

Spring 1-15-2005

ENG 1002G-060: Composition and Literature

Tim Engles
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2005



Part of the [English Language and Literature Commons](#)

Recommended Citation

Engles, Tim, "ENG 1002G-060: Composition and Literature" (2005). *Spring 2005*. 51.
http://thekeep.eiu.edu/english_syllabi_spring2005/51

This Article is brought to you for free and open access by the 2005 at The Keep. It has been accepted for inclusion in Spring 2005 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 1002 : Spring 2005

(3130/3120 Coleman Hall, Tues/Thurs 5 – 6:15 p.m.)

Instructor: Tim Engles

Phone: 581.6316 (it's often easier to reach me by e-mail: cftde@eiu.edu)

Office hours (Coleman 3831): TR, 3:30 – 4:30 and by appointment

Assistant Instructor: Gregg Delgadillo

Course listserv: 1002s05@eiu.edu

Required Texts:

- *Exploring Literature* (second edition)
- *Writing about Literature* (sixth edition)
- *The Blair Handbook* (fourth edition)
- *Webster's New World Edition Dictionary*

Course Policies and Procedures

(read the following carefully; these words constitute our contract, and I will request your written agreement to them)

Goals (or, Why Are We Here?): Because this is a composition course, we will focus on sharpening your writing and editorial skills. In this regard, our course has two main purposes—to continue the enhancement of your writing skills as developed in high school and English 1001, and to continue bringing your writing up to the university level. We will emphasize writing, reading, analysis, and cultural understanding: these abilities form the core of a college education, and an emphasis on them constitutes a primary difference between college and vocational school. This course also serves as an introduction to the study of literature at the college level, so we will of course spend a lot of time reading, discussing, and writing about literature.

More specifically, active participation in this course will help you:

- continue to develop your **writing skills** (including expository, persuasive, and creative writing). You will improve your ability to write clear, concise, and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these problems vary from writer to writer). We will also spend time talking about why a grammatically correct, clear, efficient style is so important to your success in college and in professional life.
- develop your **analytical abilities** by reading, thinking about, and writing about poetry and fiction.
- develop your **understanding and appreciation of literature**, in order to help you go on to read and enjoy intellectually and culturally enriching creative writing throughout your life.

- develop your **collaborative learning skills**. You will improve your ability to work with others on improving your writing, and theirs. As in most professional settings, much of your success in this course will depend on the processes of producing multiple drafts and working with peers to improve the final product. You will practice forming honest, thorough, and constructive critiques of your own writing as well as that of your peers, and make use of what you have learned from your own self-critique and that of others.

Grades and Major Assignments: Your final grade will be determined as follows:

Paper One: 10%
Paper Two: 15%
Poetry Project: 15%
Paper Three: 20%
Revised Paper: 10%
Peer Reviews: 15%
Participation, quizzes,
daily writings, attendance: 15%

Missed quizzes and late papers: We will have unannounced quizzes on course reading material at the beginning of many of our sessions. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced and they cannot be made up (even if you come to class late). Again, these quizzes are one way to award those who attend class regularly and on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz grade when calculating your grades.

Essays will be sent to Dr. Engles as e-mail attachments formatted in Word or Rich Text Format (more on how to do this soon). The essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late (including those sent late on the due date—the first fifteen-points-off day begins thirty minutes after the essay's deadline, as listed on the Daily Schedule below). If you want to send an essay before it is due, you may do so. Also, you will have individual conferences with Dr. Engles on your writing; it will be okay to call him (581-6316) if you must reschedule a scheduled conference, but if you miss one without doing so, the penalty will be ten points off the current essay assignment.

Regarding Writing: This is primarily a writing class, but you will do most of your writing outside of class. After an initial writing workshop, I will lecture on certain writing skills only as the need arises; otherwise, most of these skills will be addressed in your written assignments and in your essays, which I will respond to with extensive written commentary and suggestions for improvement. If anyone feels the need for additional discussion during class time of any particular writing skill, let me know before class. Writing, then, is more your responsibility in this class than it was in ENG 1001, where

you learned (or relearned) enough of the basics so that we won't have to spend much time on them here. One of your most important tools for improvement will be the marginal comments and corrections I make on your writing; if you wish to see your writing improve and your grade go up as the quarter progresses, you will have to pay close attention to these written comments as you write subsequent essays.

Also, note that we will be using Word in this class (not Works or WordPerfect) for writing papers. If you have your own computer and it doesn't have Word, that's okay—you can convert your essays to rtf (Rich Text Format) and send them that way instead. We have new computers in our lab that are still being set up, and you should be able to access a web site that will open Word for you on the Internet (both in the lab and anywhere else that you can access the Internet). There will be no need for any type of computer discs in this class; you will be saving your papers instead in a folder on our classroom files, as well as sending them to yourself, your classmates, and Dr. Engles as e-mail attachments. I also recommend sending backup files of drafts and final papers to yourself as attachments. Generally, keep in mind that the more copies of an essay that you have saved in various places, the less likely you are to lose it; on the other hand, keep track of these copies, so that you know which are the most current versions.

