This pamphlet contains information submitted by the teaching faculty of the Department of English, SIUC, to inform students about courses being offered.

The English Department Writing Centers (located in Morris Library, Room 236, Faner 2281, and Trueblood Hall Learning Resource Center) provide resources for all SIU-C students who want to improve their ability as writers. Students may be seen at any of the three Centers for single-visit appointments, which can be made two days in advance, or for regular weekly appointments, which continue for as much of the semester as the student wishes. There is no charge for these visits. Staff at the Centers are graduate and undergraduate students trained in effective one-to-one teaching strategies.

For more information, check out our website www.siu.edu/~write or contact: Dr. Jane Cogie, Director, Writing Center, Faner 2281, (618) 453-6863 or 453-1231.

For explicit information on prerequisites, students should consult the Undergraduate Catalog. For further information about course offerings, please contact the Department of English.

ENGL 101  ENGLISH COMPOSITION I

COURSE  DIRECTOR:  Director of Writing Studies

REQUIRED TEXTS:

English 101 provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. In this course, students will learn and employ the strategies and processes that good writers use whenever they try to accomplish a specific purpose. In college, these purposes include comprehending, instructing, entertaining, persuading, investigating, problem-solving, evaluating, explaining, and refuting. Each purpose can be addressed through impromptu writing, short-preparation writing, and long-term writing projects. In addition to preparing students for academic communication, this core-curriculum course prepares students to use writing to realize professional and personal goals. Therefore, class discussion and readings will address the function of rhetoric and of the composing process in a variety of contexts. To foster effective communication, the course will train students in the critical discussion of communication. During the semester, each student will learn to respond effectively to other authors’ writing and to use responses to his or her own writing as part of the composing process.
PLACEMENT IN ENGLISH COMPOSITION I: ENGLISH 101
To qualify for placement in English 101, students must have completed English 100 with a C or better or have elected to enroll in the course. Students should review “The Student’s Guide to Directed Self-Placement and the English 100/Stretch Program,” which will also help students identify the introductory composition course that corresponds to their interest in, training in, and facility with critical reading and writing. This information is available on the Internet at http://www.siu.edu/departments/english/writing/index.html, from your instructor, or from the Writing Studies office in Faner 2390.

COURSE GOALS
After taking English 101, students should be able to:
• generate good writing using various methods for critical thought, for the development of ideas, for the arrangement of those ideas to achieve a specific rhetorical goal, for the application of an appropriate style, and for revision and editing;
• demonstrate understanding of the ways that language and communication shape experience, construct meaning, and foster community;
• analyze and describe rhetorical contexts and use such descriptions to increase the efficacy of communicative acts; analyze and use the forms and conventions of academic writing, particularly the forms and conventions of argumentative and analytical writing;
• produce texts that demonstrate an understanding of how purpose, process, subject matter, form, style, tone and diction are shaped by particular audiences and by specific communicative constraints and opportunities;
• understand the importance of research to writing, explain the kind of research required by different kinds of writing, and compose effective texts by judiciously using field research, library resources, and sources retrieved from electronic media;
• employ critical reading and listening as a form of invention, efficiently compose reading and lecture notes that are concise and clear, synthesize different and divergent information, and use the integration of information from multiple sources to engage in critical discourse;
• use Edited American English appropriately

COURSE MATERIALS
A 3.5” computer disk or a rewritable data CD
Access to a computer that is connected to the Internet

COURSEWORK
During the semester, your instructor will require you to write frequently, for a variety of audiences and in variety of forms. Most of this work will serve as direct or indirect contributions to the primary project of English 101, the course Portfolio (explained below. The Portfolio will comprise revised versions of your major assignments (Unit Projects) and an analysis of your writing and your communicative development during the semester. During the semester you will do work that is equivalent to six major papers.

