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ENG 1001-004: Composition and Language

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English 1001C--Spring 1997

Instructor: Janelle Carey
Office: 315 I Coleman Hall
Office hours: 11:00--12:30 Tues. & Thurs.
2:00--3:30 Tues. & Thurs.
Other times by appointment
Phone: 581-6287 (office)
345-2994 (home)

Texts for the course: The St. Martin’s Guide to Writing, 4th ed., Axelrod & Cooper,
Harbrace College Handbook, 12th ed., Horner/Webb/Miller

General Policy

Attendance is important! This is not a lecture class; you learn by being actively involved in each class session. Since much of your work is done in class, it will obviously be to your advantage to attend regularly. Missed class assignments may be made up for credit only with a verified excused absence. If you are ill but do not go to the health service, please phone me immediately before or immediately after your class time to verify an excused absence for that class session. Arrangements for making up missed work must be made with me the class period immediately following the absence. You have ample time for each essay assignment, but for those of you who have a tendency to procrastinate, please note that essays which are turned in late will be penalized one letter grade per class meeting that they are overdue. Also please get to class on time and come prepared to write—plenty of paper, pencils, pens, appropriate texts and diskette(s). One additional note—all essay assignments must be completed and submitted (no matter how late they may be); failure to submit all essays will result in “NC” for the course.

Grading

During this semester you will write six essays based on rhetorical modes (patterns of thinking and organizing). In addition you will have numerous short writing assignments and exercises designed to help build skills and develop style. Grades will be assigned on a point system as indicated by the following chart:

Point Values for the Course
Diagnostic essay (diagnostic purposes only)
Illustration
Comparison/contrast
Analysis
Argumentation
In-class essay
Short assignments
The total number of points possible for the course is 700. Final grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>630 - 700</td>
</tr>
<tr>
<td>B</td>
<td>560 - 629</td>
</tr>
<tr>
<td>C</td>
<td>490 - 559</td>
</tr>
<tr>
<td>NC</td>
<td>489 &amp; below</td>
</tr>
</tbody>
</table>

On official transcripts and grade reports, any grade below 490 points will be recorded as “NC” (no credit). Any student receiving “NC” for the course must retake English 1001C before enrolling in English 1002C.

Please keep all returned papers, exercises, and any other graded assignments in a pocket folder so that you will have a ready record of your progress in the course. You can calculate your grade at any point in the semester by dividing the number of points you have accumulated by the number of points possible at that time. (90 to 100% = A, 80 to 89% = B, 70 to 79% = C)

And now for the good news—there is neither a midterm nor a final exam in this class.
Enrollment Reminders

Students who have ACT scores in English of 15 or below (12 on the old version of the test) or who have no test scores on file with the university must pass English 1000 before enrolling in English 1001C.

and

Successful completion of English 1001C or its equivalent is a prerequisite for enrollment in English 1002C.

Plagiarism Policy

Please note the English department's statement concerning 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 of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including the immediate assignment of a grade of 'F' for the assigned essay and a grade of 'NC' for the course, and to report the incident to the Judicial Affairs Office."

Writing Center

Please be aware that help is available through the Writing Center in Coleman Hall, room 301. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. The Writing Center is not a center for remedial students only. Don't be afraid to ask for help, and do it before it is too late to salvage your grade. Check the notice on the Writing Center door to find operating hours for the current semester.

Students with Disabilities

Please note the following information from Ms. Martha Jacques, Coordinator of the Office of Disability Services: "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."
Course Objectives for English 1001C

The objectives stated by the Composition Committee are as follows:

Students should receive instruction which will enable them to write

1. Expository and argumentative papers in which paragraphs, sentences, and words develop one controlling idea. These papers should have a beginning, middle, and end. At least one of them should reflect the principles of documentation.

2. Paragraphs that are discrete, purposeful units within the paper. Where appropriate, paragraphs should be developed by means of examples, details, and illustration.

3. Sentence patterns that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.

4. Standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

*In addition, I ask that you learn to

1. Be confident that you have something worthwhile to say.
2. Become determined to communicate effectively with your audience.
3. Be informative, reasonable, and enthusiastic about your subject.
4. Organize your essay logically and persuasively.
5. Compose sentences that are clear, lively, and emphatic.
6. Select accurate, specific, forceful words.
7. Revise your prose.
8. Revise your prose again.

*Adapted from Jean Wyrick’s Steps to Writing Well; Holt, Rinehart & Winston.
All essays are due at the beginning of the class period unless otherwise specified. Reading assignments will be designated at a later date.

Jan. 14-------------------Introduction to the course

Jan. 16-------------------Diagnostic essay (in class)

Jan. 21--Feb. 6----------Development by Illustration
• Additional work: planning the essay, thesis statements, introductory paragraphs and conclusions, titles
Illustration Essay Due Tuesday, Feb. 11

Feb. 11--Feb. 20----------Development by Comparison/Contrast
• Additional work: paragraph development (unity, coherence, concrete detail)
Comparison/Contrast Essay Due Tuesday, Feb. 25

Feb. 25--Mar. 25---------Development by Analysis
• Additional work: sentence structure (variety, emphasis, conciseness), using and documenting sources
Analysis Essay Due Thursday, Mar. 27

Mar. 27--Apr. 22---------Development by Argumentation
• Additional work: precise word choice, logical reasoning, continued work using and documenting sources
Argumentation Essay Due Tuesday, Apr. 22

Apr. 24--Apr. 29---------In-class essay

May 1---------------------Last class day