

# English 1002G – Syllabus Spring 2009

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**Required Texts:** *Writing Essays about Literature*, 7<sup>th</sup> ed., Kelley Griffith.  
*Literature: The Human Experience*, Eds. Abcarian and Klotz.  
*The Blair Handbook*, 5<sup>th</sup> ed., Fulwiler/Hayakawa.

## **Course Description:**

English 1002G is a **writing centered** course designed to improve skills in critical thinking and analytical expression based on the reading of the texts in a variety of literary genres including fiction, drama, and poetry. During the semester you will be expected to write and revise in and out of class, to complete readings assigned, to participate in class discussions and peer groups, **and to complete all assignments correctly and on time.**

## **Course Objectives:**

Students should receive instruction that enables them:

1. to write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea as the response to texts in a variety of literary genres including poetry, fiction, and drama. These papers should reflect an understanding and command of writing processes: generating and pre-writing strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to library, online and/or field research; entail the use of primary and secondary source materials drawn from both online and library sources; and reflect current principles of documentation.
2. to write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed, and suitable for the purpose of the text.
3. to develop the ability to evaluate and criticize their own and their peers' writing.
4. to read texts in a variety of literary genres, including poetry, fiction, and drama, expressing a wide range of cultural perspectives and to think critically and write analytically about them.

## **Course Guidelines:**

All students enrolled in English 1002G should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination. The minimum writing requirement for this course is 5000 words and will include work done both in and out of class. The number of student texts may vary as some instructors assign fewer final texts and require more revisions of drafts. In addition to the assigned student authored text, a final exam will fulfill part of the writing requirement. Instructors will include a research component (e.g., and evaluative essay employing undocumented library and electronic secondary sources). Instructors may administer quizzes and tests on all readings, but the final should be writing centered. The final course grade will be determined primarily by performance on writing assignments with the most weight given to writing done later in the semester. Individual conferences will be scheduled as necessary. Essays will be evaluated according to the "Guidelines for Evaluating Writing Assignments in EIU's English Department." **Note:** As part of EIU's Core Curriculum, 1002 G will be graded **A**,

B, C, or NC (no credit). A grade of NC is not figured into a student's GPA, but the student who earns a grade of NC must retake the course.

### **Required Materials:**

Since all essays must be typed, you need to invest in a flash drive on which to save and backup your work. You also need two folders -- one in which to keep handouts, returned work, etc., and one in the designated color in which to keep your Journal/Study Sheets.

### **Class Policy:**

You will contract for the grade you want to receive in this course, and each letter grade has a different set of requirements. The purpose of the contract is to help you establish and achieve a goal that you set for yourself for the semester. Our focus will be on revising/rewriting, not just fixing errors. Your essays will receive written and verbal evaluation from me at all stages of development, but your tentative letter grade will already have been determined by your signed contract. If you do not fulfill the specifications of the letter grade for which you have contracted, you will drop to the grade for which requirements have been fulfilled. Fulfilling requirements for a given grade means that **YOU MUST BE WRITING AT THAT GRADE LEVEL!!!**

### **Contract Terms:**

For an **A**, you must:

1. meet course attendance requirements (see attached policy),
2. make sure that all drafts and rewrites meet with specifications of the assignments and conform to the basic writing requirements (see Guidelines for Evaluating Writing Assignments in EIU's English Department),
3. rewrite all two of the three essays,
4. submit All 19 Journal/Study Sheets,
5. attend one session in each of the three writing workshops,
6. score an average of at least 85 on exams, and
7. achieve a quality of writing in all final drafts within the A range of "Guidelines for Evaluating Writing Assignments in EIU's English Department."

For a **B**, you must:

1. do the same as for an A,
2. do the same as for an A,
3. rewrite one out of three essays,
4. submit 15 Journal/Study Sheets,
5. attend one session in two of the three writing workshops,
6. score an average of at least 75 on exams, and
7. achieve a quality of writing in all final drafts within the B range of "Guidelines for Evaluating Writing Assignments in EIU's English Department."

For a **C**, you must:

1. do the same as for an A,
2. do the same as for an A,
3. rewrite one out of three essays,
4. submit 11 Journal/Study Sheets,
5. attend one session in one of the three writing workshops,
6. score an average of at least 60 on exams, and
7. achieve a quality of writing in all final drafts within the C range of "Guidelines for Evaluating Writing Assignments in EIU's English Department."

**For any contracted grade, each revision must have an 8-10 sentence (minimum) cover letter reflecting:**

- 1. the points that you were advised to revise,**
- 2. suggestions acted upon,**
- 3. reasons for all revisions,**
- 4. the process used, and**
- 5. the most difficult part of the revision.**

**I will look at your paper a maximum of two times each -- the initial submission and one revision.**

I will keep records of your rewrites, attendance in class and workshops, and your completed Journal/Study Sheets. Attached to this syllabus, you will find a form for keeping track of your progress -- please keep accurate records. As your instructor, I have the right to decide if a rewrite is complete and in compliance with the assignment. You will need to rewrite to fulfill your contract. If you have contracted for an A but your revisions contain serious errors, I have the right not to accept those revisions as sufficient and subsequently drop you down to the next contracted grade. At such time, we will discuss your options.

We will spend considerable time discussing just what a rewrite or revision is. As the semester progresses, the process will become clear to you as you move toward your contracted goal.

**Research Component:**

For each paper you will prepare a Works Cited page that will contain at least three entries--the literature source (story, drama, or poem bibliography information) and two additional sources. You must use at least two outside sources. You must include complete copies each of your sources with your paper submission. Your papers will be written using the MLA format.