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UNIT PROJECTS:
English 101 is divided into four units, and at the end of each unit, you will produce a well developed text that is the equivalent of three to five double-spaced pages with one-inch margins and in twelve-point Times New Roman. For each unit, your instructor will post on the WebCT site detailed assignment guidelines (in the appropriate forum on the WebCT Discussion Board). Each of these texts (also called unit assignments, unit essays, or major assignments) will emerge from a process approach to writing. In this process, you engage in invention activities, planning activities, drafting activities, and revision/editing activities (including peer review).

Unit One -- Application Packet: For a professional audience, you will compose a letter of application and a resume in support of an application for employment. Mandatory inclusion in the Portfolio.

Unit Two -- Response Article: For an academic audience, you will compose a critical response to an academic article that will be assigned by your instructor. Mandatory inclusion in the Portfolio.

Unit Three -- Analysis: For a business audience, you will compose a technical report that evaluates a one-page advertisement (which appears in a magazine that will be assigned by your instructor). Mandatory inclusion in the Portfolio.

Unit Four -- Literature Review: You will synthesize material from a variety of sources about one subject. Optional inclusion in the Portfolio.

SMALL ASSIGNMENTS:
In some sense, each Unit Project will serve as a model for the Portfolio that you will submit near the end of the semester. Each Unit Project will gather your work during the unit as evidence of your rhetorical growth, just as the Portfolio will gather your work during the entire semester. During each unit, you will engage in work that will prepare the text that you will submit for review at the end of the unit. Often, these Small Assignments will be stages in the writing process, but they might be other documents such as quizzes and reading notes. Occasionally, your instructor will assign a more demanding assignment as a portion of this grade (for instance, a peer review of a classmate’s writing or a detailed summary of a reading); to such texts, the instructor will assign a greater value (the equivalent of three or five Small Assignments).

During the semester, you will likely have one of these assignments due during each class. (Frequently, you will have to submit at the beginning of class one that you have composed at home and, then, compose another during class.) Though this course does not have a specific class participation grade, the Small Assignments will indicate your level of engagement.

PORTFOLIO:
This course has been designed to increase your ability to communicate, particularly in writing. It does so by encouraging you to develop and then exercise a rhetorical sensitivity by which you identify the constraints and opportunities of any communicative challenge and respond appropriately. To improve this ability (which you already posses), this course is structured around a portfolio system, in which a large portion of your grade (forty percent) is based on texts (Unit Projects) that you will be able to revise for much of the semester, drawing upon the rhetorical sensitivity that you develop, your instructor’s comments, your peers’ comments, and other resources that you might employ (for instance, the Writing Center). Near the end of the semester, you will submit your Portfolio by gathering work that you have done during the semester and polished to “presentation quality” text. You will present this work to your instructor in an appropriate fashion (for
instance, in a three-ring binder, as a spiral-bound book, or as a webpage) as evidence of your ability to write and as evidence of your learning during the course of the semester. This presentation-quality project will be graded on the quality of the writing, not on effort. Nonetheless, the project’s subject is your enhanced understanding and improved ability to write.

EXAMS:
In this class you will take a midterm and a final exam. The material that the exams will cover will be presented by the instructor later in the semester.

Percentages
Small Assignments 20 %
Unit 1 (weeks 1-3) 5%
Unit 2 (weeks 4-7) 5%
Unit 3 (weeks 9-11) 5%
Unit 4 (weeks 14-15) 10%
Portfolio (weeks 12-13) 40%
Exams (week 8, finals week) 15%

The schedule listed here is tentative and subject to change.

ENGLISH COMPOSITION II

COURSE DIRECTOR: Director of Writing Studies

REQUIRED TEXTS:


*These readings are from chapters ten through sixteen of The Aims of Argument. Therefore, a copy of the complete Aims of Argument (fifth edition) is an acceptable alternative.

English Composition II prepares students to become better writers and readers at the college level. The course introduces students to the complex demands of academic literacy and trains students to respond to those demands successfully. Successful academic reading and writing requires the critical observation and production of personal and public knowledge. Students will study and perform such observation and production through (1) inquisitive reading and research (2) the formulation of hypotheses and research designs and the use of these designs to test hypotheses (3) the identification of new approaches to inquiry and (4) the persuasive communication of discoveries.
To ensure that students can contribute to this kind of academic discourse, English Composition II teaches students approaches to summary, paraphrase, analysis, interpretation, critical thinking, and documentation. Some class discussion and readings focus on the function and scope of language and communication in a variety of academic contexts.

