Fall 8-15-2009

ENG 1091G-094: Composition and Language, Honors

Ruth Hoberman
Eastern Illinois University

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English 1091G
Fall 2009
Office hours: MWF 11-12; Tues 2-3
phone: 581-6981
Ruth Hoberman
Coleman 3755
rhoberman@eiu.edu

Texts: Ehrenreich, Nickel and Dimed; O'Brien, The Things They Carried; Graff and Birkenstein, They Say, I Say; Ways of Reading; Little Brown Handbook

Goals:
By the end of the semester you should 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 to revise and edit your own writing.
We'll be focusing on academic writing in particular: writing about ideas in conversation with others who have addressed these issues. By the end of the semester you should know how to establish your own voice and viewpoint in relation to other writers and how to qualify and refine your ideas while taking others' views into account.
We'll also be reading and discussing some thought-provoking books and essays dealing with work, education, and identity. 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 the ideas of others.

You may submit an essay from the class for your Electronic Writing Portfolio. For more information on the EWP, consult http://www.eiu.edu/~assess/ewpmain.php

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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.
Plan to hand in papers on time. Come see me 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. 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 of 2-4 pp. each, 50%
One essay of 6-8 pp., 20%
Brief out-of-class and in-class writing assignments and 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.

**Responses:** Occasionally you'll be required to post a response to a reading assignment on the WebCT bulletin board. In this response (1-2 para), begin by responding to an earlier poster, then discuss some aspect of the reading assignment (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). I will grade responses on a scale of 1-10, based on thoughtfulness, precision, punctuality, and completeness. If you fail to gain access to WebCT for reasons beyond your control, bring a typed 1-page response to the appropriate class period.

There are 4 basic posting requirements:

1. Post at least one hour before the class in which the reading you're responding to will be discussed.
2. Unless you're the first to post on that topic, begin by responding to a classmate's posting.
3. **Include a direct quotation from the assigned reading, followed by page number in parentheses, in your response.**
4. Attend the class in which the assigned reading to which you've responded will be discussed. Be prepared to remind us of what you said and to build on your ideas.

**Essay topics:** I’ll be giving guidelines for each assignment, but I’ll also be leaving you flexibility in your choice of topics and strategies. Jot down responses to your reading, class discussions and WebCT, keeping track of ideas you might want to develop into papers. 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.

**Oral presentation:** I'd like each of you to present the contents of your research paper to the class. Plan on giving a 5-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. Working: entering the conversation; invention, thesis, audience

Mon August 24: Intro to course; in-class writing
for Wed 26: Read pp. 1-49, Ehrenreich. On computer, find WebCT homepage for this course. Click on "discussions" icon. Read my welcome message; post response #1 to your reading for W or F.

Fri. 28: Read Ehrenreich, 52-119. Post response #1 on WebCT if you didn't for W.

Mon. Aug.31: Read Ehrenreich, 121-169. Post response #2 to WebCT M, W, or F.

Wed Sept. 2: Finish Ehrenreich.
Fri 4: Bring notes from interview. Read “The Case for Working with your Hands” and excerpts from Marx, “The Alienation of Labor” (on-line).

Mon Sept 7: labor day, no class
Wed 9: Exchange 2 copies of draft essay #1. Read They Say ch 1.
Fri 11: Peer editing.

Mon 14: Bring revised essay #1 to conferences.
Wed 16: conferences
Fri 18: Hand in final version of essay #1, including most recent draft with final version. Read They Say ch 2. on summarizing.

Wed 23: They Say ch 3 (quoting), MLA style
Fri 25: Exchange drafts.

Mon 28: Peer editing. Do ex 1 p. 47.
Wed 30: conferences
Fri Oct. 2: conferences.

II. War: developing and clarifying ideas; transitions
Mon 5: Hand in essay #2. Read O'Brien. Post Response #3 M, W, or M.
Wed 7: O'Brien
Fri 9: no class.

Mon 12: O'Brien.
Wed 14: In-class essay
Fri 16: Exchange draft #3 (personal essay). They Say ch 8

Mon 19: Peer editing.
Fri 23: They Say ch 4.

Mon 26: Write a 1-page explanation of a scholarly conversation related to your topic and attach a 5-item annotated bibliography for essay #4. They Say ch 5
Wed 28: Locating, citing sources. Bring Hdbk. They Say 6-7
Fri 30: Bring Hdbk. Organize panels.

Mon Nov 2: oral presentations
Wed 4: oral presentations. They Say ch 9
Fri 6: No class. Go hear Tim O’Brien speak.

Mon 9: Exchange papers. They Say ch 10.
Wed 11: Peer editing.
Fri. 13: conferences

Mon. 16: conferences

III. Education: voice, style
Wed. 18: Hand in essay 4. Read Baldwin, “Notes of a Native Son” in Ways 52-68. Post response #4 W or F

Thanksgiving

M 30 Read Pratt, “Arts of the Contact Zone,” in Ways 604-19. Post response #5 M, W, or F

M 7 Exchange papers. In-class writing.
W 9 Peer Editing
F 11 Hand in #5.

There is no final exam for this class.