**Attendance:**

Regular attendance is essential. You will have four personal days for the semester. **If you miss a day, it is your responsibility to contact a classmate to find out what you missed and/or what changes might have been made in our schedule.** A missed day does not give you permission to turn work in late. A scheduled University function--i.e. sports or academic club-sponsored event--is not counted as a personal day, but I must be notified about such situations one class day before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis. **If you miss more than four (4) personal days, you will receive an NC for the course.**

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

**Plagiarism:**

**Note--**The English Department's statement concerning plagiarism:

Any teacher who discovers an act of plagiarism--"The appropriation or imitation of 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

**Prerequisites:**

Any student in a section of 1002G who has not completed 1001G is not eligible to enroll in 1002G and must reregister for 1001G--through the regular registration and add/drop procedures--and should do so as soon as possible. If a student has passed 1001G at another institution since last attending this University, he or she needs to consult immediately with the department chair of the English Department so that he can verify the transfer of such credit to this University.

**Electronic Writing Portfolio:**

Instructions in this process are included in this handout. A deadline for submission will be set.

**Disabilities:**

If you have a documented disability and wish to receive academic accommodation, please contact the coordinator of disability services (581-6538) as soon as possible.

**Writing Center:**

The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. You can expect the WC staff to help you find and eliminate specific problems.

**Laptop and Cell Phone Policy:**

In class, you may use your own computer or the computers that have been provide only in a scholarly fashion. In other words, you will open only applications and windows related to class discussions. You are absolutely not allowed to check e-mail, news, or box scores; surf the Web; use chat applications; play games; or otherwise distract yourself and/or others from the business of class.

I will, at random times during class discussions, tell everyone who is using a computer to turn the monitor around so that I may see what you are doing on it. If you have distracting applications and events open on your computer, you will receive one warning; if you persist in such activity after the warning, you will no longer be allowed to use a computer in class.

You are likewise expected to use cell phones in a responsible manner; turn them off when you come in to class. If you have an emergency for which you must be available, you should leave your phone out on your desk with the ringer ON. In the event that it rings, you may retrieve it and then leave the room to take the call. Under **NO** conditions are you allowed to text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class.

## Course Work/life and death

|               |   |
|---------------|---|
| WEEK #1       | INTRODUCTION TO THE COURSE AND EXPLANATION OF CONTRACT GRADES-Diagnostic writing  |
| WEEKS #2---#5 | FICTION SECTION<br>"The Story of an Hour," Chopin —handout<br>"Cinderella," Sexton—800 & Comparison<br>"Everyday Use," Walker—742<br>"A Rose for Emily," Faulkner—696<br>"The Lesson," Bambara —136<br>"The Lottery," Jackson—416<br><br>One possible addition  |
| WEEK #6       | WRITING WORKSHOP CONFERENCES  |
| WEEKS #7--#10 | DRAMA SECTION<br><i>Trifles</i> —1236<br><i>Oedipus Rex</i> —194  |
| WEEK #11      | WRITING WORKSHOP CONFERENCES  |
| WEEKS # 12—14 | POETRY SECTION<br>Two Poetry definition poems, Handout<br>"Stopping by Woods...", Robert Frost—1393<br>"Out, Out—," Robert Frost—1392<br>"Mid-Term Break," Heany—1451<br>("My Papa's Waltz," Roethke—1113<br>"To an Athlete Dying Young," Houseman—1387<br>"Do Not Go Gentle into that Good Night," Thomas—1408 |
| WEEK #15      | WRITING WORKSHOP CONFERENCES  |

## 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.

|  | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>  | <b>F</b>  |
|--|---|---|---|---|---|
| <b>Focus</b>                             | Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment                             | Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment      | 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 | Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines | Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment |
| <b>Organization</b>                      | Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion | Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion                              | Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak                                       | Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion  | Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion  |
| <b>Development</b>                       | 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 | Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately                       | Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague   | Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed   | Does not develop main idea; may use sources inadequately/inappropriately  |
| <b>Style &amp; Awareness of Audience</b> | Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well                    | Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately | Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated   | Word choices may be inappropriate to purpose or audience; sources incorporated poorly   | Word choices are generally poor; sources are incorrectly or very awkwardly incorporated   |
| <b>Mechanics</b>                         | Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment                           | Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly | Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors  | Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used   | Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used                         |
| <b>Process</b>                           | <i>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</i>  | Shows evidence of careful planning and drafting and some attention to peer and teacher comments   | Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback  | Shows only a little evidence of planning and drafting and attention to peer and teacher feedback  | Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback  |

NAME \_\_\_\_\_ Contracted Grade \_\_\_\_\_

**PAPERS:**

PAPER #1 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #2 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #3 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

**STUDY SHEETS:** POETRY \_\_\_\_\_ DRAMA \_\_\_\_\_ FICTION \_\_\_\_\_

**EXAM:** POETRY \_\_\_\_\_ DRAMA \_\_\_\_\_ FICTION \_\_\_\_\_

**EXTRA CREDIT POINTS:** \_\_\_\_\_

**WRITING WORKSHOPS ATTENDED AND DATES:**

WORKSHOP #1 \_\_\_\_\_ WORKSHOP #2 \_\_\_\_\_ WORKSHOP #3 \_\_\_\_\_

I, \_\_\_\_\_ (Print), am contracting for a letter grade of \_\_\_\_\_ for English 1002, Spring 2009. I have read the contract requirements and understand them and the syllabus.

Signed, \_\_\_\_\_

NAME \_\_\_\_\_ Contracted Grade \_\_\_\_\_

**PAPERS:**

PAPER #1 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #2 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #3 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

**STUDY SHEETS:** POETRY \_\_\_\_\_ DRAMA \_\_\_\_\_ FICTION \_\_\_\_\_

**EXAM:** POETRY \_\_\_\_\_ DRAMA \_\_\_\_\_ FICTION \_\_\_\_\_

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