ENG 1001-050: Composition and Language

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Popular culture is an important part of our everyday lives. We come in contact with aspects of it (media, television, advertisements) on a daily basis. Keeping this in mind, this composition class will challenge you to investigate and analyze culture in American society. This course relies on a combination of discussion, journal writing, and short and long paper assignments. Divided into seven two-week units based on different themes, you will be asked to write, read, and reflect on issues in cultural studies, including film, television, print and media advertisements, and music.

REQUIRED TEXTS

*Beyond Words: Reading and Writing in a Visual Age* – John Ruszkiewicz, Daniel Anderson, and Christy Friend  
*The World is a Text* – Jonathan Silverman and Dean Rader  
*The Blair Handbook* – Toby Fulwiler and Alan R. Hayakawa

ATTENDANCE

Attendance is vital to your success in this course. You are permitted three unexcused absences for the semester. Each absence thereafter will result in a deduction of 1/3 of a letter grade. For example, if you are absent for five classes and your final grade is a B, you would receive a C+. Absences may be excused for illness, personal emergencies, and some university events. You must notify me before class that you will be absent and provide official documentation for an absence to be excused. I reserve the right to excuse absences at my discretion. Additionally, it is imperative that you show up to class on time. If you are more than ten minutes late to a class session, you will be counted as tardy. Please note that for every three times you are tardy, one absence will be documented.

LATE WORK

As college students, you are expected to plan ahead and complete and turn in all assignments on time. Papers are due on the day and time listed on this syllabus. Failure to submit assignments on time will result in a deduction of ten points per day.

PLAGIARISM

Plagiarism is a serious offense and will not be tolerated. According to the Department of English at Eastern Illinois University, the definition of plagiarism is “The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work.” If you are found to have plagiarized work, you will receive an NC in the course.
This paper should be 2-3 pages in length and is **due on Wednesday, October 11th**. You must include your peer-reviewed rough draft and a cover letter with your paper. The cover letter should be addressed to me and should explain the changes you made to your paper. Make sure that you turn these items in with your final paper, as they are each worth 25 points. The paper is worth 100 points, the rough draft is worth 25 points, and the cover letter is worth 25 points.

**Due Dates:**
- Topic Proposal: Wednesday, September 20th
- Rough Draft: Monday, October 2nd
- Final Draft: Wednesday, October 11th

**Paper II – Advertisement Analysis (200 points)**

The purpose of this paper is for you to examine an advertisement as a form of popular culture. Your paper should focus on one of the following issues: race, class, or gender. Again, you will select a print or media advertisement of your choice after receiving approval. Paper topics are due in writing or by email on Monday, October 23rd. You will receive an email on Monday, October 30th telling you whether or not your paper topic has been approved.

This paper should be 3-4 pages in length and is **due on Wednesday, November 8th**. You must include your peer-reviewed rough draft and a cover letter with your paper. The cover letter should be addressed to me and should explain the changes you made to your paper. Make sure that you turn these items in with your final paper, as they are each worth 25 points. The paper is worth 150 points, the rough draft is worth 25 points, and the cover letter is worth 25 points.

**Due Dates:**
- Topic Proposal: Monday, October 23rd
- Rough Draft: Monday, October 30th
- Final Draft: Wednesday, November 8th

**Paper III – Toy Analysis/Research Paper (250 points)**

The purpose of this research paper assignment is for you to analyze a toy as an object of popular culture. Your paper should focus on power hierarchies in society, specifically focusing on either race, class, or gender as exhibited by the object. As with the other papers, you will be given the opportunity to select and write about a toy of your choice. Please remember, this is a research paper. You must support your paper with a minimum of three reputable sources and provide a works cited page. Paper topics are due in writing or by email on Wednesday, November 15th. You will receive an email on Monday, November 20th telling you whether or not your paper topic has been approved. Please note that your approval will be sent during your fall break.

This paper should be 5-6 pages in length and is **due Wednesday, December 13th by 4:30 pm**. You must turn in a hard copy of your paper to my mailbox in room 3155 Coleman Hall. Please note that the office will be closed and locked at 4:30. You must put your paper in my mailbox before the office closes to avoid a late penalty. Please include your peer-reviewed rough draft and a cover letter with your paper. The cover letter should be addressed to me and should explain the changes you made to your final paper. Make sure that you turn these items in with your final paper, as they are each worth 25 points. The paper is worth 200 points, the rough draft is worth 25 points, and the cover letter is worth 25 points.

