Fall 8-15-2002

ENG 1001G-040: Composition and Language

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Recommended Citation

Hoberman, Ruth, "ENG 1001G-040: Composition and Language" (2002). Fall 2002. 27.
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Goals: I'm hoping that by the end of the semester you'll have a good sense of how to generate ideas for a paper; how to develop and support a thesis; how to use and document research, and how to revise and edit your own writing. The course involves more than writing, though; we'll also be reading, thinking, and discussing some challenging ideas. The result should be a deeper awareness of the complex ways in which we are shaped by and--if we know how to think and write critically--can respond to our culture.

This is a writing-centered course. You may submit an essay from the class for your Electronic Writing Portfolio (see attachment). For more information, see attached brochure or website: www.eiu.edu/~assess.

Policies: English Department statement on 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 assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plan to hand in papers on time. Come see if you're having problems! In-class writing and on-line assignments must be done for the assigned class to be acceptable and may not be made up. Essays a week or more late will not be accepted at all.

Requirements/grades:
FOUR essays (3-4 pages each, typed): 40%
One research paper (5-7 pages, typed): 15%
In-class and on-line responses to reading: 20%
In-class essays: 10%
Involvement/participation: 15%

All FIVE essays must be handed in in order for you to receive credit for this course. All FIVE essays MUST include references to and direct quotation(s) from AT LEAST ONE of the assigned essays for that unit. Any essay may be written after it has been graded; substantial revision will result in a new grade, which will be averaged with the original grade.

Essay grades will be based on Guidelines for Evaluating Writing Assignments in EIU's English Department; 5-point penalty for missing peer evaluation. I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 71-80=C. Note that to receive credit for the class, you must have a C average. Because I grade on a 100-point scale, missing assignments
affect the grade tremendously.

**Attendance:** Students with 5 or more unexcused absences will receive a 0 for the involvement/participation portion of their grades. Students with 7 or more unexcused absences will receive an NC for the class. Students missing peer evaluation sessions will lose 5 points from the final grade given that essay; students missing conferences must see me before I'll accept their work.

**WebCT:** Each week, you'll be required to write at least one response to a reading assignment in *Rereading America*. To log on to WebCT, you need an EIU e-mail address and password. Postings assigned on syllabus must reflect your thoughts BEFORE class discussion, and must be posted AT LEAST 1 HOUR before class.

Postings should answer one of the questions from "engaging the text" but should also include any comments you'd like to make about the reading as well as a response to at least one classmate's comments (unless you're the first to post) and a brief quotation from the essay under discussion.

I encourage you all to continue commenting after class as well, but note that to receive full credit, you need to make at least a portion of your comments before the class period in which the relevant assignment has been discussed.

I will not grade individual responses, but will evaluate them at the end of the semester on the basis of thoughtfulness, precision, punctuality, and completeness.

IF you fail to gain access to WebCT for reasons beyond your control:

Bring a typed 1-page response to the appropriate class period. Same rules apply except that you won't be able to comment on each other's ideas. I will read and give credit for only those responses given to me in class.

**Tentative Syllabus**

Mon August 26: Introduction to the class.

I. Myth of the Family: invention techniques; analysis; audience, purpose, thesis (Blair 49-72)

for Wed 28: bring *Rereading*. Log on to WebCT and read my welcome message.

F 30: Read *Rereading*, Soto, 39-44. Pick one question from "engaging the text" and answer it on WebCT.

Mon. Sept 2: labor day, no class.

Wed 4: Read Hochman, 45-51. Pick one question from "engaging the text" and answer it on WebCT.

Fri 6: Read Crittenden, 69-75. Write 1-2 paragraph summary of Crittenden's argument and bring to class. Make sure you include a statement of what you believe Crittenden's thesis to be.

Mon 9: Bring draft of essay #1 to conferences

Wed 11: conferences

Fri 13: Hand in essay #1. Bring *Rereading*.

II. The Myth of Education: organization, development, paragraph coherence (Blair, 74-88; 364-75)

Mon 16: no class.

Wed 18: In *Rereading*, Gatto, 152-161. Pick one question from "engaging the text" and answer it on WebCT.

Fri 20: Read *Rose*, 162-73. Use 3 invention techniques to generate material about a person or event from your past who/that affected your attitude toward school. Bring to class.
Mon 23: Read Anyon, 174-91. Pick one question from "engaging the text" and answer it on WebCT.
Wed 25: bring draft #2 and Blair to class. Peer evaluations.
Fri 27: Hand in #2. Bring Blair.

III. The Myth of gender: Explaining things (Blair 89-105)
Mon 30: read Kilbourne, 444-465. Pick one question from "engaging the text" and answer on WebCT.
Fri 4: Read Vazquez, 492-99. Pick one question from “engaging the text” and answer on WebCT.

Mon Oct 7: bring draft #3 and Blair. Peer evaluations.

Mon 30: read Kilbourne, 444-465. Pick one question from "engaging the text" and answer on WebCT.
Fri 4: Read Vazquez, 492-99. Pick one question from “engaging the text” and answer on WebCT.

Mon Oct 7: bring draft #3 and Blair. Peer evaluations.

IV. Myth of the melting pot: Explaining things; sentence emphasis and variety (Blair 391-424)
Mon 14: Read Jefferson and Hughes in Rereading (539-547): pick one question from “engaging the text” and answer on WebCT.
Wed 16: Read Waters, 642-653. Pick one question from “engaging the text” and answer on WebCT.
Fri 18: fall break.

Mon 21: Bring Blair.
Fri 25: Hand in #4.

V. The Myth of Individual Opportunity: Research (Blair 148-284)
Mon 28: Read Alger and Blue and Naden in Rereading (298-310). Pick one question from “engaging the text” and answer on WebCT.
Wed 30: Read Mantsios, 318-334. Pick one question from “engaging the text” and answer on WebCT.
Fri Nov 1: no class.

Mon 4: library visit
Wed 6: Research (bring Blair)
Fri. 8: Research (bring Blair)

Mon 11: Research (bring Blair).
Fri 15: conferences

Mon. 18: conferences
Wed 20: Research (bring Blair)
Fri 22: in-class writing. Hand in annotated bibliography (keep a copy for yourself)

Thanksgiving recess

Mon Dec 2: Bring 3-4 copies of draft of #5 to exchange with classmates. Bring Blair.
Wed 4: peer evaluations
Fri 6: hand in #5. Bring Blair.
Mon 9: bring Blair.
Wed 11: bring Blair.
Fri 13: final in-class essay.
There will be no final exam during exam week.