Spring 1-15-1997

ENG 1001-009: Composition and Language

Thom Schnarre

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring1997

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring1997/11

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Spring 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Instructor: Thom Schnarre  
Office: CH 332  
Mail Box: CH 308  
Phone #: 7011 (Office)  
348-0758 (Home)

Section 009 MW 4:30-5:45  
Office Hours: MW 3-4:30 and by appointment

Description: This course introduces the reading and writing of expressive, expository and persuasive essays. Attention is given to effective expression, clear structure, adequate development and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department. While computer use is required in this section, this is a course about writing skills and will be evaluated as such.

Guidelines: All students with an ACT English score of 15 or above (13 on the old ACT) are placed on English 1001C. Students with ACT scores below the cut-off-- or with no ACT score on file-- are placed in ENG 1000, Fundamental English, a basic review of grammar, punctuation, and spelling, which also includes instruction in writing sentences, paragraphs and brief essays.

This course instructs the student in writing from both a personal and objective perspective, writing persuasively, adequately developing ideas in sentence and paragraph form with maximum clarity, using standard English in both thought conveyance and syntactic construction, using and documenting sources to support an argument, developing skills in critical reading and analyzing and editing their own writings.

Eastman, et al., The Norton Reader, 8th ed.  
A standard college-level dictionary

Graded Essays/ Exams: Five 4-6 page, double spaced typewritten essays. One 5-7 page, double spaced and typewritten research paper and reading quizzes as dictated by the class needs. There is no final examination in ENG 1001C.

Grading Policies: Each student will complete an in-class diagnostic writing which will be ungraded. Each student will write six major essays. Failure to complete all essays will result in a grade of N/C for the course. The final course grade will be computed on the basis of a possible 600 points. These break down by paper as:

- 50 pts. - first essay - Narrative
- 75 pts. - second essay - Comparative Profile
- 100 pts. - third essay - Causal Analysis
- 100 pts. - fourth essay - Controlled Source
200 pts. - fifth essay - Research Paper (Argumentation)
75 pts. - class participation (based upon
discussion preparedness, group input
and conference and class attendance)

The final grades will be computed according to this scale:

A = 600-540 pts.
B = 539-480 pts.
C = 479-400 pts.
N/C= below 399 pts.

Each essay will be evaluated according to an analytic scale.
This scale divides your grade among five factors:
organization, logic, development, style, structure and
mechanics and planning and reader consideration. Each essay
will have a different stress of points to be determined by
me and divided accordingly.

Attendance Policy: This course involves a great deal of class participation
and so it is essential that you attend class. If you
have more than four unexcused absences over the course of
the semester, your course grade will drop one full letter
grade for each subsequent absence. In other words seven or
more unexcused absences will result in a course grade of
N/C. Persistent lateness will also result in a grade
deduction, with three lateness equaling one unexcused
absence. If you are absent due to illness or personal
emergency contact me as soon as possible to discuss the
nature of the absence.

Late Work: Late assignments will receive a grade penalty of one letter grade
lost for each class period late. In other words, if a paper is two
class periods late, the paper will receive a grade reduction of two
letter grades. No late work will be accepted after 4/14/97. If
all essays are not submitted, the student will receive a grade of
N/C for the course.

ENGLISH DEPARTMENT 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 immediate
assignment of a grade of F for the assignment and a grade of N/C for the
course, and to report the incident to the Judicial Affairs Office.

INFORMATION FOR STUDENTS WITH DISABILITIES

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.
TENTATIVE SYLLABUS
(All dates and reading subject to change if class needs dictate.)

Week 1 -- COURSE INTRODUCTION AND DESCRIBING PERSONAL EXPERIENCES
1/13- Course introduction and syllabus review.
1/15- In-class placement essay.

Week 2 -- DESCRIBING PERSONAL EXPERIENCES- CONTINUED
1/20- Martin Luther King's Birthday- No Class
1/22- "Remembering Events" St. Martin's 20-48 (focus reading on essays and basic features); "Narrating" St. Martin's 482-93; discuss purpose and audience; Norton's Angelou's "Graduation" 19-29; group activity.

Week 3 -- DESCRIBING PERSONAL EXPERIENCES- CONTINUED
1/27- In-class writing session.
1/29- Writing Groups: Narrative essay rough draft due at beginning of hour; have read St. Martin's 51-6 "Getting Critical Comment"; Revision session.

Week 4 -- FOCUSING ON OTHERS, MAKING COMPARISONS & THE THESIS STATEMENT
2/5 - Have read Paragraph Unity and Development and Drafting and Thought Organization: St. Martin's 468-76, 430-41; In-class revision of sample essays.

Week 5 -- FOCUSING ON OTHERS, ETC.- CONTINUED
2/10- In-class writing session.
2/12- Writing Groups: Comparative Profile Rough Draft due; revision session.

Week 6 -- TONE OBJECTIVITY AND AUDIENCE CONSIDERATION
2/19- View And the Band Played On Pt. 1
Week 7-- TONE AND AUDIENCE- CONTINUED

2/24- View Band Pt. 2

2/26- Discuss organizing thoughts and information for essay. In-class writing session.

Week 8-- TONE AND AUDIENCE- CONTINUED

3/3- Writing Groups: Causal Analysis rough draft due; revision session.

3/5- Causal Analysis Revision due at beginning of hour. Discuss and schedule conferences.

Week 9-- INDIVIDUAL CONFERENCES AND NON-PERSONAL WRITING WITH SOURCE USE

3/10- Conferences on essays to date. Bring all essays, grade sheets and any questions concerning course and performance.

3/12- "Arguing" and "Paraphrasing and Summarizing" St. Martin's 534-55; MLA style intro Harbrace 419-41.

SPRING BREAK 3/17- 21 - NO CLASS

Week 10-- NON-PERSONAL WRITING ETC.- CONTINUED

3/24- View Ultimate Betrayal Pt. I

3/26- View Ultimate Betrayal Pt. II; Field questions re: video as source. Review Miriam Horn's "Memories: Lost and Found" and source documentation.

Week 11-- NON-PERSONAL WRITING ETC.- CONTINUED

3/31- In-class writing session #1.

4/2 - In-class writing session #2. Controlled Source Essay due at end of class.

Week 12-- ARGUMENTATION AND THE FORMAL RESEARCH PAPER

4/7 - Discuss "Taking a Position" St. Martin's 210-42. Conference sign-up.

4/9 - Topic Conferences.

Week 13-- ARGUMENTATION ETC.- CONTINUED

4/14- MLA Research Example: Harbrace 441-63; Library tour.

4/16- Discuss balancing argument and opposition discussion and tone considerations.
Week 14-- ARGUMENTATION ETC.- CONTINUED
4/21- In-class writing session.

Week 15-- THE REVISION PROCESS
4/28- Revision session: bring questions on source documentation.
5/2- Completed Research Paper due with all previous drafts by 5:45 p.m.

THIS COURSE DOES NOT MEET FINALS WEEK!!!