ENG 1091G-095: Language and Composition (Honors)

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English 1091G (095) Fall 2001
Office Hours: TBA & by appt.

Language and Composition (Honors)
MWF 2:00 – 2:50 in CH 3210/340 (lab) & CH 3140/306 (classroom)

Textbooks: Successful Writing, Hairston (SW)
Working With Ideas, Dunbar-Odom (WI)
Anthology: Ten on Ten, Atwan (Ten)
Resources: Blair Handbook, Fulwiler & Hayakawa
(on-line: http://cw.prenhall.com/bookbind/pubbooks/fulwiler3/)
Online!, Harnack & Kleppinger
(documentation chapters available on-line: http://www.bedfordstmartins.com/online/shrttoc.html)
College Dictionary

Supplies: two formatted 3.5 inch computer disks + protective case

Schedule of Reading and Writing Assignments

Week 1: Meet in computer lab—CH 3210
8/20 Introductions **As soon as possible, send me an e-mail with your e-mail address and a little bit about your experience writing and researching with computers.
8/22 Working with Ideas (hereafter WI): Read “What is an Assignment Sequence?” + “Getting Started” section for Sequence One (pages 101-106) Respond to one of the prompts on page 106 (500 words minimum)
8/24 Successful Writing, chapter 1 (hereafter SW 1): “Writing in College” + SW 3: “What Happens When People Write?” Respond (250-500 words): To what extent does your experience as a writer support or undermine the statements in this textbook? What, in your opinion, are the truest or most useful things stated here? Which statements or suggestions do you find questionable? Quote specific statements from the book and use examples from your experience as a writer to support or question them. (When you quote, reproduce Hairston’s words exactly, followed by the page number in parenthesis. See Blair 16d—in print or on the web—for information about integrating quotations in your writing)

Week 2: Meet in classroom—CH 3140
8/27 Blair 2: “Reading Critically to Think Critically” + WI 1: “Active Reading”; Respond to “Before You Read” Questions for “The Idea of a University” (WI p. 106) and then read the first section of this essay—“Knowledge Its Own End”—actively and critically. Bring written questions and comments to class.
8/29 WI: “The Idea of a University”; Respond to “Now that You’ve Read” questions on p. 114. Quote from the essay to support or illustrate your reading of it.
Re-read Newman's essay and your responses. Compare your ideas about higher education to his. (See WI p. 161 “Writing Assignment.”) Reading Logs due.

Week 3: lab

9/3 Labor Day
For the following readings in Working with Ideas, respond first to the “Before You Read” questions and then read the selection, making notes of your questions and observations along the way. Afterwards, make sure you can answer the “Now that You’ve Read” questions; use them as a starting point for a response exploring this author’s ideas and how they affect your own ideas about higher education.

“The College Mystique,” Caroline Bird
“Entering the Conversation,” Mike Rose

Week 4: classroom

10/ Respond to the question “What is Good Writing?”; then read SW 2 (“What is Good Writing?”). Discuss the extent to which Hairston’s criteria match your own, and apply some of these criteria to the essays we are reading.

“Students of Success,” Lynne V. Cheney
“Canto, Locura, y Poesia,” Olivia Castellanov

Week 5: lab

17 Blair 54: “Writing Essay Examinations”; Also review your responses to this assignment sequence and your class notes, identifying the aspects of higher education these authors focus on, and making notes about how particular essays compare in their approach to these topics. Bring questions and comments to class, where we will discuss ways to approach the essay exam question: “Compare several authors’ ideas about higher education.”

Bring thesis statement and a detailed outline of your exam essay.

Week 6: classroom


26 Edited version of essay exam due; Write out at least three hypotheses that reflect your ideas about what higher education means to contemporary college students. Then read WI 5: “Field Research” and write out at least two well-developed ideas for getting information about the attitudes of contemporary college students that would help you develop a thesis on one of these topics.

Bring Written Field Research Proposal and drafts of any necessary documents/instruments (questionnaire, interview questions, etc.)