Something else to keep in mind for later in the semester: This university requires that each student build an "Electronic Writing Portfolio," which will include samples of the student's writing over the course of his or her university experience. Students will be responsible for electronically adding essays to their portfolios, with their instructors' assistance. Incoming freshman will be required to submit four essays to their portfolios, one per year over the course of their degree program. The essay you submit for the first segment may or may not be an essay written for this course—it could be one from English 1001. If you decide to submit an essay for this course, you can find further information about how to do so at the online PAWS registration site. Finally, you are welcome to ask Dr. Engles if you have any further questions about this portfolio.

Regarding Reading: Since one skill you will be developing in this class is the art of textual analysis, you must give the readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes as you read, then decide for yourself, before coming to class, what each author is trying to describe and bring to light. Also, again, to ensure that your final grade reflects your reading effort (and your attendance), I will occasionally give "pop" quizzes at the beginning of class on required readings. These quizzes will not be announced beforehand and they cannot be made up.

Office Hours and Conferences: I will be in my office and available to consult with you at the hours I've specified on the front of the syllabus. You do not need to make an appointment if you wish to come to talk with me during office hours. If my office hours are inconvenient for you, I am also available by appointment: let me know that you want to make an appointment, and we'll agree on a time that is convenient for both of us. Again, e-mail is often a better way to get in touch with me, especially for quick questions: cftde@eiu.edu

Saving Your Files: You will need to revise and/or correct much of the work you do over the course of the semester. When we first work together in the lab, I will instruct you to save your work both on the computer network and as an e-mail attachment. It's very important that you have secure versions of your writing; when you send yourself a copy of your essay as an attachment, for instance, wait before leaving your computer to see that it actually arrives in your inbox. Otherwise, you could end up wasting your time retyping (or rewriting) assignments that you've lost. Given problems with the new networks on campus, there may be times when you will not be able to access one or the other copy of your essay. If you have a personal computer, you should also save essays drafts there. "The computer ate it" or "The network wasn't working" are not acceptable excuses for failing to turn in an assignment by its deadline. Backing up files in multiple locations is the only way to be sure you won't lose a file. Finally, again, to avoid confusing yourself, get in the habit of overwriting old versions of an essay when you can, and of keeping track of which version of an essay is most recent.

Academic Honesty: I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. If I discover an act of plagiarism (or any other academic misconduct), all of the appropriate penalties will be applied. Why? Because I believe that universities should not harbor or condone dishonesty; because plagiarists are not learning anything and therefore are subverting the purpose of taking the class; because it is not fair to other students to allow plagiarists to earn passing grades; and because academic dishonesty is an affront to my own commitment to higher education. Also, any students in this "skills course" who don't do their own work are cheating their own futures—the main point here, after all, is to enable you to perform better in your professional future by writing more elegantly and professionally.

It is your responsibility to familiarize yourself with 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 course, and to report the incident to the Judicial Affairs Office." In a class like this one, which involves the Internet, it is tempting to use the writings of others in inappropriate ways; if you have any questions about whether you are drawing on the writings of others correctly, don't hesitate to ask me about it.

Again, keep in mind that this is a "skills course." That is, you are here to develop a skill that will help you perform better in your future college courses, and then in your career. With the advent of the Internet, using the writing of others, either in whole or in part, has become increasingly easy and, to some students, tempting. However, it's also easier than ever for an instructor to catch students doing so. Finally, if you ever wonder whether what you've written borrows too heavily from another writer, just ask me to look at your work—students who didn't think they were plagiarizing have been accused of it.

E-Mail Activity: Enrollment in this class requires an “EIU” e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. You will use this account for in-class writing and peer review of your classmates’ writing, and I will subscribe you to our class listserv (also known as a “discussion list”) with your EIU e-dress. So, even if you’ve been using another e-mail service, you must use your EIU account for this course. You can use this account on the Internet, at www.eiu.edu/mymail. E-mail is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. Again, using an e-mail account frequently is crucial for this course—if you do not send me an e-mail message at cftde@eiu.edu by 5 p.m. on Friday, January 14, I will assume that you have chosen against fully participating in the course, and I will therefore drop you. See the Daily Schedule below for what to write in this introductory, contract-signing e-mail message (the “contract” that you’ll be signing is what you’re reading, these “Course Policies and Procedures”).

