ENG 1091G-097: Language and Composition (Honors)

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English 1091G
Fall 2001

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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 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 on the EWP, I urge you to attend the presentation on Monday, October 15, 4pm, Effingham Rm, MLK Union, or Tuesday, October 16, 5pm, same place. Note that November 26, 2001 is the deadline for Fall submission to the EWP.

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.

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

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.

Come to class prepared. You'll have more fun if you've done the reading, and I will notice if you haven't. Note that a portion of the grade is based on class participation and reading responses--both of which require keeping up with the reading and being in class.

Requirements/grades: Four essays (2-3 pages each, typed, each revised twice): 50%
One research paper (8-10 pages, typed, revised twice): 20%
Brief writing assignments and frequent on-line responses to reading: 20%
Involvement/participation/oral presentation: 10%

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.
Responses: Each week, you’ll be required to write at least one response to a reading assignment in *Rereading America*. Write a response (1-2 para) on the Web CT bulletin board, reflecting your thoughts BEFORE class discussion (i.e., it must be posted before class). In this response, discuss some aspect of the reading assignment (answer a question from “engaging the text,” or summarize the author’s thesis then agree or disagree, or quote a passage and argue with it, or cite a personal experience that relates to it . . . the possibilities are endless). YOU SHOULD ALSO RESPOND TO AT LEAST ONE CLASSMATE’S COMMENTS. (If you’re the first to post, you can do this after class). 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 Web-CT 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. I will comment on these and return; make sure you save them as you’ll be asked to hand them all in at once at the end of the semester for evaluation.

Essay topics: For each assignment, I’ll expect you to develop your own topics. The topic should grow out of your reading, class-discussions, and Web CT discussions. Ask your classmates or me for help if you get stuck; I’m always available by e-mail, or stop by my office; if I’m there, I’d love to help.

Research requirements: For essay #3, use at least 1 outside source; for research paper, you’ll be expected to consult 10-20 sources and actually cite 5-10. You’re welcome to use research for any of the papers if you think it will help you develop your ideas, but if you do, make sure you use and cite sources properly. Consider also non-library kinds of research: interviews, site visits, surveys.

Oral presentation: I’d like each of you to present the contents of your research paper to the class. Plan on giving a 5-10 minute presentation. Try to make it interesting as well as informative: if you’d like to use hand-outs or movie clips, or anything else requiring my help, just ask! If several of you are working on related topics, you might consider presenting jointly; if you’re interested, see me to discuss.

Tentative Syllabus
I. Education/Invention/Reflecting on Experience
Mon August 20: Intro to course; in-class writing
Fri. 25: *Rereading* Gatto and Rose, 152-59; 162-73. Response due [on Gatto OR Rose or both].

Mon. Aug.27: *Rereading*, Steele, 211-22. Response due [on Steele]. In class: each group choose final education essay to read; generate paper topics.
Wed 29: Discuss and present group-chosen essay in *Rereading*.
Fri 31: in Blair, situating writing, 57-72; reflecting on experience 74-88.

Mon Sept 3: labor day, no class
Wed 5: Bring draft of essay #1. Peer evaluation.
II. Money and Success/Explaining things
Fri 7: Explaining in Blair, 89-105. Hand in essay #1 [include peer evaluation]. Bring Rereading. In class: groups select final money/success essays.

Mon 10: conferences
Wed 12: conferences
Fri 14: conferences

Mon 17: Final version of essay #1 due. Hand in most recent draft with final version. Read Alger and Blue and Naden, 298-310 Rereading.
Wed 19: Read Dalton and Mantsios, 311-334 in Rereading. Response due [on Dalton or Mantsios or both]
Fri 21: Groups discuss and present final essay.

Mon 24: Bring draft of essay #2 [refer to or cite at least 1 essay from Rereading]. Peer evaluation

III. Gender/Arguing/Research

Wed 3: Read Kilbourne in Rereading, 444-64. Response due
Fri 5: fall break, no class

Mon 8: Groups discuss and present final gender essay.

Mon 15: Bring draft, essay #3 [use at least one outside source]. Peer evaluation.

IV. Equality/Editing for effectiveness
Fri 19: Read Jefferson in Rereading, 539-43. Response due.

Mon 22: Hand in revised #3. Read Steele in Rereading, 573-83.
Wed 24: Groups discuss and present final equality essay.
Fri 26: Blair, editing, skim 363-502.

Mon 29: Bring draft, essay #4. Peer evaluation.

Mon. 5: Conferences. Bring 1-page typed proposal for research paper and 10-item bibliography.
Wed. 7: Conferences.
Fri. 9: Conferences

Mon. 12: Hand in 1-page typed progress report. Read Blair 237-55, on using sources.
Wed 14: organization and style issues.
Fri 16: Blair on essay exams, 798-803. In-class writing.

Thanksgiving recess

Mon 26: organization and style issues.
Wed 28: Bring draft, research paper. Peer evaluation.
Fri 30: Hand in research paper. Oral presentations.

Mon Dec 3: Oral presentations
Fri 7: Last class day. Oral presentations.

There will be no final exam for this class.