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ENG 1091G-097: Composition and Language(Honors)

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English 1091--Fall/03
Prof. Guzlowski

1. **Texts:** **The Bedford Guide to Writing**
 Blair Handbook
 Bedford Reader
 Online: Reference Guide
 Recommended: Any standard College-level dictionary

2. **Office:** 3781-Coleman
 Office phone: 581-6973
 Email cfjzg@eiu.edu
 Office hours: T 9-11, W 9-12 and 1 to 3, Th 9-11, & by appointment.

3. **Papers:** Each student will be required to write 7 papers (types are described in the syllabus); each paper should be at least 750 typed words. The student has to complete the assignment for the particular paper. A paper is due at each conference. Along with these papers, you will occasionally be required to do exercises including doing brainstorming, writing outlines and doing rough drafts.

4. **Grading:** The 7 papers you write will not be graded when you initially bring them to the conferences. However, at the beginning of the last class, you will turn in your six best papers from this group. (At least, two of the papers must be researched papers.) They will have been revised before this, and they should be free of errors of usage, mechanics, spelling, or manuscript preparation. These six papers will be graded on the basis of the English Department's Standards for Evaluation. You will not be graded on effort or intention but on accomplishment. See the Composition Analysis Sheet to see the kinds of things I consider in giving grades.

Although you will not be graded on the other paper you did for the class, you must turn it in along with all of the exercises and assessments you did for the class.

I will give each student an assessment of their progress at mid-term.

5. **Conferences:** Each student will sign up for a conference with me every other week. The student will bring a typed draft of the paper due that week. Along with the paper the student will bring in a typed assessment of the paper in which the student will evaluate what works in the paper and what doesn't work in the paper. The assessment will also contain questions about the paper and any problems you're having with it. The student will then present his evaluation/assessment to the instructor, and the instructor will respond to the student's evaluation. The purpose of the conference is to help the student become an effective reader of drafts in process so that new papers and new drafts will be increasingly effective. In conference, the instructor monitors the student's reading of each draft.

6. **Workshops:** We will hold at least one workshop session every other week during the regularly scheduled class time, where we will share our writing, our methods of writing, our problems, and our solutions. The main purpose of the workshop is to help the writer improve the draft under discussion.

7. **Late Papers:** I will give you a one-class grace period on one paper. If a paper is not in my hands at the beginning of the class period following the conference at which the paper was due, the student's final grade will drop by one letter grade. If a

subsequent paper is late, the student will fail the class. If a student fails to write a paper, the student will receive an F for the course.

8. 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)--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.

Students who plagiarize in my course fail, and I notify the University's Judicial Board. The Judicial Board has the authority to expel a student from the university. Students have been expelled for plagiarism.

9. Attendance:

Much of the learning that goes on in my writing course takes place in a workshop or conference situation. In each unit, we will have 2 workshop days and 2 conference days when the students will be required to bring in drafts of their papers. During the workshop sessions, the students either work on their own writings or work on the writings of their peers, in both cases, according to the guidelines I provide. During the conference, I respond to your writings and your questions about your writings. In order for the student to get the full value of the course, the student must attend both the workshops and the conferences. My attendance policy:

If a student has 3 absences, the student's final grade drops one letter grade. If a student has 4 absences, the final grade drops by two letter grades. If a student has 5 or more absences, the student fails the course.

If a student is absent for part of a class, workshop or conference, the absence will count as a full absence.

If a student does not come to a class, workshop or conference with the work assigned for that class, workshop or conference, this will count as an absence.

Syllabus

Each unit will be four days long. Each unit will adhere to the following:

Day 1	Discussion of week's assignment
Day 2	Workshop-discussion of student writing
Day 3	Conferences--bring in that unit's assigned paper
Day 4	Conferences--bring in that unit's assigned paper

Schedule of Units:

Introduction--First Day

Unit 1:	Invention, finding & limiting topics Writing about Yourself
Unit 2:	Thesis development, Essay structure, Writing the I-Search Paper
Unit 3:	Audience, The Paragraph, Research methods The Problem Paper
Unit 4:	Audience, Sentences, Research methods The Solution Paper
Unit 5:	Research Methods: Arguing a Position Paper I
Unit 6:	Writing to Persuasion Arguing a Position Paper II
Unit 7:	Writing to Persuasion Arguing a Position Paper III
Unit 8:	Revision

There is no mid-term and no final exam.