Regarding the Writing Center: Tutoring services at the English Department’s Writing Center are free, and students may drop in any time or schedule appointments during the Center’s working hours. If you have problems with grammar, punctuation, spelling, or other parts of the writing process, I strongly recommend that you make use of this free and valuable service. Let me know if you have any questions about it.

Classroom Environment: In class, I expect all of you to participate in discussions (class participation will be figured into your final grade), and to attend regularly. The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail—chances are that other people will have the same question. I do not plan to lecture in this class; I want us to contribute together to a positive, challenging, interesting learning environment. Finally, you must also be willing to give and receive constructive, insightful, frank criticism during written peer critiques! I’m sure that all of you will work very hard on your writing projects, but try not to let criticism of your work hurt your feelings, and don’t hold back from offering helpful advice because you think it might hurt someone else’s feelings. Also, a couple of smaller matters: please do not chew gum or eat food during class, activities that are too distracting to others—drinking beverages is okay. Finally, no caps, please, but if you want to wear one, turn it backwards so I can see your eyes.

For students with disabilities: If you have a disability and wish to receive academic accommodations, let me know; also, if you haven’t contacted the Coordinator of Disability Services (581-6583), do so as soon as possible.

Attendance Policy: I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “daily schedule.” **More than three missed classes will lower your class participation grade (which is 15% of your final grade) to an F.** Missing class frequently will also harm your grade on the reading quizzes. **Regarding tardiness:** this is a small class, so late arrivals are

disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive for this class on time because of other commitments, drop it and take another section.** Finally, remember that you are responsible for all assignments, whether you attend class or not. Get the telephone number of one or two other students in class so you can find out about any missed assignments before you come to class, or write an e-mail message to me asking about what you missed.

ENGLISH 1002: DAILY SCHEDULE

This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day's reading assignment may be marked absent.

Discussion Room (CH 3130)

T JAN 11 Introduction to the course, and to each other; discussion of "Course Policies and Procedures"

R JAN 13 Introductions to each other; discussion of reading and readers of fiction

- Getting to know (or reacquainting yourself with) your "writing handbook": bring your copy of *The Blair Handbook* to class
- also bring a typed, one-page explanation (on paper) of why you will probably find two particular sections or chapters of this book useful this semester for improving your writing
- discussion of Essay One Guidelines: "Why People Read Fiction"

F JAN 14 By 5 p.m., carefully read the policies and procedures for this course, and then send a message to Dr. Engles (cftde@eiu.edu) from your EIU e-mail account. In your message, (1) explain which course you are in (English 1002); (2) describe yourself in whatever ways you choose, including your career aspirations; (3) write a statement to the effect that you have read and agree with the course policies and procedures (also, if you disagree with any of them, describe those); and (4) be sure that, as with all e-mail messages, you "sign" it by adding your name at the end.

Computer Lab (CH 3120)

T JAN 18 Technology Workshop: Working with Attachments and Saving Documents in the Lab

- by the beginning of today's class, type a two-paragraph response to the following question, and send it to yourself as an e-mail attachment (no need to print it out): "What are your particular strengths as a writer? Also, what particular problems do you think you still have with your writing? Be as specific as you can."
- discuss handout: Short Story Reading Proposal
- in-class review of the main qualities of a good essay

R JAN 20 Open Writing Workshop—work on your essay in class

- before class, be SURE to send yourself as an attachment (in Word or, if you don't use Word on your own computer, Rich Text Format [RTF]) a rough draft of your first essay so that you can work on it in class; also, check to see before closing your e-mail that you actually received your own message, and that the attachment works

Discussion Room (CH 3130)

T JAN 25 Short Story Selections: Discussion and Vote

- **Short Story Reading Proposal due today** (see handout from last Tuesday's class for details)
- Also read carefully before class in *Exploring Literature*: John Cheever, "Reunion," 232-33

R JAN 27 *Exploring Literature* readings: TBA

Computer Lab (CH 3120)

T FEB 1 Peer Review Workshop

- before class, read BLAIR, "Paragraphs," 332-42
- Peer Review of your partner's Essay One must be sent to your partner AND to Dr. Engles by the end of class (penalty for not doing so: 10 points off your own paper's final grade)

R FEB 3 *Exploring Literature* readings: TBA

F FEB 4 **Essay One must be sent to Dr. Engles by 7 p.m. tonight**

Discussion Room (CH 3130)

T FEB 8 Discussion of Paper Two Guidelines: "Writing about and in Connection to Fiction"

R FEB 10 Open Writing Workshop—work on your essay in class

- before class, be SURE to send yourself as an attachment (in Word or, if you don't use Word on your own computer, Rich Text Format [RTF]) a rough draft of your first essay so that you can work on it in class; also, check to see before closing your e-mail that you actually received your own message, and that the attachment works

To be continued soon