

Fall 8-15-2010

ENG 1001G-047: Composition and Language

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10016-047

English 1001: Fall 2010

Composition and Language: Cultural Studies, Cultural Geography, and Spatial Analysis

Instructor: John Klyczek

Office Hours (Coleman Hall 2110): M and F—9:30 a.m.-11:00 a.m.; W—9:30 a.m.-10:30 a.m.;
and by appointment

Email: jaklyczek@eiu.edu

Phone: (217)581-3530—This is a university landline which is restricted to making local calls to
Charleston only; hence, I will not be able to return your call unless you have a local
phone number. Please do not call after 9:00 p.m.

Required Texts:

The Contemporary Reader 9th Ed.

The Little, Brown Handbook 11th Ed.

Writing: A Guide for College and Beyond 2nd Ed.

Other readings TBA and posted on e-reserves

Course Description/Objectives:

The primary objective of this course is to induct you into the standards of college-level academic writing. In particular, you will learn how to construct a thesis statement; how to prove a thesis statement with supporting evidence; how to sufficiently develop supporting evidence; how to unify paragraphs and organize them logically; how to smoothly transition from paragraph to paragraph and sentence to sentence; and how to edit and proofread by identifying and addressing recurring grammatical, mechanical, and syntactical problems specific to your own writing (these vary from writer to writer). If you work hard to develop your writing skills in this class, you will do much better in MANY of your future classes and in your future career.

A second objective of this course is for you to improve your analytical abilities. Throughout the semester, you will be asked to analyze the ways in which public and private spaces are structured to influence the ways in which people act and interact in them. You will also be asked to analyze the ways in which advertisements, documentaries, songs, and literature can differ in their representations of particular places and how those representations influence how people view those places.

A third objective of this course is to induct you into college-level research methods. Regardless of whatever major you choose to go into, you will be required to conduct some form of research in the majority of all the courses you enroll in during your higher education. And although research methods and/or required citation systems usually change from one discipline to the next, learning what constitutes reputable sources, how and when to properly quote and/or paraphrase such sources, and how to locate them by navigating through Booth Library's databases will all serve you well in whatever research you will conduct throughout your higher education.

Grading: Your final grade will be determined as follows:

Participation/Quizzes/Peer Reviews/Workshops: 10%

Journal Entries: 15%

Journal Revisions: 15%

Spatial Analysis Essay: 20%

Spatial Representation Analysis Essay: 20%

Research Essay: 20%

—**Participation:** Mere attendance does not constitute participation. If sitting in a garage does not make you a car, then just sitting in class does not make you a student. Participation means actively engaging in discussion: regularly contributing pertinent comments and, perhaps more importantly, asking questions. In order to do so, you will need to come to class prepared, having completed the reading assignment for the day.

—**Quizzes:** As of now, there will not be any reading quizzes; however, if I find that you and your peers have not been completing the assigned readings, I will institute regular pop quizzes that will be factored into your participation grade.

—**Peer Reviews:** During the course of the semester, you will review three of your classmates' essays: one review for each of the three formal essays. For each review, you will be given a handout containing questions asking you to offer the author suggestions as to how he or she might improve specific aspects of his or her essay. Your grade for each review will be based on how well you answer these questions.

—**Workshops:** Various workshops and other in-class activities and exercises regarding specific elements of the writing process are scheduled throughout the course of the semester. Your grade for such workshops, activities, and exercises will be determined by how well you perform on the editions, worksheets, and/or writing prompts that make up those workshops/activities/exercises.

—**Journals/Journal Revisions:** Almost everyday, you will be assigned a short, informal journal response to a specific prompt. An undisclosed number of these journal entries will be collected randomly throughout the semester. Thus, you will not know when I will collect them, so you will need to keep up on them as if each one was to be turned in on the date it is due. **Each journal entry is to be typed. If you forget to bring a hardcopy on any due date, that journal entry will be considered late (see late policy).** Your journal entries will be evaluated informally and will receive grades of “check,” “check-plus,” or “check-minus” based on the development, support, and logic of your argument(s) and, to a lesser extent, the focus and organization of your ideas rather than grammatical, mechanical, and syntactical accuracy. We will discuss grading and revisions in greater detail at a later date, at which point a handout will be provided.

—**Essays:** During the course of the semester, you will write three longer, formal essays. Unlike your journal entries, your essays will be graded holistically, held to all of the aforementioned standards of college-level academic writing: thesis statement clarity; support; development; paragraph unity and organization; smooth transitioning; grammatical, syntactical, and mechanical accuracy. You may revise one of the first two essays. Your revision will be due by the date and time we are scheduled to have our final exam; your revision will constitute your

final exam. The grade you receive on your revision will replace the grade you originally received on that particular essay.

Attendance:

The vast majority of our class sessions will heavily involve discussion, both as a whole class as well as in small groups. As such, your attendance *and participation* are integral not only to your own, but also to your peers' understanding of the days' lessons. For these reasons, **you will be allowed three unexcused absences. For each absence you incur after your third, your grade will drop a full letter: 10%. Every three times you are late to class will incur one unexcused absence.** *Excused absences are those accompanied by appropriate legal, medical, or University documentation. While students cannot be penalized for excused absences, they are responsible for the work covered during them.*

Late Work:

Late journal entries will not be accepted. In the event that you are absent, it will be your responsibility to email me any journal assignment due on the day of your absence.

Likewise, it will also be your responsibility to contact me or one of your classmates to find out about any assignments issued on any days you are absent.