**PLACEMENT IN ENGLISH COMPOSITION II: ENGLISH 102**

To qualify for enrollment in English 102, students must have completed English 101 or an approved equivalent with a C or better or have passed the Writing Studies’ English 101 proficiency exam.

**COURSE MATERIALS**

A 3.5” computer disk or a rewritable data CD  
Access to a computer that is connected to the Internet

**COURSE GOALS**

English Composition II reinforces the rhetorical foundations that students acquired in English Composition I and uses these foundations to improve students’ academic discourse. After taking English Composition II, students will be able to:

- use an understanding of ethos, audience, subject matter, process, and context to identify and achieve complex rhetorical goals;
- engage in critical reading by applying various analytical techniques; employ the various stages of the writing process as ways of investigating and inventing, drafting, and revising and editing;
- conduct attentive and inquisitive library and field research; explain and employ the methods of argumentation and analysis valued in academic contexts;
- understand and use Edited American English and appropriate forms of documentation.

**COURSEWORK**

- Writing Projects 1 through 3 (Students will submit a writing project, each involving invention, planning, drafting, peer review, revising, and editing, at the end of a course unit. Each writing project must be submitted to the instructor as a typed or computer-generated document and kept as an electronic document in the file format that the instructor requests; 30% of grade).
- Writing Project 5: Research Portfolio (A collection of presentation-quality work will include a research paper and other texts completed and revised during the course of the semester; 35% of grade).
- Writer’s Notebook (Students will regularly compose small texts and preliminary texts in class and out of class in order to improve their reading and writing and to prepare the four writing projects. The notebook may include responses to readings, practice with invention and style, peer responses, and other kinds of writing and research that exercise students’ abilities to read and think critically and write clearly and analytically; 20% of grade).
- Two Tests (students will take one test during a class period and a two-hour final examination. The topics will be announced by the instructor prior to the tests, which will require students to employ the critical reading and writing strategies that they have developed in the course, to explain rhetorical concepts, and to evidence an understanding of the conventions of academic writing; 15% of grade).
ENGL 119  INTRODUCTION TO CREATIVE WRITING

COURSE DIRECTOR: Staff

REQUIRED TEXTS:
Students should check textbook listing for specific sections at the bookstore.

This course offers an introduction to the art and craft of writing poetry and short fiction. Students read and analyze published poetry and fiction, write poems and stories, and read and discuss the work of their classmates.

ENGL 205  THE AMERICAN MOSAIC IN LITERATURE

The predominant theme for the American Mosaic in Literature is family life, since family life seems at once to isolate and preserve cultural differences and to provide some means, usually through self-discovery, to resolve conflicts arising from these differences in a reconciliation without loss of identity.

Course Units:  First Encounters;  Captivity, Slavery -- and Escape;  Immigration and City Life; Cultures and Families in Transition.

Required Texts:

SUMMER 2009:

This section is restricted to Future Scholars participants only -- textbooks will be provided by program.

ENGL 290  INTERMEDIATE ANALYTICAL WRITING (3 CR)

COURSE DIRECTOR: Director of Writing Studies

Required Text:
*Individual instructors may select a reader; students should check specific section listings at the bookstore.*

Intermediate Analytical Writing is designed for any student who wishes to improve his or her writing skills to meet the demands of academic writing across the disciplines and/or the demands of professions that value careful analysis and communication. The course emphasizes analytical writing, both as means of invention and a form of persuasion. Course readings and assignments will provide students with opportunities to study and practice the rhetorical forms used in their discipline, but attention to the persuasive nature of analysis will teach students the rhetorical foundations necessary for adapting writing to any situation.

