ENG 1001G-038: Composition and Language

Christopher Hanlon
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2002

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2002/26

This Article is brought to you for free and open access by the 2002 at The Keep. It has been accepted for inclusion in Fall 2002 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
English 1001G-038: Composition & Language
Dr. Christopher Hanlon
E-mail: chanlon@eiu.edu
Office Hours: MWF 12-1, 2-3

Required Materials:

Texts: Gary Columbo, Robert Culler, and Bonnie Lisle, eds. Rereading America, 5th ed.
Donna Dunbar-Odom, Working With Ideas
A reliable dictionary (Webster's, American Heritage, or Random House are good choices)

Other: An activated EIU e-mail account; the ability to send and receive Microsoft Word™ attachments
Two 3.5 inch floppy disks on which to preserve your writing (one is for backup)
An 8.5 x 11, bound notebook (not a ring-binder) to serve as a journal

Course Goals & Rationale:

English 1001G is based on a few simple principles. One of these principles recognizes that everyone in
this class is already a writer, and that we all have experiences and insights that are worth writing about.
Another is that writers learn and improve their skills by writing: by writing to pursue our interests, by
experimenting with new rhetorical strategies, by having a receptive audience, by receiving helpful
commentary from others, and by reflecting upon our own work, we hone new skills and discover new
ways of thinking.

In accordance with these principles, class sessions will be run as workshops rather than as lectures. It is
therefore essential that you attend class consistently. In class, I will ask you to write—often
experimenting with your own writing; sharing your writing in pairs, small groups, or possibly with the entire
class; and also giving your responses to other people's writing.

The course is designed in order to help you develop your writing abilities, and especially to hone the skills
and techniques that will help you to succeed with university-level writing assignments. Particularly, the
course seeks to improve your ability:

- to address your writing to groups of intelligent adult readers with whom you are not personally
  acquainted, and thus to view every writing project as a potential publication project.
- to write for various audiences and purposes—for example, to explore a complex topic, to
  communicate your ideas with others (fellow students, fellow members of a community), and to
  create particular effects (effects of persuasion, of tone, etc.).
- to develop and extend your own thinking by questioning your own views and considering the
  views of others, thus developing the ability to write essays that move through an extended train
  of thinking rather than simply defend a static position.
- to use various kinds of thinking and discourse (for example, narrating, explaining, analyzing,
  defining, interpreting, arguing) and using evidence or examples.
- to draw upon various sources of thought and information: your own experience and
  observations, conversations with others, and also information from published texts.
• to revise your writing in substantive ways by means of re-thinking and re-seeing, and also by means of experimenting with various possibilities.
• to learn how to copy-edit your own drafts successfully.
• to be a perspicacious reader of your own and other people's writing, and to offer constructive, engaged commentary.
• to understand and manage your own writing process.

Course Requirements:

The bulk of your grade this semester will be determined by four essay projects. For each of these essays, I will distribute a one-page outline of the essay's goals, the assigned length, and other considerations such as your audience and/or the sorts of sources from which you will draw. Each of these essays will go through a four-stage process of writing and revision (see handout on the four types of drafts), during which we will help one another re-think, re-write, and polish our initial efforts.

Twice this semester, we will schedule times to meet individually in my office in order to discuss your writing. You are welcome and encouraged to schedule additional conferences with me to discuss any ideas, problems, or concerns related to the course, but these two conferences are required, and missing one will be equivalent to two regular absences.

Much of our class time will be spent writing, and this writing will often be collected and graded. In such cases, your grade will be either a √, √, or √, and will be reflective of your ability to accomplish the stated goal of the assignment: in-class work that satisfies these goals will receive a √; work that is particularly imaginative, inventive, and clean will receive a √+; and work that falls somewhat below the median will get a √-. Missed in-class assignments cannot be made up.

You are also required to keep a journal this semester, and the reason for this is that writers hone their skills by writing—there is simply no better way to develop your own skills as a writer than by writing often, preferably every day. You may use your journal to write about anything you want, and you are only required to adhere to two guidelines in order to get full credit for this segment of your final grade. First: you must use the journal to generate new, original prose (copying material you've written earlier or for other classes is not acceptable). Second: you must generate at least five pages a week (these pages should be sized at approximately 8.5 x 11 inches). Journals will be collected at unannounced intervals throughout the semester: pages will be counted, content will be skimmed, and they will be returned as soon as possible. The journal itself must be hand-written and bound in some permanent way by the manufacturer: loose-leaf binders are not acceptable, though spiral binders are. If you wish, you may mark certain entries in your journal as "PRIVATE," in which case I promise not to read the entry.