Late essays will be penalized fifteen points each day they are late and will not be accepted after two days. Essays are considered late as of one hour after the class period on which they are due; hence, an assignment due by 9:00 a.m. on Friday will not be accepted as of 10:00 a.m. on Sunday and **you will receive a zero (0%).** If you need an extension on an essay, you will need to discuss your reasons with me *before the deadline*; the further in advance of the deadline you bring your case to my attention, the more likely you will be granted an extension.

Nevertheless, keep in mind that *I reserve the right to deny you an extension for any reason*, and I will grade essays granted an extension according to a much more rigorous standard than those turned in on time as you will have had more time to devote to the essay.

Plagiarism/Academic Honesty

Plagiarism means word-for-word unacknowledged copying of another writer's work *or* unacknowledged paraphrasing of another writer's ideas. As already stated above, the objective of this course is for you to improve your abilities to write, research, and think critically. If you do not do your own work, you will not improve those abilities. Hence, you will only be cheating yourself as you will not develop the skills necessary to perform not only the many writing-related academic tasks you will be faced with throughout the rest of your university education, but also the professional duties your future career will require involving writing. **If I discover that you have plagiarized an assignment you will at the very minimum receive a grade of "F" on the assignment, but may also fail the course, be placed on academic probation, or even be expelled from the university.** *Thus, 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.” If you are at all unsure about whether or not you are drawing upon the writings of others inappropriately, do not hesitate to ask me about it.

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. My office is located on the second floor of Coleman Hall (Rm 2110). You do not need to make an appointment if you wish to talk with me during my office hours. If those hours are inconvenient for you, I am also available by appointment; let me know either before or after class or by email if you want to make an appointment and we can negotiate a time that is convenient for both of us. Also, during the course of the semester, **you will have three individual conferences with me in my office, one regarding each of your three formal essays.** During each conference, we will discuss strategies for improving the essay you will have been working on. We will also discuss your growth as a writer generally as well as your standing in the course in terms of your potential final grade. **You are required to attend these conferences. For each conference you miss, you will not only incur an absence, but also five percent (5%) will be deducted from your final grade.** If you cannot make it to the conference time you yourself will have scheduled, *you MUST notify me AND RESCHEDULE another appointment AT LEAST 24 HOURS in advance; you will also need to provide me with appropriate legal, medical, or University documentation. If you fail to so, you will incur an absence and a five percent (5%) deduction from your final grade.*

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), you should do so as soon as possible.

The Writing Center:

The English Department’s Writing Center services are free, available by walk-in—when not booked—or by appointment during the Center’s working hours (*9:00 a.m.—3:00 p.m. and 6:00 p.m.—9:00 p.m. Monday through Thursday and 9:00 a.m.—12:00 p.m. on Fridays*). The Writing Center’s services are not just for “bad writers” only. Many of the writing consultants working there have used the Center’s services themselves. Sessions are 45 minutes long. Consultants will not proofread your papers; instead, they will work with you on one or more of the following, depending on the needs of your paper:

- Understanding and following the assignment
- Moving past writer’s block
- Brainstorming topics and ideas
- Developing focus and thesis statements
- Revising for stronger content and adapting to audience

- Organizing ideas and support
- Developing evidence, examples, and supporting details
- Implementing strategies for strong paragraphing
- Improving cohesion through transitions and organization
- Revising for sentence-level clarity, precision, and emphasis
- Combining and varying sentence types for flow and sophistication
- Effectively and ethically integrating source materials through paraphrase and quotation
- Accurately using citation systems

Daily Schedule

This schedule may change at any time at my discretion. Any changes will be announced in advance, accompanied by a new, revised daily schedule. Unless I have distributed such a new schedule, reading and writing assignments are to be completed by the dates they appear on the syllabus. Moreover, all policies enumerated herein are also subject to change at my discretion. Any such changes will likewise be announced in advance, accompanied by a new, revised syllabus.

Week 1:

T—Greetings and Introduction to Course; Discussion of Syllabus; Diagnostic discussion of the Writing Process; Assign Journal Prompt #1

TH—Introduction to Spatial Analysis Essay; Modeling: Analysis of classroom; Distribute Spatial Analysis Guidelines handout; Assign Chapter 11 (p. 166-187) of *Writing: A Guide for College and Beyond*; Distribute excerpt from Don Mitchell's *Cultural Geography*; Assign Journal Prompt #2

Week 2:

T—*The Little, Brown Reader*: Chapter 11; Mitchell excerpt

TH— Field trip to Booth Library; **Journal #3 Due**

Week 3:

T—Workshop; *The Little, Brown Reader*: Chapter 10

TH—Sign up for conferences; *The Little, Brown Reader*: Chapter 4; **Journal #4 Due**

Week 4:

T—In-class writing: work on draft of Spatial Analysis Essay

TH—Peer review session

Week 5:

T—No Class: Conferences

TH—No Class: Conferences

F—SPATIAL ANALYSIS ESSAY DUE

Week 6:

T—In-class writing: Reflection on writing the Spatial Analysis Essay; Introduction to

Spatial Representation Analysis Essay

TH—Jamaica Kincaid; Norton excerpt; *The Little, Brown Reader*: Chapter 39; **Journal #5 Due**

Week 7:

T—*Life and Debt*; **Journal #6 Due**

TH—*Life and Debt*; *The Little, Brown Reader*: Chapter 26; **Journal #7 Due**

Week 8:

T—Edward Said, *Orientalism*; *The Little, Brown Reader*: Chapter 28; **Journal #8 Due**

TH—Workshop on comma usage; Sign up for conferences; **Journal #9 Due**

Week 9:

T—In-class writing: work on draft of Spatial Representation Analysis Essay;

TH—Peer review session

Week 10:

T—No Class: Conferences

TH—No Class: Conferences

F—SPATIAL REPRESENTATION ANALYSIS ESSAY DUE