Guzlowski
Eastern Illinois University
English 1091—Fall/00
Prof. Guzlowski

1. Texts:
   - The St. Martin's Guide to Writing
   - Blair Handbook
   - Writing Online
   - Recommended: Any standard College-level dictionary

2. Office:
   - 320-Coleman
   - Office phone: 581-6973
   - Office hours: T 2-5, W 9-2, Th 8-11 and 2-3, & by appt.

3. Papers: Beside the initial diagnostic essay, each student will be required to write 7 papers (types are described in the syllabus); each paper should be at least 750 typed words. A paper is due at each conference. Along with these papers, you will occasionally be required to do a variety of exercises including brainstorming, writing outlines and doing rough drafts.

4. Grading: The 7 papers you write will not be graded when you initially bring them to the conferences. However, at the beginning of the last class, you will turn in your four best papers from this group. (Two of the papers must be researched papers.) They will have been revised before this; and they should be free of errors of usage, mechanics, spelling, or manuscript preparation. These four papers will be graded on the basis of the English Department's Standards for Evaluation. You will not be graded on effort or intention but on accomplishment. See the Composition Analysis Sheet to see the kinds of things I consider in giving grades.

5. Conferences: Each student will sign up for a 15-30 minute conference with the instructor every other week. The student will bring a typed draft of the paper due that week. The student will make the first evaluation of the Paper, and then the instructor will respond to the student's evaluation. The purpose of the conference is to help the student become an effective reader of drafts in progress so that new papers and new drafts will be increasingly effective. In conference, the instructor monitors the student's reading of each draft.

6. Workshops: We will hold at least one workshop session every other week during the regularly scheduled class time, where we will share our writing, our methods of writing, our problems, and our solutions. The main purpose of the workshop is to help the writer improve the draft under discussion.

7. Late Papers and Missing Papers: I will give you a one-class grace period on one paper. If a paper is not in my hands at the beginning of the class period following the conference at which the paper was due, the student's final grade will drop by one letter grade. If subsequent papers are late, I will not respond to them, and the student will drop an additional letter grade for each paper that is late. If a student fails to write a paper, the student will receive an F for the course.

8. 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)—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 course.

9. Attendance: Much of the learning that goes on in my writing course takes place in a workshop or conference situation. In each unit, we will have 2 workshop days and 2 conference days when the students will be required to bring in drafts of their papers. During the workshops, students either work on their own writings or work on the writings of their peers, in both cases, according to the guidelines I provide. During the conference, I respond to your writings and your questions about your writings. In order for the student to get the full value of the course, the student must attend both the workshops and the conferences. To encourage attendance, I will adhere to the following:
If a student has 2 unexcused absences, the student's final grade drops one letter grade. If a student has 3 unexcused absences, the final grade drops by 2 letter grades. If a student has 4 unexcused absences, the final grade drops by three letter grades. If a student has 5 unexcused absences, the final grade drops by 4 letter grades.

Special Needs: Students with special needs who require academic accommodations should contact Disability Services at 581-6583

Syllabus

Each unit will be four days long and will adhere to the following:

Day 1  Discussion of week's assignment, Rm 302, ETIC
Day 2  Workshop--discussion of student writing, Rm 302, ETIC
Day 3  Conferences--bring in that unit's assigned paper, Rm 320
Day 4  Conferences--bring in that unit's assigned paper, Rm 320

Schedule of Units

Introduction--First Day

Unit 1:  Invention, finding & limiting topics, Writing about Yourself
Unit 2:  Thesis development, Essay structure, Writing the I-Search Paper
Unit 3:  The Paragraph, Research methods, Writing about Research
Unit 4:  Sentences, Research methods: Writing to Persuade I
Unit 5:  Research Methods: Writing to Persuade II
Unit 6:  Writing to Persuade III
Unit 7:  Writing to Persuade IV
Unit 8:  Revision
I'd like you to write an essay to me about your past experiences as a writer. You will want to describe yourself as a writer, and you will also want to comment on writing in general terms. Use the following questions to give you a sense of the kinds of experiences you may choose to describe.

How much do you write?

Do you write outside of your school work?

If you've taken writing classes before, what kinds of writing did you do?

Have you developed any techniques or strategies on your own to help you write?

What was the best advice you ever received about writing?

What do you want to learn from this class?

Do you think writing is important?

Do you find writing easy or difficult?

I will read these papers immediately so that I can discover what kinds of writers you are, but I will not grade or mark the papers, and in fact I will probably not speak to many of you individually about these papers. The only folks I will speak to about this diagnostic are either those who want to talk about it or those I feel may need some additional direction at this time.
Composition Analysis Sheet

Student:

Essay 1  Essay 2  Essay 3  Essay 4

Introduction

Thesis

Essay structure

Topic sentences

Paragraphing

Details

Sentence Structure

Conclusion

Grammar

Research Methods

Overall
(thought provoking, logical, imaginative)

Grade sub-totals

Course Grade

Comments