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ENG 1001G-043: Composition and Language

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English 1001G-043: Composition and Language
Fall 2003

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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 or research essays.

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 an 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!
TENTATIVE SCHEDULE
ENGLISH 1001G

1. Week of August 25
   -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

2. Week of September 1
   -Labor Day: No Classes
   -"Shaping Strong Paragraphs" (Blair: 332-42); Writing Assignment: Two Paragraphs
     -Sentence Structure and Style (Blair: 357-403); Assignment of Exercises

3. Week of September 8
   -Two Paragraphs Due; Peer Discussion of Paragraphs"; Assignment: Revise Paragraphs
     -Exercises Due; Review and Discuss Exercises
     -Revised Paragraphs Due; "The Writing Process" (Blair: 26-33); Improving Openings and Conclusions" (343-56)

4. Week of September 15
   -"Explaining Things" (Blair: 93-98, 100-102; Reader: 212-222); Assignment of Essay
     -Reader: "Neat People Vs. Sloppy People" (223-225), "Remembering My Childhood on the Continent of Africa" (234-39), "Grant and Lee: A Study in Contrasts" (242-45)
     -Reader: "Everyday Use" (255-62)

5. Week of September 22
   -Exploring Topics and Plans for Comparison/Contrast Essays
     -Writing Workshop
     -Blair (99); Reader (460-66); Assignment of Definition Essay

6. Week of September 29
   -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 6
   - Writing Workshop
   - "Identifying Causes and Effects" (Bedford Guide: 100-116)
   - "Recognizing Logical Fallacies" (Bedford Guide: 134-35), "Proposing a Solution" (Bedford Guide: 138-150); Assignment of Cause/Effect Essay

8. Week of October 13
   - "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
   - Fall Break: No Classes

9. Week of October 20
   - "Arguing Positions" (Blair: 110-29); Assignment of Classical Argument
   - "The Penalty of Death" (Reader: 516-19), "Live Free and Starve" (Reader: 529-310), "The Singer Solution to World Poverty" (Blair: 534-539)
   - Workshop on Cause/Effect Essays

10. Week of October 27
    - "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 3
    - "Evaluating Sources and Taking Notes" (Bedford Guide: 570-83)
    - Bibliographical Exercise (Bring Blair and Bedford Guide)
    - Writing Workshop (Bring Drafts of Classical Arguments)

12. Week of November 10
    - Library
    - Library
    - Library; Proposals for Research Essays Due

13. Week of November 17
    - Classical Arguments Due; Oral Progress Reports on Research
    - Oral Progress Reports on Research
    - Question/Answer; Sign-up for Conferences

Thanksgiving Break
14. Week of December 1
   - Conferences
   - Conferences
   - Conferences

15. Week of December 8
   - In-Class Editing and Troubleshooting
   - In-Class Editing and Troubleshooting
   - Research Essays Due; Student Evaluation of Instruction

NOTES