUE/ In-class activity on more elements of writing in
fiction

**Homework:** 2\textsuperscript{nd} set of assigned fiction readings
(W) Discussion of readings in small groups
(F) Begin brainstorming 2\textsuperscript{nd} essay/revising 1\textsuperscript{st}

**Week 5: Revising/Clarity/Audience**
(M) Writers' Workshop of 2\textsuperscript{nd} essay
(W) Writers' Workshop
(F) Final class time for revisions/questions

**Homework:** Complete 2\textsuperscript{nd} Fiction Essay

**Week 6: Poetry**
(M) 2\textsuperscript{nd} Fiction Essay **DUE**/ In-class activity on poetry

**Homework:** Complete assigned readings
(W) Discussion of readings/elements of poetry
(F) Lincoln Day-NO CLASS

**Week 7: Cont. Discussion on Elements of Poetry**
(M) In-class activity

**Homework:** Complete assigned readings
(W) Drafting 1\textsuperscript{st} Poetry Essay
(F) Writers' Workshop

**Week 8: Poetry**
(M) Writers’ Workshop
(W) 1\textsuperscript{st} Poetry Essay **DUE**
(F) In-class course assessment/Discussion of final project

**Week 9: Fiction/Poetry Connections**
(M) Making connections through revisions
(W) Writers’ Workshop
(F) Writers’ Workshop

**Week 10: SPRING BREAK**

**Week 11: Poetry to Drama**
(M) Regroup and revisit poetry
(W) 2\textsuperscript{nd} Poetry Essay **DUE**
(F) Introducing Drama

**Homework:** Assigned readings

**Week 12: Drama**
(M) Discussion of readings
(W) Drafting Drama Essay/Writers’ Workshop
(F) Writers’ Workshop
Week 13: Drama, Continued
(M) Additional drama readings
(W) Small group discussions
(F) Drama Essay DUE (upload to D2L Dropbox)

Week 14: (MWF) Research Week

Week 15: Continued Research/Feedback across classes
(M) Writers’ Workshop across classes
(W) Writers’ Workshop across classes
(F) Process Journals DUE/ Beginning of individual conferences with professor

Week 16: Individual Conferences Week

**Final Exam: 1002G/11: Tuesday, April 30th 12:30-2:30pm
1002G/33: Thursday, May 2nd 8:00-10:00am

Evaluation:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Diagnostic Assessment</td>
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<tr>
<td>Fiction Essay</td>
<td>20</td>
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<tr>
<td>Poetry Essay</td>
<td>15</td>
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<tr>
<td>Drama Essay</td>
<td>10</td>
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<tr>
<td>Process Journal</td>
<td>15</td>
</tr>
<tr>
<td>Coming to the Stage</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tbody>
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Grading:

90-100=A  89-80=B  79-70=C  70 or below=NO CREDIT (NC)