Week 7: lab

10/1 SW 4: “What is Your Writing Situation?” Write out topic proposal, incorporating answers to Hairston’s questions about audience + purpose + persona + message


5 Fall Break
Week 8: classroom

/8 SW 9: “Crafting Paragraphs”; Draft at least two paragraphs of your essay (the introduction and one or more body paragraphs)

/10 Draft due: Exploratory Essay; Schedule Individual Conference Appointment

/12 SW 7: “Holding Your Reader”; Find places to apply the ideas in these chapters to your writing-in-progress. Mark at least four places on your draft (title, opening, closing, transitions, specific sentences or paragraphs you want to improve) and write out possible revisions to share with your groupies.

Week 9: lab

/15 SW 8: “Writing Clearly”; Find places to apply the ideas in these chapters to your writing. Mark at least four places you could improve the clarity and impact of your writing and write out possible revisions to share with your groupies.

/17 Editing: Proofread your draft, making corrections and marking specific areas on which you need advice. (We’ll be using the Blair on-line handbook in class.)

/19 Exploratory Essay DUE

Week 10: classroom

/22 SW 11: “Writing Research Papers”; Respond, spelling out your questions and concerns, and focusing in on anything in the chapter that strikes you as exactly right or as problematic based on your experience. Then consider what big questions you have relating to your own higher education here. Write out some specific questions could you ask that would help you get closer to an answer.

/24 WI 4: “Conducting Library Research” (meet at north-east entrance to McAfee Gym, temporary home of Booth Library)

/26 Bring MLA-style or APA-style Working Bibliography of library resources (3-5).

Week 11: lab

/29 Read Online! 4: “Choosing and Evaluating Internet Sources” + on-line essay on evaluating web resources at http://milton.mse.jhu.edu/research/education/net.html

/31 Bring MLA-style or APA-style Working Webliography of web resources (3-5)

11/2 No Class Meeting (I’ll be at an English conference in Cleveland.)

Use this time to finalize your bibliography and take notes from your sources.

Week 12: classroom

/5 Topic Proposal (incorporating answers to questions about audience, purpose, and persona in SW 4) + Bibliography of 4-5 best web and library resources due

/7 Rough Draft or detailed Outline/Plan due

/9 Draft due: Report; Schedule Individual Conference Appointment

Week 13: lab

/12 SW 12: Document Design. Create a version of your report that incorporates at least two techniques for enhancing its visual clarity and effectiveness.

/14 Look over previous papers for problem spots and patterns of error. Consult handbooks—print or on-line—for documentation. Bring questions to class.

/16 Report due
Week 14: Thanksgiving

Week 15: classroom
/26 Read and respond to two essays in Ten on Ten (hereafter Ten)
/28 Read and respond to two more essays in Ten.
/30 Read a second essay by one author of your choice in Ten and do basic research—print or electronic—on this author and the context in which they wrote this essay. In your response, briefly summarize your findings and explain how this information affects your understanding of the essay or the author’s purposes. Use in-text citations and attach MLA-style citation.

Week 16: lab
12/3 Draft Review/Creative Non-fiction due; Schedule Individual Conference Appt.
/5 Revised draft due. Reading Logs due.
/7 Review/Creative Non-fiction due

There is no final exam.

Grading Policies

• You must turn in all papers and a reading log to successfully complete this class.
• Attendance counts. If you have more than four (4) unexcused absences, you will automatically lose 50 participation points (half a letter grade). If you are experiencing temporary difficulties, let me know as soon as possible.
• Plagiarism is a serious academic offence. You are plagiarizing if you take someone’s words or ideas and use them in your writing without indicating what you’ve borrowed or without giving written credit to their source. All quotes, paraphrases, and summaries must be documented. Penalties for plagiarism include failing the paper or this course and/or university judicial proceedings. Papers with unaddressed documentation problems will not receive a grade.
• You may revise any of your papers—except the very last—to improve your grade. The new grade replaces the old one. I will accept one revised paper per week.
• Your class grade will reflect the number of points out of 1000 that you receive over the course of the semester. Scores for papers include points for writing assigned in-class or as homework as part of the process of producing the paper.

