

Fall 8-15-2002

# ENG 1001G-031: Composition and Language

Donelle Ruwe  
*Eastern Illinois University*

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**Composition and Language**  
ENGL 1001 G-31 (Coleman Hall 12:00-12:50)

Dr. Donelle R. Ruwe  
Fall 2002  
M/W/F from 1:00-1:50

Office: CH 3851  
Office Phone: 6299  
Office Hours: 9:00-10:00 M/W/F  
11:00 W; Or by appointment

**Course Description:**

A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Students will become accustomed to a variety of research strategies, and essays will show evidence of growing facility with language.

**Writing Intensive Course:**

Students must submit documents from this course to their Electronic Writing Portfolio (2002-03 Undergraduate Catalog, pg. 65). The assessment website is [www.eiu.edu/~assess](http://www.eiu.edu/~assess).

**Tangible Course Outcomes:**

By the end of the course, students will be able to do the following:

- Use precise, economical, vivid diction suitable to academic writing
- Practice expressive and personal writing
- Prepare entertaining presentations
- Complete essays of more than five paragraphs
- Demonstrate increasing sophistication in language use and argumentative structures

**Requirements:** Students will complete challenging academic writing assignments. Students will read additional book selections independently and prepare written reports/projects.

**Required Texts:**

Fulwiler and Hayakawa, The Blair Handbook, 3rd Ed (With Webster's New World Dictionary)  
Dunbar-Odom, Working With Ideas  
Colombo, Cullen and Lisle, Rereading America  
Miscellaneous Handouts and Additional Readings

**Attendance Policy and Student Responsibilities:** Students are to complete all assignments on time, be present for classes, and participate in class discussions. For missed classes, students should consult with classmates about what occurred, borrow class notes, and ask me for copies of any handouts. **Excessive, unexcused absences defined as 3 missed classes will result in a student's grade being dropped one level (a 4.0 would become a 3.5, for example). Over 5 unexcused class hours results in a failing final grade. Habitual lateness (tardies) will be counted as an absence.** It is the student's responsibility to provide appropriate documentation to prove any justifiable absences (death in the family, illness). However, please remember that even if a student can document appropriate reasons for missing numerous classes, at some point the student will have missed too many classes to receive a passing grade.

**Papers:** Papers must be computer generated: double spaced, a standard 1-inch margin, a heading on the

top left corner of the essay's first page. The heading should say your name, the name of the assignment, and the date. Do not attempt to tinker with the font size or margins in order to fool the instructor into thinking that your paper is the appropriate length. Such trickery will result in a lowered grade.

**Grading Policy:** I grade on a point system: each assignment is worth a certain number of points (essays and projects are typically worth 50 to 100 points, quizzes and brief homework assignments are typically worth 10 to 20 points. At the end of the semester, I add your total accumulated points and divide this number by the total number of points possible to figure out your percentage grade. These percentages correspond to number grades as follows:

90-100%	A
80-89%	B
70-79%	C
69%-0	N/C

**Rewrite Policy:** I accept no rewrites or late papers unless a student is absent because of a valid emergency. If you plan to be absent for a school event, for example, turn in any required assignments ahead of time.

**Extra Credit:** For up to 30 points in extra credit (10 pts. per event), students may attend cultural events on campus. These include plays and concerts and literary readings. Students will submit (within 5 days of the event) a 2-page typed narrative describing the event and the students's response to the events. Use superior grammar and writing skills or you will earn no extra credit points!

**Course Accommodations for Students with Disabilities:** If you need certain accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**Plagiarism and Academic Dishonesty:** Cheating in any form results in either a) a zero grade for the assignment with no chance for make-up or b) most likely a failing grade for the course. Typical forms of cheating include (but are not limited to): copying someone else's work; copying work from the internet or other print sources; pretending to be sick in order to avoid a deadline; paraphrasing someone else's work; paraphrasing work from the internet or other print sources without acknowledgement; failing to identify the source of ideas and materials; having another person do your work; resubmitting a paper of your own that was written for another course or purpose. **Refer to page 41 of the Pantherpack, "Student Conduct Code," for complete descriptions of the principles of academic integrity.**

Learning how to write effectively is an essential life skill. This may be your last chance to have a trained writing professional carefully and conscientiously work with you on your writing. Don't screw it up. Learn how to write.

**Disclosure:** I reserve the right to alter the syllabus to meet the needs of the class. Remember, that the syllabus is itself a work of fiction. It hangs together and seems to make sense, just like a story or a novel, but stories and novels (and syllabi) are always revised.

**Class Reading and Writing Schedule:**

August 26-30

Class Introduction

Creating an education history

Read: Mike Rose, "I Just Wanna Be Average" (p 162, ReReading America)

Mike Rose, "Entering the Conversation" (161, Working With Ideas)

Sept. 4, 6 (Sept. 2 is Labor Day)

**Essay #1: Thinking Critically About Teachers**

Workshop

Sept. 9, 11, 13

Creating Guidelines for Class Discussion

"from 'Social Class and the Hidden Curriculum of Work'" (174, RRA)

"Confronting Class in the Classroom" (256, WWI)

"The Idea of a University" (107, WWI)

"The Seven-Lesson School Teacher" (152 RRA)

Sept. 16, 18, 20

Gender in the Classroom: Practicing Alternative Modes of Speech

"The Roots of Debate" (233, RRA)

Deborah Tannen: "How Male and Female Students Use Language Differently" (519, WWI)

Peter Lyman, "The Fraternal Bond as a Joking Relationship" (525 WWI)

Jeffrey Berman, "The Hunger Artists" (489, WWI)

Sept. 23, 25, 27

**Essay #2: Language and Gender**

Workshop

Sept. 30, Oct 2, 4

"Two Ways a Woman Can Get Hurt" (444 RRA)

"Advertising and the Construction of Violent. . ." (466 RRA)

"The Evolution of G.I. Joe" (476, RRA)

Oct. 7, 9, 11

**Project #3: Group Analysis of Popular Culture Artifact: Film or T.V.**

Workshop

Oct. 14, 16 (Oct. 18 is Fall Break)

Group Analysis Essay Due

Thinking About Change:

"Chris Chrisman Goes to State" (316, WWI)

"Stressors on College Campus" (WWI 351)

"The Achievement of Desire" (194 RRA)

Oct. 21, 23, 25

Reading Critical Essays:  
"Where are You Going? Where Have You Been?"  
Secondary Sources  
**Essay #4: Precis Critique**

Oct. 28, 30, Nov. 1  
Independent Reading Groups: Clusters from WWI  
Simple Comparison-Contrast Papers

Nov. 4, 6, 8  
**Essay #5: Comparison-Contrast Paper Due**  
Writing Conferences  
Revision Workshop

Nov. 11, 13, 15 **Deadline to submit an Essay to the Electronic Portfolio**  
Creating Bibliographies

Nov. 18, 20, 22  
Library Research

**Nov. 25-30 Thanksgiving Break**

Dec. 2, 4, 6  
**Essay #6: Expanded, Researched Comparison-Contrast Paper**  
Preparing Oral Reports

Dec. 9, 11, 13 (Dec. 13 is Last Class Day)  
**PRESENTATIONS**