

Summer 6-15-2003

ENG 1002-011: Composition and Literature

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Recommended Citation

Murray, Robin L., "ENG 1002-011: Composition and Literature" (2003). *Summer 2003*. 2.
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Summer 2003 English 1002G Composition and Literature

Instructor: Dr. Robin L. Murray Office Hrs: M-W 9:30-10:30
 Class time and place: M-F 10:30-12:30 in CH 3120
 Office Phone: 581-6985 Home phone: 345-7983 (before 10pm)
 Email: cfrlm@eiu.edu and cfrlmgoodgirl@hotmail.com

Required Texts:

Thinking and Writing About Literature
Writing Essays about Literature: A Guide and Style Sheet
New American Webster College Dictionary
Online!
A Writer's Reference, Fifth Edition

Attendance Policy:

I will be here; you be here, too. Any more than three absences will affect your grade. Perfect attendance will earn bonus points. Classroom participation is an essential part of your grade, so I urge you to make regular attendance a high priority.

Speaking of Participation,

We learn together by interacting with real dialogue. Often I will start discussions with general questions to make sure the assigned reading was generally understood. But I expect those discussions to take on lives of their own. In other words, classroom discussion does not mean telling me what you think I want to hear or merely responding to my questions. Bring your prejudices, beliefs, complaints, and enthusiasm to these readings. I hope to learn from you, as well. You all will learn from each other.

Grades:

I hate giving grades, but it's an institutional policy I can't get around. Grades focus on end-products; this course is a course in the writing *process*. The following grade breakdown is designed to emphasize the importance of discussion, writing improvement, revision, etc. (all elements of the writing process), as well as the polished essays (end-products).

In class writing/ attendance/participation:	20%
All work towards paper 1	20%
All work towards paper 2	20%
All work towards paper 3	20%
Final Exam:	20%

Objectives:

English 1002, a course in researched writing and writing about literature, is required of every student at the university because it cultivates skills and qualities of mind essential for serious study in any course. You will receive instruction and practice in analyzing a subject, generating ideas, clarifying your purpose, identifying audience expectations, composing, revising, and editing. You will also come to understand the writing process and what constitutes good writing. You will grow as a writer and critical thinker and, I hope, develop in you the self-confidence and interest in writing that will lead you to think of yourself *as* a writer.

Assignments:

In addition to impromptu pieces, you will write at least three polished essays, which build on less formal writing assignments. A graduate student whom I am mentoring and I will read, evaluate, and promptly return some of the brief writings and all polished assignments. Ample comments will suggest your strengths and weaknesses. These comments will be more useful to you than the grade, so read them carefully and consider the advice.

Grades:

Grades on papers and at the end of the course express my judgment about a variety of matters:

B and A work shows initiative, skill, and intelligence. Its features are an insightful purpose, effective organization, concrete and well-reasoned development, fluent sentences, and suitable and distinctive diction. A work distinguishes itself from B work because of the sense of voice it reflects.

C writing is adequate and competent. Its purpose is clear. Its development is reasonably appropriate and concrete. It is free of serious and frequent error.

Characteristic weaknesses of writing below the C level result from lack of control over both subject and the conventions of written language. These weaknesses include an unfocused sense of purpose; inadequate development; wordy, awkward, unclear sentences; errors in usage, grammar and spelling.

We will also review the English department's more detailed explanation of grading papers.

Please see the rubric on the back of the Electronic Writing Portfolio Submission form model I will provide for you today as a guide to competent writing.

Requirements:

In order to receive a passing grade, you must complete and submit all assignments. You need to attend class regularly, be prepared to participate in activities, and be at scheduled conferences. Poor attendance, tardiness, late papers, or missed conferences will prompt me to reduce a grade.

Assistance:

To assure your success and to benefit fully from this course, take responsibility for improving your own writing. Seek personal assistance and direction from me during office hours.

The Writing Center (3110 (301) Coleman Hall) offers determined students opportunities to develop their writing skills. It offers free one-on-one tutorial service to any student at the university. Please call them for an appointment at 581-5929 or just walk-in at 301 Coleman Hall. Graduate students with English degrees are eager to help you at any point in the writing process.

Electronic Writing Portfolio:

Please note that you must submit an essay either from English 1001 or English 1002 that I consider at least minimally competent according to the rubric on the enclosed hand-out. The actual submission process will be online this semester but will follow the same procedure noted on the enclosed form. This submission to your portfolio is your way to demonstrate your writing competency. You will submit one essay each of your years here at EIU. I will accept submissions up until Thanksgiving break. Please see me with any exceptions. I will provide you with more information about this replacement for the Writing Competency Exam this week and at Midterm.

Formatting:

Always keep a personal copy of any polished paper you submit to me. Save it on disk in rich-text format, as well, so it could easily be submitted to the EWP. Secure all sheets together. Put your name and the page number in the top right corner of each sheet but the first. On the first page put a title and the following:

Your name
Assignment Number
English 1001, Section 34
My Name
Date

Please document consistently in either MLA or APA format.

Plagiarism Statement:

“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 the guilty student an appropriate penalty, up to and including immediate assignment of “F” for the course.”

ADA Compliance Policy:

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.

**Summer 2003 Tentative Course Calendar/Subject to Change
English 1002, Composition and Literature**

June

16 (M) Course Introduction—Literature, Writing, and the American Dream. Read Introduction and chapter I *Thinking and Writing About Literature* for Tuesday.

17 (T) Poetry and the American Dream (Handout)—Pre-Writing with peers—Complete poetry reading for Wednesday.

18 (W) Poetry and the American Dream (Handout)—Group Presentations. Read Chapter II, *Thinking and Writing About Literature* for Thursday.

19 (R) Poetry and the American Dream (Handout)—Drafting Essay I

20 (F)—No Class, Work on Paper I

23 (M) **Paper I Draft Due** for Peer Review and Conferences

24 (T) **Paper I Final Draft Due**—Introduce Paper II—Gender and the American Dream—*Trifles* Complete *Trifles* for Wednesday.

25 (W) *Trifles*. Read “A Jury of Her Peers” and pp. 282-286 and 506-510, *Thinking and Writing about Literature* for Thursday.

26 (R) “A Jury of Her Peers” (Read for today)

27 (F)—No Class, Work on Paper II

30 (M) **Paper II Draft Due** for Peer Review and Conferences

July

1 (T) **Paper II Final Draft Due**—Introduce Paper III. Read Chapter 3 for Wednesday

2 (W)—Film. Read Chapter 4 for Thursday.

3 (R)—Film

4 (F)—No Class. Work on Paper III

7 (M) **Paper III Draft Due** for Peer Review and Conferences

8 (T) **Paper II Final Draft Due**—Personal Narratives and the American Dream. Read pp. 511-515 and pp. 545-558 (Linda Chavez and April Bovet) for Wednesday.

9 (W) Personal Narratives and the American Dream. Read “A Slave’s Family Life,” (749-752) and Henry David Thoreau’s “Life Without Principle,” (1190-1203) for Thursday.

10 (R) Personal Narratives and the American Dream—Discuss Readings and Review for exam.

11 (F) **Final Exam**