ENG 1001G-025: Composition and Language

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Purpose: Composition and Language focuses on writing expository and argumentative essays—essays aimed at clarifying ideas and convincing readers. As you write a range of essays, you will gain additional experience in planning, organizing, developing, revising, and editing your writing. Because reading and writing are so closely connected, you will read a number of essays meant to serve as concrete examples and to provoke thought. You will also apply reading from print and electronic resources to support an extended research argument. The course is intended to help you convey your ideas clearly and persuasively, whatever your major field or future career.

Grading: Composition and Language is a core course in which you will earn an A, B, C, or an NC (no credit). Like other instructors within the English Department, I base my evaluation of your writing on content (appropriateness to assignment, depth of thought, development with reasoning and evidence), coherence, style, diction, and correctness (grammar, mechanics). It is possible to fail an assignment because of radical deficiencies in one or more of these areas of evaluation. Here is a specific breakdown of the components that will contribute to your final grade:

- three expository essays, one revision (600-700 words each): 40%
- persuasive essay (800-1000 words): 15%
- research essay (at least 8 pages, not including notes, works cited, etc.): 30%
- daily assignments (paragraphs, exercises, reviews): 15%

In the case of essays, including the research essay, I will use a simple percentage system to clarify grades: 90% to 100% is in "A" range, 80-89% is in "B" range, and so on—with pluses and minuses determined by more precise variations within each range (e.g., 84% = "B-", 88% = "B+"). For daily assignments, I will grade on a high pass (100%), pass (80%), low pass (70%), fail (0% for non-performance, 59% for non-passing performance). You must achieve an overall average within "C" range to pass the course.
Revision: All of your work should progress through a number of drafts as you re-think your essays and, in some cases, respond to peer reviews. You may also revise one of your first three essays for a new grade.

Late Work: You are allowed to hand in one of the first three essays late, as much as two class sessions. You must turn in all other essays on time to avoid a 10% penalty per class day. However, I will not accept late daily assignments.

Excused Absences: If you have an excuse that you can justify through the Health Service, a doctor, or an EIU faculty member or administrator, then you can arrange to make up work you may have missed or, in the case of daily assignments, have the work excused. To avoid even the appearance of favoritism, I will not vary from this policy.

Policy on Plagiarism: The most serious academic offense, plagiarism is intellectual theft and fraud. A record of plagiarism can cause a lasting blight on one’s academic and professional career. I follow the English Department’s policy:

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 and appropriate penalty, up to immediate assignments of "F" for the assigned essay and a grade of "F" for the course, and to report the incident to the Judicial Affairs Office.

Office Visits: I welcome you to visit with me at my office when you want to talk about your assignments, your writing, or your grades. If we cannot schedule a meeting during my regular hours, we will try to arrange a time of mutual convenience.

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.

Final Examination: Rejoice! There is none for this course!

Electronic Writing Portfolio: To satisfy requirements for your Electronic Writing Portfolio, you must submit an approved essay from either English 1001G or English 1002G.
TENTATIVE SCHEDULE

ENGLISH 1001G

1. Week of August 23
   -Introduction to Course
   -"The Elements of a Sentence" (Blair: 889-96); Exercise on Clarity; Writing Assignment: Strengths and Weaknesses
   -Writing Assignment Due; "Sentence Classification and Patterns" (Blair: 897-900); Exercise on Sentence Identification and Designing Sentences

2. Week of August 30
   -"Shaping Strong Paragraphs" (Blair: 332-42); Writing Assignment: Two Paragraphs
   -Sentence Structure and Style (Blair: 357-403); Assignment of Exercises
   -Two Paragraphs Due; Peer Discussion of Paragraphs; Assignment: Revise Paragraphs

3. Week of September 6
   -Labor Day: No Classes
   -Exercises Due; Review and Discuss Exercises
   -Revised on Sentence Structure and Style Due; "The Writing Process" (Blair: 26-33); Improving Openings and Conclusions" (343-56)

4. Week of September 13
   -"Explaining Things" (Blair: 93-98, 100-102; Reader: 212-222); Assignment of Comparison/Contrast Essay
   -Reader: "Neat People Vs. Sloppy People" (223-225), "Grant and Lee: A Study in Contrasts" (242-45); Assignment for "Everyday Use"
   -Reader: "Everyday Use" (255-62)

5. Week of September 20
   -Exploring Topics and Plans for Comparison/Contrast Essays
   -Writing Workshop
   -Blair (99); Reader (460-66); Assignment of Definition Essay

6. Week of September 27
   -Reader: "The Equity of Inequality" (481-83), "TV Addiction" (486-88), "The Holocaust" (491-493)
   -Comparison/Contrast Essays Due; Practice with Class Definitions; Assignment for Friday: Class Definitions, Examples, Audiences
   -Exercises Due; Class Discussion

7. Week of October 4
   -"Identifying Causes and Effects" (Bedford Guide: 100-116)
8. Week of October 11
   -"The Cancer Cluster Myth" (Reader: 427-33), "Four Weeks Vacation" (Bedford Guide: 467-72)
   -**Definition Essay Due**; Discussion of Topics and Plans for Cause/Effect Essays
   -Recognizing Rhetorical Fallacies (Bedford Guide 134-35, Blair Handbook, 122-24); In-class Exercise

9. Week of October 18
   -"Arguing Positions" (Blair: 110-29); Assignment of Classical Argument
   -"The Penalty of Death" (Reader: 516-19), "Live Free and Starve" (Reader: 529-33, "The Singer Solution to World Poverty" (Blair: 534-39)
   -Workshop on Cause/Effect Essays

10. Week of October 25
    -"Sex, Drugs, Disasters, and the Extinction of Dinosaurs" (592-99), "A Modest Proposal" (653-61)
    -**Cause/Effect Essay Due**; Assignment for Research Proposals/Essays
    -"Planning and Managing Your Research Project" (Bedford Guide: 533-63)

11. Week of November 1
    -"Evaluating Sources and Taking Notes" (Bedford Guide: 570-83)
    -Bibliographical Exercise (Bring Blair, Bedford Guide, and Online!)
    -Reviewing Bibliographical Exercise and Bibliographical Procedures (Bring the books we used Wednesday.)

12. Week of November 8
    -Library; Bibliographical Exercise Due
    -Library
    -Library; **Proposals for Research Essays Due**

13. Week of November 15
    -**Classical Arguments Due**; Library
    -Question/Answer; Sign-up for Conferences
    -Conferences

**Thanksgiving Break**
14. Week of November 29
   - Conferences
   - Conferences
   - Conferences

15. Week of December 6
   - In-Class Editing and Troubleshooting
   - In-Class Editing and Troubleshooting
   - Research Essays Due; Student Evaluation of Instruction

NOTES