ENG2099G
Labor, Class and Power
Spring 2005
TR 12:30-1:45
CH3609
Office Hours: TR 11:00-12:30;
2:00-3:00; W 9:00-11:00

TEXTS:
Charles Dickens. *Hard Times.*
George Bernard Shaw. *Major Barbara.*
John Dos Passos. *U.S.A.*
Bertolt Brecht. *The Three Penny Opera.*
Assorted Handouts.

COURSE REQUIREMENTS:
Written prospectus for midterm paper (2 pages)
Midterm paper (6-8 pages)
Panel discussion presentation
Written annotation project
Final essay exam

The midterm paper will be a discussion of material from the syllabus in relation to contemporary treatments of labor, class and/or power in literary work, film, art and/or other media. You will draw up a focused version of a topic that fits this general approach and present it in a written prospectus that describes your topic, thesis, research, tentative conclusions and structural format.

The final written project will involve creating informative annotations for possibly obscure cultural and historical references in assigned sections of Dos Passos’ *The 42nd Parallel.*

For the panel discussion presentations teams of three students will be responsible for introducing and instigating discussion of one of the course texts. The panels will present relevant background, state positions and responses to the assigned reading, and introduce questions for class discussion.

GRADES:
Grades for the five major requirements will have equal weight and will be averaged to form the final course grade, which may be adjusted up or down on the basis of attendance and participation.
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’ – 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.”

Information for Students with Disabilities: 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.

COURSE CALENDAR:

Week 1
1/11 Introduction to the course and discussion of general course themes.
1/13 Studs Terkel, *Working*: Introduction; Mike LeFevre; Billy Carpenter, Cliff Pickens, Terry Pickens; Carl Murray Bates; Roberto Acuna; Joe and Susie Haynes; Anthony Ruggiero.

Week 2
1/18-1/20 *Working*: Phil Stallings; Gary Bryner; Grace Clements; Donna Murray; Larry Ross; Barbara Terwilliger.
Mark Slouka, “Leaving the Paint Factory: On the Virtues of Idleness” (Handout).

Week 3
1/25-1/27 Charles Dickens, *Hard Times*

Week 4
2/1-2/3 Dickens, *Hard Times*

Week 5
2/8-2/10 Anton Chekov, *The Three Sisters*

Week 6
2/15-2/17 Chekov, *The Three Sisters*
George Bernard Shaw, *Major Barbara*, “Introduction”

Week 7
2/22-2/24 Shaw, *Major Barbara*
Paper Prospectus Due 2/24

Week 8
3/1-3/3 John Steinbeck, *The Grapes of Wrath*
Week 9
3/8-3/10  Steinbeck, *The Grapes of Wrath*
   Paper Due 3/10

3/15-3/17  Spring Break

Week 10
3/22-3/24  John Dos Passos, *The 42nd Parallel*

Week 11
3/29-3/31  Dos Passos, *The 42nd Parallel*

Week 12
4/5-4/7  Dos Passos, *The 42nd Parallel*
   Bertolt Brecht, *The Threepenny Opera*

Week 13
4/12-4/14  Brecht, *The Threepenny Opera*

Week 14
4/19-4/21  Brecht, *The Threepenny Opera*
   Poetry selections (Handouts)

Week 15
4/26-4/28  Poetry
   Annotation project due 4/28
Understanding Plagiarism: What Students Need to Know

What is plagiarism?

The EIU Student Conduct Code defines “plagiarism” as “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” According to the Merriam-Webster’s Collegiate Dictionary, to plagiarize is “steal and pass off (the ideas or words of another) as one’s own; to use (another’s production) without crediting the source.” Buying a paper from a research “service” on the net is plagiarism. So is copying a sentence from “How Bees Make Honey” and passing it off as your own. So is taking a sentence from “How Bees Make Honey” and changing “bees” to “fuzzy little insects.” Paraphrasing a person’s ideas without acknowledgement constitutes plagiarism.

It might help to think of plagiarism as an issue of intellectual property. Although all new ideas are the result of collaboration, when you plagiarize you’re taking something that belongs to somebody else without acknowledgement. Think of how you’d feel if the tables were reversed. Imagine, for example, that you’ve written this great song. You share the song with the lead guitarist of your band. A year later you hear the now former lead guitarist perform your masterpiece at the local Hot New Bands Festival.

Some students argue that it’s difficult to keep track of ideas and quotations. This is where good note-taking skills come in. Learning to take good notes will help you to organize your sources. Making use of documentation sheets is also helpful, as is paying special attention when your instructor talks about integrating quotations into your paper.

- Did you know that the word “plagiarism” comes from the Latin “plagiarus,” meaning kidnapper?

What are some of the consequences of plagiarism? (Or some important points to keep in mind when you’re tempted.)

Your writing instructors, despite appearances to the contrary, are a fairly “with-it” kind of bunch. They surf the net; they know how to download MP3 files with ease; they know that when students plagiarize these days, it’s most likely to be from the World Wide Web. Inserting a phrase or sentence into a search engine such as Google has helped more than one instructor catch a kidnapper. (And, no, we don’t mean a sentence like, “In today’s society, guns is a big problem.” We’re talking about something that contrasts sharply in tone from your other writing. If you’ve been a “guns is a big problem” kind of writer and all of a sudden your teacher receives a paper that begins with “The current proliferation of arms has generated increasing concern among politicians, educators, and the general populace” AND you haven’t handed in a previous draft, a red flag might be raised.)

Plagiarism is like any other illegal or unethical practice. The more you do it (a sentence here, a phrase there), the more likely you are to do it again, the more likely you are to get caught. It’s like steroid use among Olympic athletes. The drug inspectors may not come around today, but who’s to say they won’t show up on the day of the big race. Think of how you’ll feel when you’re stripped of that gold medal.
To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (.rtf) labeled lastname.rtf (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the “Instructor’s Assessment” section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.
### 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 interrelated.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Has clearly stated purpose or main idea/thesis quite thoughtful 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; 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>
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<tr>
<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>
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<tr>
<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>
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<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>
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<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>
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<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>
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