ENG 1091-095: Composition and Language, Honors

Robert Funk
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall1997

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall1997/52

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Fall 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
CLASS SYLLABUS

CRTW = The Critical Reader, Thinker, and Writer, by Winterowd and Winterowd

WEEK 1  AUG. 25-29
M-- Introduction: class policies and first writing assignment
W-- Self-introduction paper. (Use your journal to get started.)
F-- CRTW, pp. 1-16. (React to Rodriguez’s essay in your journal, using discussion questions to prompt your thinking.)

WEEK 2  SEPT. 1-5
M-- Labor Day: no class
W-- CRTW, pp. 17-36. (React to the readings in your journal; use the questions after each selection to prompt your reactions.)
F-- Begin drafting Essay #1: personal learning narrative. See Suggestions for Writing, p. 8; use your journal to do prewriting.
In class: Writing group video. (React to the video in your journal.)

WEEK 3  SEPT. 8-12
M-- Draft of Essay #1 due to writing group.
W-- Meet in writing group to critique Essay #1 drafts. (Use your journal to prepare for and reflect on this meeting.)
F-- Revised version of Essay #1 due. (Reflect in your journal on your revisions: what did you change or add or delete? Why? How do you feel about the revised essay?)
In-class work on opinions and beliefs; remember to bring CRTW to class.

WEEK 4  SEPT. 15-19
M-- CRTW, pp. 48-63. (Prepare for discussion by reacting to these two essays in your journal; see questions after each one.) Essay #2--opinion essay--will be assigned.
W-- CRTW, pp. 77-97.
F-- Class discussion/group work on Essay #2: be prepared to share your preliminary plans and ideas with others in the class. (Use your journal to work on Essay #2.)

WEEK 5  SEPT. 22-26
M-- Draft of Essay #2 due to writing group.
W-- Writing groups meet and critique Essay #2.
F-- Essay #2 due. Bring CRTW to class.

WEEK 6  SEPT. 29-OCT. 3
M-- CRTW, pp. 104-09 and another selection of your choice in this section. (Respond to questions, pp. 109-110, in your journal.)
W-- CRTW, pp. 164-69, 176-92. (Continue to analyze and respond to these readings in your journal; use questions after the selections to prompt your responses.)
F-- Individual evaluation conferences (Thurs. and Fri.) about Essay #2: no class meeting. Read several more selections in section 4 of CRTW. Essay #3--narrative about an event or person--will be assigned.
WEEK 7 OCT. 6-10
M-- Work on Essay #3. Discussion of further selections in section 4 of CRTW.
   Journals will be collected.
W-- Draft of Essay #3 to writing group.
F-- Writing group critiques of Essay #3

WEEK 8 OCT. 13-17
M-- Essay #3 due. Bring CRTW to class.
W-- CRTW, pp. 345-360. (Use your journal to think on paper about this selection.)
F-- CRTW, pp. 385-407. Essay #4--explanation essay--will be assigned.

WEEK 9 OCT. 20-24
M-- Work on draft of Essay #4. (Use your journal to help you get started.)
W-- No class meeting. Individual conferences on Essay #4 on Tuesday and Wednesday.
F-- Draft of Essay #4 to writing group.

WEEK 10 OCT. 27-31
M-- Writing groups meet to critique Essay #4.
W-- Essay #4 due. Bring CRTW to class.
F-- CRTW, pp. 416-438. Essay #5--evaluation essay--will be assigned.

WEEK 11 NOV. 3-7
M-- Continued discussion of selections in section 8 of CRTW.
W-- Work on Essay #5.
F-- Draft of Essay #5 to writing group.

WEEK 12 NOV. 10-14
M-- Writing groups meet on Essay #5.
W-- Essay #5 due. Bring CRTW to class. Essay #6--documented argument--will be assigned.
F-- CRTW, pp. 477-89.

WEEK 13 NOV. 17-21
M-- CRTW, pp. 490-509.
F-- Read other selections in section 10 of CRTW.

WEEK 14 DEC. 1-5
M-- Do library work on Essay #6. Journals will be collected.
W-- Individual conferences on Essay #6.
F-- Free day to work on Essay #6.

WEEK 15 DEC. 8-12
M-- Draft of Essay #6 to writing group.
W-- Writing groups meet on Essay #6.
F-- Essay #6 due.

There is no final exam in ENG 1091C.
Exam week: Bring to my office the revised copy of the Honors Paper that want to be placed in your file in the Honors Office.
REQUIRED TEXTS:

- A standard college dictionary

DESCRIPTION:

English 1091 provides you with an opportunity to improve, expand, and refine your writing repertoire and critical thinking skills. Much of this course will be conducted as a workshop, with the emphasis on working in writing groups and developing an individual style. Some reading will be required—generally, to establish a context for your writing, and specifically, to provide source materials for your essays.

WRITING:

Be prepared to write everyday. Some of your writing will be for yourself—"writing to learn" that is intended to stimulate thought, clarify views, and expand ideas. I will see some of this writing, and you will share some with the class or your writing group.

You will also write six substantial essays, working on them on your own, in your writing groups, and in conferences with me. I will hand out detailed assignments, complete with due dates, for each essay.

READING/WRITING JOURNALS:

You should keep a reading/writing journal this semester, to serve as a method for generating material, developing plans and ideas, and reflecting on your reading and writing. Entries might include responses to class discussions, to the writing groups, to readings, and to writing that you do in other classes. I’ll try to make specific suggestions as the semester goes along. Plan to write at least one solid page for each entry (on a single point/idea) and to write two entries per week. I will collect the journals a couple of times during the semester. The journal writing is mainly for your use; I will not read it as "finished" writing, where careful editing and attention to audience are important. All I ask is that you take your journals seriously, that you write in them regularly, and that I can read the entries. You must complete a total of twenty-four (24) entries to receive a C or better on this activity.

WRITING GROUPS:

Both in college and in the work world, collaboration is a common and effective way to produce writing. We will discuss the actual process of writing groups in detail when the time comes. It is an important part of the course and requires careful attention on the part of all group members. Your efforts will be repaid many times over. When you turn in the final drafts of the six major essays, you will also submit your preliminary drafts and the critiques from your writing groups.
GRADING:
I will mark and grade each of your six major essays. These essays will count for approximately 75% of your semester grade. The other 25% of your grade will be based on your journals and on your participation in class and in writing groups. Once or twice in the semester I will ask writing group members to report on their groups and to evaluate their own work in the group and the work of their fellow group members.

No late work is accepted at full credit (unless previous arrangement is made with me). Unexcused late essays lose one full grade for each day they are late.

ATTENDANCE:
Class participation—listening, discussing, writing—is a vital part of becoming an improved, confident writer. More than three unexcused absences may result in your final grade being lowered one full letter grade. As outlined in the university catalog, an absence is excused only for "reasons of illness, emergency, or university activity." If you must miss class, please call me or come to my office to see me as soon as possible. Missing conferences also counts as class absences.

MANUSCRIPT FORMAT:
In-class writing and journals should be done on standard lined white paper, in blue or black ink. (Journals may be kept on a computer and printed out for submission, but remember to keep a back-up disk.) Preliminary drafts of essays should be typed, if at all possible. Final drafts must be typed: double-spaced, with one-inch margins on all four sides; include your name, the date, and the assignment number on each essay. Include a title on all essays.

PLAGIARISM:
I follow the English Department's policy 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 F for the course, and to report the incident to the Judicial Affairs Office.

Included under plagiarism is the irresponsible or careless handling of documentation which misrepresents the use of another author's material.