**Course Goals**

After taking Intermediate Analytical Writing, students will be able to:
- investigate, identify, and explain the conventions, purposes, patterns of arrangement, forms of proof, and style appropriate to a particular discipline;
- analyze and conduct research in various forms;
- differentiate various analytical techniques and employ them to realize particular rhetorical goals;
- adapt to the demands of various rhetorical contexts in the students’ own disciplines and across disciplines;
- identify potential for the cross-disciplinary application of rhetorical forms and genres and adapt other disciplines’ rhetoric to the students’ own discipline;
- compose texts that are incisive, logical, persuasive, informative, and interesting;
- use an understanding of style, purpose, form, and situation to compose coherent texts that are characterized by their appealing texture, rhythm, and grade.

**Coursework**

- Four Writing Projects (Students will compose four writing projects (of five to ten pages), including one research-based text. These projects will emerge from a composition process in which students apply analytical techniques to invention, development, and revision. The process will also require students to explore potential applications of the writing projects to their disciplines. 70% of grade).
- Small Writing Assignments (Students will regularly compose brief texts and preliminary texts in class and out of class to improve their analytical skills and to prepare their writing projects. Regular small writing will include exercises in analysis, critical responses to readings, short-answer questions, and modeling exercises. The composing process for the writing projects will require invention exercises, rough plans, drafts, and peer-reviews. As students will write in class every day, a portion of this notebook grade will contribute to the class-participation grade. 20% of grade).
Final Examination (Students will engage in a final examination or project in which they will communicate the results of their analyses of text(s) chosen by the instructor; 10% of grade).

ENGL 291 INTERMEDIATE TECHNICAL WRITING (3 CR)

NOTE: CHECK “SALUKI-NET” FOR OPEN DAYS AND MEETING TIMES

Course Director-- Director of Writing Studies

Required Texts:

This course provides students with a greater awareness of the demands of professional literacy. Students will assess rhetorical situations (context, purpose, audience and subject matter) that are typical of nonacademic settings, while fostering skills that are essential for academic literacy. Emphasis will be placed on writing as a process with particular focus on making the transition from academic to work world writing tasks: recursive writing, using group conflict for invention, synthesizing research and feedback, and confronting issues of authorship.

Course Goals
In English 291, students will:
• continue with the development of strategies for assessing and integrating the demands of context, purpose, audience and subject matter;
• write documents that address a variety of audiences;
• adapt form, style, and tone to enhance credibility;
• develop strategies for assertive and effective collaboration;
• analyze and synthesize research from various sources and of different genres;
• sharpen powers of observation and listening through dictation and interviewing;
• revise by synthesizing different levels and sources of feedback;
• develop tools for organization and readability such as visual display;
• reinforce usage of Edited American English.

Coursework
• Five Assignments (Each involving invention, drafting, revising, and editing; 50% of grade).
• In-Class Assignments (Includes assessing rhetorical situations, dictation, and responses to readings; 20% of grade).
• Collaborative Project 20%
• Final Examination (Students will have two hours to demonstrate their knowledge by choosing from a list of rhetorical situations, assessing the situation, and chronicling the process an individual or group would go through to produce the appropriate, final document; 10% of grade).

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ENGL 301  INTRODUCTION TO LITERARY ANALYSIS  (3 CR)

PREREQUISITES:  Engl 102; or Engl 120; or equivalent

301 – 301  MTWRF  0950AM – 1150 AM  FANR 2206  INSTRUCTOR: HUMPHRIES
Meets from 06/15/2009 – 07/10/2009 (Begin and end in first half)

Required of all English majors, English 301 is intended to be one of the first English courses a student takes. The emphasis is on writing based upon intensive rather than extensive reading, although selections are drawn from several major genres (poetry, fiction, drama, non-fiction). Students are introduced to basic terms and concepts of literary study and to different ways of approaching literary texts. Students are required to write and revise at least seven papers of various kinds, including a documented research paper.

