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ENG 1091G-096: Composition and Language (Honors)

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Eastern Illinois University

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English 1091—Fall/02
Prof. Guzowski

Texts:  
The St. Martin's Guide to Writing  
Blair Handbook  
Bedford Reader  
Webster's Dictionary  
Online Reference Guide

Office:  
3781-Coleman  
Office phone: 581-6973  
Email cfjzg@eiu.edu  
Office hours: T 9-930, 1230-2, W 9-12 noon, Th 9-930, and by appointment

Papers: Beside the 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. The student has to complete the assignment for the particular paper. 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.

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 a portfolio containing your six best papers from this group. They will have been revised before this; and they should be free of errors of usage, mechanics, spelling, or manuscript preparation. These six 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.

Although you will not be graded on the other paper you did for the class, you will need to turn it in along with all of the exercises you did for the class and the diagnostic essay in a portfolio.

At mid-term, I will give students an informal assessment of their progress.

Conferences: Each student will sign up for a 15-minute conference with me every other week. The student will bring a typed draft of the paper due that week and a typed sheet of questions about the draft. 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.

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. Generally, you will bring a draft of a paper in to circulate among the other students in the class.

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.

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. Students who plagiarize in my course fail, and I notify the University's Judicial Board. The Judicial Board has the authority to expel a student from the university.

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 3 absences, the final grade drops 1 letter. 4 absences, 2 letters. 5 or more absences, 4 letters.

If a student is absent from part of a class, workshop, or conference, the absence will count as a full absence.

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, CH2120
Day 2 Workshop--discussion of student writing, CH2120
Day 3 Conferences--bring in that unit's assigned paper, my office, CH 3781
Day 4 Conferences--bring in that unit's assigned paper, my office, CH 3781

Schedule of Units

Introduction--First Day

Unit 1: Invention, finding & limiting topics, Writing about Yourself, St. Martin’s Guide, 25-47, 515-527
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

There is no mid-term and no final exam.