**Due Dates:**
- Topic Proposal: Wednesday, November 15th
- Rough Draft: Monday, December 4th
- Final Draft: Wednesday, December 13th by 4:30 pm
COURSE CALENDAR

Introduction to Pop Culture

Monday, August 21st
Course Introduction

Wednesday, August 23rd
WT: “Introduction,” 1-18
Practice Journal DUE

Generation MTV: Music and Identity

Monday, August 28th
WT: “The World is a Text: Writing,” 19-32
SL: “Country Music Goes on the Road,” 797-801

Wednesday, August 30th
WT: “The World is a Text: Writing,” 33-46
Journal DUE

Monday, September 4th
WT: “The World is a Text: Writing,” 46-62
“Musical Cheese,” 634-644

Wednesday, September 6th
WT: “Reading and Writing About Music,” 628-633
“Is Tupac Really Dead?” 645-648
Journal DUE

Monday, September 11th
Music Videos

Wednesday, September 13th
Music Videos
Journal DUE

Sitcoms, Talk Shows, and Daytime TV

Monday, September 18th
WT: “Reading and Writing About Television,” 106-112
“Not That There’s Anything Wrong With That’: Reading the Queer,” 124-141

WT – Ways of Thinking   BW – Beyond Words   SL and GRC – Provided as handouts
Wednesday, September 20th
The Cosby Show
The George Lopez Show
WT: “How Soaps are Integrating America: Color TV,” 121-124
Journal DUE

Monday, September 25th
SL: “The Oprah Winfrey Show and the Talk-Show Furor,” 241-248

Wednesday, September 27th
Roseann
Married with Children
Journal DUE

Video Killed the Radio Star: Hollywood and Film

Monday, October 2nd
Film: Forrest Gump
WT: “Reading and Writing About Movies” 309-314
Paper I Rough Draft DUE – Peer Review

Wednesday, October 4th
Film: Forrest Gump
Journal DUE

Monday, October 9th
Film: Forrest Gump

Wednesday, October 11th
Film: Fight Club
Paper I DUE

Monday, October 16th
Film: Fight Club

Wednesday, October 18th
Film: Fight Club
WT: “Reading and Writing About Advertising,” 536-543
Journal DUE

Material Girl: Consumerism and Advertising

Monday, October 23rd
BW: “Debating Culture” 516-533
Wednesday, October 25th
Film: Killing Us Softly 3
BW: “Girl Culture,” 549-557
WT: “Hanes Her Way,” 566-569
Journal DUE

Monday, October 30th
BW: “Assignments and Projects,” 582-588
“Blue Jeans,” 86-93
Paper II Rough Draft DUE – Peer Review

Wednesday, November 1st
WT: “Advertising and People of Color,” 554-560
Journal DUE

Monday, November 6th

Wednesday, November 8th
WT: “Reading and Writing About Images,” 359-381
Paper II DUE

Gender at Play

Monday, November 13th
WT: “Reading and Writing About Gender,” 396-402
SL: “Boys-R-Us: Board Games and the Socialization of Young Adolescent Girls,” 472-481

Wednesday, November 15th
“Batman, Deviance, and Camp,” 686-702
Journal DUE

Monday, November 27th
Film: Tough Guise: Violence, Media, and the Crisis in Masculinity
SL: “Our Barbies, Ourselves,” 706-709
“Barbie, G.I. Joe, and Play in the 1960s,” 710-716
“Hard Bodies,” 79-85

Wednesday, November 29th
SL: “Power at Play: Sport and Gender Relations,” 460-471
“Be Like Mike? Michael Jordan and the Pedagogy of Desire,” 667-676
Journal DUE
Paper Workshops

Monday, December 4th
In-Class Conferences and Peer Review
Paper III Rough Draft DUE

Wednesday, December 6th
In-Class Conferences and Peer Review

Finals Week

Wednesday, December 13th
Paper III DUE by 4:30 pm
### 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-integeral 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>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td>Focus</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>
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<td>Organization</td>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</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>
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<td>Development</td>
<td>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</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>Does not develop main idea; may use sources inadequately/inappropriately</td>
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<td>Style &amp; Awareness of Audience</td>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</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>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
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<td>Mechanics</td>
<td>Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</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>
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<td>Process</td>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</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>
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