ENG 1001C-026: Composition and Language

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Aug. 25  Introduction to the Course
         27  Paragraphing Review:  H 308-21
         29  Paragraphing (cont.):  H 321-40

Sept.  1  Labor Day -- No Classes
         3  Description:  SM 494-505
         5  "Shooting an Elephant,"  NR 850-57
         8  Description Paragraphs Due;    Description:  SM 482-93
         10  Comma Splices and Fused Sentences,  H 35-43
         12  Punctuation,  H 168-78
         15  IN-CLASS NARRATION ESSAY
         17  Exemplification Lecture
         19  Introductions and theses:  H 362-67
         22  "Rewriting . . . History,"  NR 426-33;  "Kill 'em! . . .,"  NR 274-79
         24  Comma usage:  H 126-40
         26  Comma usage:  H 141-44
         29  EXEMPLIFICATION ESSAY DUE

Oct.  1  PUNCTUATION QUIZ
         3  Classification:  SM 518-25
         6  "Territorial Behavior,"  NR 188-95;  "Conquering Clutter,"  NR 450-53
         8  Sentence writing:  H 241-47
         10  Sentence writing:  H 248-58
         13  Peer Critiquing
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<td>Nov. 3</td>
<td><strong>IN-CLASS COMPARISON/CONTRAST ESSAY</strong></td>
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<td>Causal Argument Lecture</td>
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<td>Nov. 7</td>
<td>&quot;Women in Science,&quot; <strong>NR 1020-29</strong></td>
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<td>Nov. 10</td>
<td>&quot;How Teachers... Hate Reading,&quot; <strong>NR 151-59</strong></td>
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<td>Nov. 12</td>
<td><strong>SENTENCE WRITING QUIZ</strong></td>
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<td>Nov. 14</td>
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| Nov. 17 | Library Tour  
**CAUSAL ANALYSIS ESSAY DUE** |
| Nov. 19 | Argumentation, **SM 534-545** |
| Nov. 21 | Argumentation, **SM 546-553** |
| Nov. 24-28 | Thanksgiving Break -- No Classes |
| Dec. 1 | Definition, **SM 512-514** |
| Dec. 3 | Using Resources Lecture |
| Dec. 5 | Plagiarism/documentation: **H 411-27** |
| Dec. 8 | Documentation (cont.) |
| Dec. 10 | Peer Critique of the Argument  
**BRING ROUGH DRAFT** |
| Dec. 12 | Course Evaluation  
**RESEARCH PAPER DUE** |
English 1001C
Policies, Procedures, and Materials

Dr. Timothy A. Shonk
339B Coleman Hall  581-6310
Office Hours: MWF 2-3  Tu 1:30-3

Textbooks:

The Norton Reader, 8th edition (NR)
Harbrace College Handbook, 12th edition. (H)

Materials:

Green pen or pencil
A good desk dictionary
A folder for the essays

Goals:

Obviously, the main goal for this class is to make you a better writer. To this end, the course work is designed to help you to develop a mature and lively style; to organize your thoughts more effectively; to sharpen the tactics you might employ for argument and exposition; to polish your prose into clear, concise, and cogent sentences; to master the various rhetorical modes, and to select the appropriate rhetorical strategies for the task at hand.

Papers:

During the semester you will complete 7 written assignments ranging from 200 – 1200 words. Assigned lengths should be observed; extremes on either end of the assigned word length will be discouraged. All writing will be submitted in the following manner:

1. Unless otherwise instructed, type all essays.

2. Put your name below the title on the first page. On the back of the final page, write the date the essay was submitted and the paper type.
3. Starting with the second page of text (the first page is not numbered), number each page in the upper right corner. Do not use circles, dashes, periods, etc. with the number.

4. All papers are to be submitted at the beginning of class. Papers submitted afterwards will be deemed late. Also, papers which are incomplete (e.g. lacking an assigned rough draft) will be deemed late.

5. You are required to submit the previous essay fully corrected with each fresh essay you submit. In correcting your own essays, you will teach yourself those elements of mechanics, syntax, spelling, etc. with which you have difficulty. I will show you the proper methods of correction early in the term. Uncorrected or improperly corrected essays will be deemed late. Late papers will suffer the penalty of the loss of a letter grade per class day until the assignment is properly completed.

6. Unless I have been informed of the compelling reasons for your absence, no papers will be accepted from a student other than you. If you are forced to miss a paper deadline because of an emergency of some type and are unable to inform me of your absence beforehand, I will require documentation of the compelling reasons for the late submission or the late penalty will be enforced.

Class meetings:

During our class meetings we will discuss methods of organization, patterns of essays, stylistic techniques, grammatical principles, and the like. All are critical to your improving as a writer. A small part of your grade (about 5%) will be based on your participation in class discussions. Because we frequently do group work and exercises, because the nature of the course requires continuous writing and rewriting, and because becoming a good writer requires constant exposure to the exchange of ideas about writing, any student with more than 6 unexcused absences is subject to failure for the course.

Conferences:

During the semester, each student is required to meet me in my office for individual conferences. These conferences are designed to allow me to explain individual problems, outline areas needing improvement, and assess privately each student's capabilities and class standing. In turn, each student has the opportunity to ask questions, obtain help on assignments, and discuss any problems which come to mind. Of course, each student is free to stop by my office during any of the designated office hours if he or she is having difficulty completing an assignment, completing a paper, or simply "feeling lost" in the process.
Grades:

In such a course in which improvement is imperative and rigid standards impossible to adhere to without exception, commenting on grades is difficult. For individual essays, I will follow the English Department's "Standards for Grading Essays" (see the copy accompanying this). For the course grade, the major quizzes and essays are counted roughly as equal, excepting the final research paper, which, because of its length and complexity, will count double. That said, I emphasize that I do reward improvement. While the early essays cannot be ignored, the last 4-5 essays will weigh most heavily in the determination of your final grade.

Final comments:

These policies, I admit, do seem to come from the pen of a dour professor whose flexibilities have disappeared as his arteries have hardened. They may seem oppressive, "nit-picky" even. But this is not the intent. This course is difficult for most freshmen, and handling dozens of essays at a time is no easy task for me. If the class adheres to these policies, however, students' anxieties will ease because they know what is expected, and the uniformity of the essays will make grading the essays less time consuming for me (i.e. I can spend more time with your thoughts, less with matters of format).

One final point, however, needs to be stressed. Students occasionally complain that they do poorly in writing classes or on an individual essay because a given instructor does not agree with their moral/religious/political views. I assure you that a student is never penalized in my classes for the views set forth in an essay. If those views, however, are undeveloped, vague, illogical, or self-contradictory, then, of course, the paper suffers. For the most part essays are judged on their completeness, clarity, coherence, organization, development, and grammar.