A small but significant part of your grade this semester will be determined by participation. A brief word on the meaning of this term may be useful here. Participation does not only mean talking a lot. In order to participate well in this course, you should plan on contributing actively during our in-class discussions, and on making sure that your comments and questions indicate a close engagement with the texts we read. Usually, these texts will be texts that are written by your fellow classmates, and so in order to provide your classmates with a receptive audience, you must demonstrate great care in understanding what they have written, a personal commitment to helping others improve upon their work, and (last but not least) a desire to be courteous. Participation will be determined by both the content of your written comments on other students' work and your contributions to in-class discussions. Idle talk—the sort of talk that does not push our discussion forward by demonstrating your close attention to matters at hand—does not constitute strong participation.
The formula I will use to determine final grades will look like this:

- Essay #1 ....................................... 15%
- Essay #2 ....................................... 15%
- Essay #3 ....................................... 20%
- Essay #4 ....................................... 20%
- In-Class Assignments .................... 10%
- Journal ........................................ 10%
- Participation ................................... 10%

Lastly: You are required to have access to your free EIU e-mail account for this course. I will communicate with the class as a whole and individual students via e-mail frequently. Also, you must hand in your drafts via e-mail attachment, so it is important to activate your account as soon as possible. If you have not yet activated your EIU e-mail account, you may do so by visiting the PAWS website at http://www.eiu.edu/~registra/pawhome.htm (you may also reach this page by clicking the PAWS icon in the lower-right-hand corner of the EIU home page at http://www.eiu.edu/). You will need your PIN, the same number assigned to you by the Registration Office in Old Main, in order to activate your account.

Course Policies:

Please note the English Department's statement on plagiarism (that is, the intentional or unintentional use of another writer's intellectual property without proper acknowledgment):

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 own 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.

While it is unpleasant to raise this issue before a group of people who have as yet given me no cause to do so, please understand that I stand prepared to execute this policy. Also, please make a point of noting the following: I will not tolerate any form of academic dishonesty in this course. If I come to suspect misconduct of any kind, I will become dogged about rooting it out, and if my suspicions are confirmed, I will dispense appropriate penalties. That said, let's not allow this to become an issue for any members of our class.

Students are allowed to miss three class meetings without excuse. These are days you should set aside to cover afternoons when you aren't feeling well, or when you need to be home for family or friends, or when your car won't start. After three absences, every additional unexcused absence incurs a deduction of one-half letter grade from the student's final grade. In the case of an excused absence (as defined by University policy), students must make their excuse in writing, accompanied by the appropriate written documentation, and submit the excuse to me no later than the first class following the absence(s). In no case will a student be allowed to miss more than six class meetings for any reason, excused or unexcused, and the reason for this is that after having missed two weeks of the course, students can no longer say they have met the same obligations as their fellow students.

Papers and drafts are due on the dates indicated in the course schedule included at the end of this syllabus. I am sometimes willing to grant extensions if (1) students provide a persuasive reason for me to do so, and (2) the request is submitted at least two class meetings in advance of the paper's due date. I will never grant an extension on the day a draft is due, and I will hardly ever do so the day before it is due.
COURSE SCHEDULE:
(may be altered as semester continues)

WEEK 1
Class meets in Coleman 3130

Monday, August 26 • Introductions
• Course outline

Wednesday, August 28 • Exploratory Writing, Essay #1

Friday, August 30 • Exploratory draft #1 (in-class)

WEEK 2
Class meets in Coleman 3120

Monday, September 2 • Labor Day—no class meeting

Wednesday, September 4 • Mid-process draft #1 due; e-mail draft to me by 12 noon; bring hard copy and draft on diskettes
• What to do with comments

Friday, September 6 • Workshop: Embedding comments and tracking changes with Microsoft Word

WEEK 3
Class meets in Coleman 3130

Monday, September 9 • Concluding revision draft #1 due; bring hard copy
• Say-back

Wednesday, September 11 • Lecture/discussion: Four common grammar problems and how to fix them

Friday, September 13 • Proofreading workshop; bring hard copy of concluding revision draft

WEEK 4
Class meets in Coleman 3120

Monday, September 16 • Publication copy #1 due; email me essay by 12 noon
• Exploratory writing, Essay #2

Wednesday, September 18 • Homework due: bring names and addresses of two local newspapers that accept op-eds.
• Continue exploratory writing
• Conference sign-up