REQUIREMENTS:  n/a

REQUIRED TEXTS:  n/a

ENGL 303  EARLY US LITERARY HISTORY  (3 CR)

PREREQUISITES:  Engl 102; or Engl 120; or equivalent

303 – 301  MTWRF  0840AM – 1050 am  FANR 1228  INSTRUCTOR: D. ANTHONY
Meets from 05/18/2009 – 06/12/2009 (Begin and end in first half)

This course provides an introduction to several important forms of literature characteristic of the 18th and 19th-century United States. Because it is a survey course, it places an emphasis on variety. We will survey multiple genres, including novels, memoirs, poetry, and short stories.

REQUIREMENTS:  T/B/A

REQUIRED TEXTS:  T/B/A
ENGL 492C Creative Writing Seminar: Literary Non-Fiction (3 CR)

PREREQUISITES: Consent of department.

492C – 301 MTWRF 0120PM-0330PM FANR 2206 INSTRUCTOR: JORDAN
Meets from 06/15/2009 – 07/10/2009 (Begin and end in first half)

Literary nonfiction is an expansive genre. It is fact-based prose infused with literary devises—the stylistic flourishes of both lyric-narrative poetry and our best fiction. Distinguished from journalism, academic criticism, and critical biography, it includes memoir, the personal essay, biography, and nature writing and also literary journalism. MFA programs are beginning to include the fact-based genre in their curricula along with poetry and fiction. More and more works are being published and literary journals are responding to the readers’ growing interest and publishing more and more nonfiction.

In this class we will address issues of craft and how to apply elements of craft in the generating and shaping of material. The student will write thirty to sixty pages in whatever style s/he chooses either as separate pieces or as a section of a longer piece. This course functions under the assumption that to be a writer one must be a reader so there will be reading assignments each day.

REQUIREMENTS: T/B/A

REQUIRED TEXTS: T/B/A

ENGL 493 SPECIAL TOPICS: Literature /Language (3 CR)

TOPIC: Black American Writers

This course will focus on a necessarily brief but intensive examination of some significant works of African-American literature. A survey of poetry from early works down to the present will be combined with discussion of recent examples of drama and fiction.

Requirements:
¶ Regular attendance and conscientious participation.
¶ Three essays (75% of grade).
¶ Final examination (25% of grade).

Texts:
Charles Johnson, Middle Passage
John Edgar Wideman, Philadelphia Fire
August Wilson, Seven Guitars
ENGL 581 PROBLEMS TEACHING ENGLISH: Creative Writing  (3 CR)

PREREQUISITES: Enrollment in an English degree program or consent of department.

581 – 301 MTWRF 0950AM – 1200PM FANR 2367 INSTRUCTOR: JOSEPH

Meets from 06/15/2009 – 07/10/2009 (Begin and end in first half)

This class is intended for poets and fiction writers who wish to gain skills in the teaching of creative writing. Though the focus of the course will be on the teaching of creative writing in a university setting, we will also consider teaching populations that exist outside of university settings--such as children and adolescents. We will discuss the traditional workshop methods first, then move to discussing teaching the writing of poetry and fiction.

Assignments in this class are as follows:

1--Workshop simulations: In the course of exploring how workshops operate, we will be doing exercises similar to those given in a creative writing workshop. Then we will discuss our own work using the workshop method.

2--Inventing exercises: Each student will invent two exercises--one for a beginning level poetry class, one for a beginning level fiction class. These exercises will be duplicated and shared among the members of the seminar in order to give everyone a wealth of teaching ideas to employ in future classes.

3--Seminar paper and presentation on a book: Each class member will write a one page, single spaced paper on a book geared to creative writers. There are so many books which purport to help writers--your task is to let the seminar know if the book you’ve chosen will be of any use in a classroom situation. In a brief presentation of ten minutes or so, I’d like each student to inform the seminar of the strengths and weaknesses of the text he or she has chosen, including how well the book gets its central concepts across. These papers will be copied for each class member.

4--Syllabus: Each class member will write a syllabus for a creative writing class. This syllabus can be for a traditional class, or it can be for a class in a non-traditional setting (young adult center, shopping mall). Interdisciplinary approaches are encouraged here--I welcome syllabi that use creative writing in combination with other disciplines. We will discuss these syllabi in seminar, so be prepared to make copies of this assignment as well.

REQUIRED TEXT:


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