Fall 8-15-1998

ENG 1002C-004: Composition and Literature

Debra Valentino
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall1998

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall1998/50

This Article is brought to you for free and open access by the 1998 at The Keep. It has been accepted for inclusion in Fall 1998 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Eastern Illinois University
English 1002C, Composition and Literature
Policy Statement and Course Description

Section 004, Coleman Hall 313
9:30--10:45

Instructor: Debra Valentino
Office: Coleman Hall 315E
Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours:
T, Th 8:30--9:00 a.m.
1:00--2:00 p.m.
Other hours by appointment

Texts: The Story and Its Writer, Charters, 4th edition
Poetry: An Introduction, Meyer
The Bedford Introduction to Drama, Jacobus, 2nd edition
Writing Essays About Literature, Griffith, 4th edition
The Blair Handbook, 2nd edition, Fulwiler and Hayakawa
Webster's New World Collegiate Dictionary, 3rd college edition

Supplies:
- Standard 8 1/2 x 11" loose leaf paper for in-class writing
- One double-pocketed folder (without internal brads) -- labeled on the front, right-hand corner with your name, course number (Comp 1002C), and section number (004)
- One spiral bound notebook with 3-4 sections, and pockets, also labeled as above
- Access to e-mail and a word processor or computer
- 2-4 3 1/2" high density diskettes

Course Description: 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, and poetry. We will also take a brief look at the film genre. Prerequisite: successful completion of English 1001C.
Course Objectives: To improve students' abilities to

- read and understand literary texts
- discuss and analyze literary texts
- write about literary texts
- demonstrate a close familiarity with the 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 all 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 throughout the semester, and may not be announced in advance.

Homework: Students can expect a reading or a writing assignment given every class period, to be 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.

Attendance: Regular attendance is expected. When an absence does occur, the student is responsible for the material covered during the absence. Use the class phone list or listserv to consult classmates regarding missed material and assignments. (You may wish to check with more than one classmate.) Then, if you have specific questions regarding the assignment, visit, e-mail, or telephone the instructor. Also, if you are sick, you should telephone the instructor before class to say that you will be absent. Because this is a course where reading, writing, and analytical skills are engaged and developed, student attendance, attention, and participation are of utmost importance. Consequently, two or more absences may adversely affect one's grade.

Note: E-mail is not always a reliable source of communication! Sometimes the server is down, and your instructor may not always be near a terminal. When it comes to attendance, use e-mail only as a supplemental form of communication.

Make-up Work: No make-ups will be given for missed in-class quizzes or exercises, unless otherwise specified by the instructor. It is the absent student's responsibility to get all class information, including schedule modifications, from another class member. Missed essays due to excused absence(s) may be made up only at the instructor's discretion, but within two weeks (again, at the instructor's discretion) of the student's return to class.
Essays / Deadlines: All out-of-class essays will be due at the beginning of the class period on the date specified, and must be submitted in order to receive credit for the course. In-class essays will be due at the end of the class period. Essays are expected to be completed in a timely fashion and turned in on the date due. One letter grade will be deducted from any late assignment.

E-mail Accounts: All students are required to secure an e-mail account at Student Services in Room B12, which is downstairs in the red brick building just north of the University Union.

Listserv Information Group: Upon securing an e-mail account, each student will subscribe to the class listserv using the instructions provided (see attachment.) Upon subscription, students will receive general course information and specific assignment information via e-mail; but primarily, students will be expected to respond to texts, reading questions, and other class material in a discussion format. Participation is mandatory, and you are encouraged to establish and maintain an intelligent, provocative, and compelling presence throughout the semester. During the course, you will be responsible for posting a minimum of five (5) substantive contributions. You may begin contributing to the listserv as soon as your subscription is approved via e-mail.

Reviews: In addition to contributing to in-class and on-line discussions, students will be required to attend a local play performance, poetry and/or fiction reading, and film production. From these experiences, students should submit a one-page review. Further details will be announced during the semester as we approach each assignment.

Grading: This course is graded on a scale of A, B, C, N/C (No Credit.) In order to pass the course and receive credit, you must receive a C or better. Students receiving points totaling a D, F, or N/C must retake the course. Grades will be averaged in accordance with the English Department's handout "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached.)

Grading Scale:

90—100% = A  
80—89.9% = B  
70—79.9% = C  
below 70% = N/C

Grade Distribution: You will write one diagnostic and four polished essays this semester, a mid-term, and a final exam (each of which will include essay writing, as well as short answer and objective questions.) The distribution for class work will be roughly as follows:
Theme Format: Papers should be neatly written or clearly printed on standard white 8 1/2 x 11" paper. All papers should be double-spaced with one inch margins on the right, left, top, and bottom. Writing should be on the front side of the sheet only. All essays must include:

- Student name, course number and section, assignment number and name, and due date on page one, the left-hand side. Example:

  Your first and last name  
  English 1002C.004  
  Essay I – Diagnostic (In-class)  
  August 27, 1998

- Proper pagination blocked from the right margin preceded by student's last name on all other pages. Example:

  Valentino 2

Conferences: One conference per semester is mandatory. It is a good idea, however, to come to talk with me about your work periodically throughout the semester.

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 (No Credit).
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 DISHONESTY! If you are having difficulty integrating your research, set up a conference.

Writing Center: The writing center is across from the computer room (CH340) in CH 301. Students of Comp 1002C should feel free to take their writing concerns and problems to this center at any time during 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 Fall '98 are:

   Monday – Thursday  
            9 a.m.—3 p.m. and 6 p.m.—9 p.m.
   Friday       9 a.m.—1 p.m.

In addition, you may receive Free Tutorial Help at 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

Wednesday, Dec. 16th, 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 interconnected.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<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>
<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>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>
<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>
</tr>
<tr>
<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>
<td>does not develop main idea; may use sources inadequately/ inappropriately</td>
</tr>
<tr>
<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>
<td>word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
</tr>
<tr>
<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>
<td>has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
</tr>
<tr>
<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>
<td>shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
</tr>
</tbody>
</table>