Friday, September 20 • Mid-process draft #2 due; email me draft by 12 noon; bring hard copy and diskettes
• Peer commenting
**WEEK 5**  
Meet in my office, Coleman 3188

<table>
<thead>
<tr>
<th>Monday, September 23</th>
<th>Wednesday, September 25</th>
<th>Friday, September 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conferences</td>
<td>• Conferences</td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 6**  
Class meets in Coleman 3120

<table>
<thead>
<tr>
<th>Monday, September 30</th>
<th>Wednesday, October 2</th>
<th>Friday, October 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concluding revision draft #2 due; bring hard copy and diskettes</td>
<td>• In-class assignment TBA</td>
<td>• Publication copy #2 due; email me copy by 12 noon; bring hard copy, cover letter, and stamped, addressed submission envelope</td>
</tr>
<tr>
<td>• Proofreading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 7**  
Class meets in Coleman 3130

<table>
<thead>
<tr>
<th>Monday, October 7</th>
<th>Wednesday, October 9</th>
<th>Friday, October 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paul Meske leads class; in-class assignment TBA</td>
<td>• Paul Meske leads class; in-class assignment TBA</td>
<td>• Grammar workshop; Paul Meske leads class; in-class assignment TBA</td>
</tr>
</tbody>
</table>

**WEEK 8**  
Class meets in Coleman 3120

<table>
<thead>
<tr>
<th>Monday, October 14</th>
<th>Wednesday, October 16</th>
<th>Friday, October 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discussion: David Nobles, &quot;The Virtual University&quot;</td>
<td>• Discussion: Christopher Hanlon, &quot;Intellectual Property, 'Works For Hire,' and the Bottom Line&quot;</td>
<td>• Fall Break: No class meeting</td>
</tr>
</tbody>
</table>

**WEEK 9**  
Class meets in Coleman 3130

<table>
<thead>
<tr>
<th>Monday, October 21</th>
<th>Wednesday, October 23</th>
<th>Friday, October 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discussion: Nick Bromell, &quot;Welcome to Princeton, Inc.&quot;</td>
<td>• Discussion: John Henry Newman, &quot;The Idea of the University&quot;</td>
<td>• Continue discussion • Exploratory writing, Essay #3</td>
</tr>
</tbody>
</table>
WEEK 10
Class meets in Coleman 3120
Monday, October 28
• Exploratory writing, Essay #3
• Writing in the dark

Wednesday, October 30
• Mid-process draft #3 due; email me draft by 12 noon; bring hard copy and diskettes
• Peer commenting

Friday, November 1
• Reading, sharing
• Peer commenting

WEEK 11
Class meets in Coleman 3130
Monday, November 4
• Say-back

Wednesday, November 6
• Concluding revision draft #3 due; bring hard copy

Friday, November 8
• Publication copy #3 due; e-mail me by 12 noon; bring hard copy

WEEK 12
Class meets in Coleman 3120
Monday, November 11
• Discussion: Research papers
• Exploratory writing for research paper

Wednesday, November 13
• Formulating research questions
• Making an argument vs. compiling a report
• Conference sign-up

Friday, November 15
• Visit to Booth Library; class meets at library's South entrance

WEEK 13
Class meets in Coleman 3130
Monday, November 18
• Conferences; meet in my office

Wednesday, November 20
• Conferences; meet in my office

Friday, November 22
• Mid-process #4 due; email me draft by 12 noon; bring hard copy
• Say-back

WEEK 14
Thanksgiving Break—No Class Meetings
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, December 2</td>
<td>Concluding revision draft due; bring hard copy and diskettes</td>
</tr>
<tr>
<td></td>
<td>Paul Meske leads class; in-class assignment TBA</td>
</tr>
<tr>
<td>Wednesday, December 4</td>
<td>Paul Meske leads class; in-class assignment TBA</td>
</tr>
<tr>
<td>Friday, December 6</td>
<td>Citation workshop</td>
</tr>
<tr>
<td>Monday, December 9</td>
<td>Bring hard copy of concluding revision draft</td>
</tr>
<tr>
<td></td>
<td>Proofreading; citation checking</td>
</tr>
<tr>
<td>Wednesday, December 11</td>
<td>No class meeting</td>
</tr>
<tr>
<td>Friday, December 13</td>
<td>Publication copy #4 due; e-mail me copy by 12 noon; bring hard copy to class</td>
</tr>
<tr>
<td></td>
<td>Last discussion: Writing &quot;out there&quot;</td>
</tr>
</tbody>
</table>