Reading Response Log 200 (turned in 3X: 75 points + 75 + 50)
In-class Essay Exam 150
Exploratory Essay 200
Researched Report 250
Review/Non-fiction 150
Participation/Attendance 50

The bottom line:
91% & up = A; 81-90% = B; 71-80% = C; 61-69% = C; 51-59% = D; 50% & below = F
Assignments and Objectives

Writing Assignments are designed to focus on the interaction of the basic elements of written communication: the writer, the reader, reality, and language. Nowadays, we should probably add technology to the list. But whether we are in the classroom or the lab component of the English Technology Integrated Classroom (ETIC), we will explore ways to communicate ideas and information effectively to a specified audience. Major writing projects include an in-class essay test, an exploratory essay, a researched report, and a review essay or piece of creative non-fiction. You will also do a lot of writing in response to the assigned readings and in the process of writing the major papers.

Reading Assignments include assigned and self-selected readings in our textbooks and anthology. These readings—essays and textbook chapters for the most part—offer ideas, information, inspiration, advice, links, and examples. Your written responses to these readings will be collected in a “Reading Response Log” (see handout).

Class Time: Some time will be given to class discussion and group presentations. Some times you'll work alone; more often you'll work with classmates in small groups. At least three times, you'll meet with me individually to discuss your writing-in-progress.

Responsibilities

You need to attend class regularly and complete reading & writing assignments on time in order to participate productively in discussions, group work, and other class activities. It can be a real problem for you—and your classmates—if you are absent or unprepared. Because this course is structured around a vision of writing as a process, planned activities build on previous work. (For this reason, a portion of the grade for each paper will reflect your level of participation in all of the steps leading to the final product.)

Electronic Writing Portfolio (EWP)

You must submit an essay from either English 1091G (this class) or 1002G/92G to your Electronic Writing Portfolio this year. (You will submit a “competent” essay from a “writing-intensive” or “writing-centered” course each year you are at Eastern in order to fulfill a graduation requirement.) Why not do it as soon as possible? E-mail Fall submissions to the Center for Academic Support and Achievement (CASA) by November 26, 2001. For instructions, go to the CASA website at www.eiu.edu/~assess.

Students with documented disabilities: Please contact the Office of Disability Services (581-6583) as soon as possible so we can begin to work out appropriate accommodations.
How do I produce a reading response log?
Respond to each essay that we read in Working with Ideas or Ten on Ten, following any specific directions given in the syllabus or our textbook for focusing your writing. I will collect these responses in class, respond to them, and return them to you at our next meeting. Keep all returned responses in a two-pocket folder (not a big old notebook), in chronological order. That folder is your log. We will also do some in-class writing that I'll ask you to keep here. I will collect the log three times (see syllabus for due dates) and give it a score based on completeness, and the quality of the effort you have put into understanding the readings and developing your ideas about them.

What is a "response"?
I’m looking for 1-2 typed double-spaced pages (250-500 words) in which you respond—personally and intellectually—to some aspect of the assigned reading. 250 words is a minimum. Shoot for 500. To develop your responses more fully, explore specific quoted passages from these essays and focus on explaining your points, using examples from the essays and your own experience.

Why are we doing this?
The point of this assignment is a) to encourage you to do the reading assignments on time and actively, and to give you a chance to prepare something specific and thoughtful to contribute to class discussion; b) to give you a safe place to put your ideas into writing where spelling doesn’t count; c) to give me a place to "respond" to ideas instead of grading them; d) to keep you writing.

Note: It is a very good idea to re-read your responses after you get them back. You can then add “second thoughts” or respond to my comments and questions. This will improve your final score.

Writing Prompts, for when you need a nudge . . .
What makes this essay readable or difficult? Analyze specific examples, figuring out what you’d have to do to understand the essay, and what the author did—or could have done—to help.

Look at the way the author presents information and ideas. What can you infer about the author’s purposes or audience from their persona and strategies? Why might the author have made these choices? Explore specific examples, being specific about what you infer from these choices.

Test the information and ideas in this work against any of your experiences and beliefs that seem applicable. Consider especially any points that seem to you to be weak and try to explain why they fail to move you. Or, discuss a section that seems to you especially strong, particularly if it made you see things in a new way. What did the writer do to get through to you?

Try to locate the author’s agenda. Is this difficult or easy to do? Where do you find the clues that tip you off? Does the author’s bias mesh with your worldview? Respond to the author’s argument two ways: once as a "believer" (a sympathetic reader) and once as a "doubter" (a suspicious reader).

Describe the author’s "mind style" or literary style. Describe their attitude toward their topic and/or their way or approaching it. How does their individual voice or way of thinking come through? Do you think you could you recognize another one of their works?