

Fall 8-15-2007

ENG 2901-005

Timothy Shonk
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2007



Part of the [English Language and Literature Commons](#)

Recommended Citation

Shonk, Timothy, "ENG 2901-005" (2007). *Fall 2007*. 88.
http://thekeep.eiu.edu/english_syllabi_fall2007/88

This Article is brought to you for free and open access by the 2007 at The Keep. It has been accepted for inclusion in Fall 2007 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

2901-005

English 2901
Policies and Procedures
Fall 2007
Shonk

Dr. Timothy A. Shonk
Phone: 581-6310
E-Mail: tashonk@eu.edu

Office: Ch3060
Hours: MWF 10-11, 2-3
TR 1-3 and by appointment

Text: *Understanding English Grammar* (7th), Kolln and Funk

Course Goals and Objectives: The essential goal of the course is for each student to master the fundamentals of English grammar: the system behind the patterns of our language that give it meaning. We will not merely memorize rules of usage and grammar, for such memorization rarely leads to understanding the material in any depth. Rather, our focus will be upon learning to analyze the structures in our language, to identify the logic (and occasional illogic) behind those structures, and to identify and employ those structures with some proficiency. To this end, class lectures will provide numerous definitions, explanations, and examples to supplement the material from the text. Students will demonstrate their mastery of the principles and structures of grammar on their written work in various ways: by defining terms, by explaining points of grammar and structure either in prose or in schemata, by identifying structures, and by employing those structures in their own writing. Being able to perform one of these tasks alone is insufficient because such performance does not constitute a clear and complete understanding of the material.

Course Requirements and Determination of Final Grade:

Attendance and Participation	5%
Hour Exams (4 @15% each)	60%
Final Exam	20%
Quizzes	15%

Attendance and Participation: Essentially this grade is determined by your preparation for and participation in class discussions. While you need not jump to the fore at every opportunity, you should always be prepared to answer--and, especially, to **ask**--questions over the material for the day. Because you will be performing sometimes impromptu in-class exercises, taking unannounced quizzes, and occasionally completing other in-class work, attendance is critical.

Hour Exams: Primarily the four hour exams will be comprised of short-answer, definition, and identification/analytical questions. Essentially the exams ask you to identify, define, explain, illustrate, and employ the various grammatical forms discussed in a given segment. By showing that you can perform all these tasks, you show that you have mastered the material.

Final Exam: The final exam will be partly comprehensive, but it will follow the basic format of the hour exams.

Quizzes: The quizzes are usually short exercises or short-answer questions given unannounced in class or assigned as take-home work. Each quiz is worth 10 points. We will take approximately 12 quizzes during the course. The lowest quiz scores beyond 10 quizzes will be dropped (e.g., if we have 12 quizzes, the 2 lowest will be dropped; if we have 13, the 3 lowest will be dropped, etc.). The quiz scores are totaled and a single grade is assigned for that portion of the final grade.

Absences: No make-up work will be accepted unless I am made aware of some documented, compelling reason (illness, personal emergency) forcing your absence. All make-up work must be completed within one week of your return to class.

A Final Note: I encourage students to work together, even on take-home assignments. Often students will find one member of a group proficient in one area, a second proficient in another area, and so on. The students thus learn from the strengths of one another. Moreover, a student with abilities in one area finds that he or she further sharpens those abilities in the course of explaining concepts to another. Not all students will find the explanations of their peers sufficient, however. Thus, I encourage students to come by my office, alone or in groups, for further help. I should caution you that learning grammar is a cumulative task, and to wait until later in the term to come to my office and tell me you are “lost” will be too late.