ENG 1091G-095: Composition and Language (Honors)

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Purpose: Composition and Language focuses on writing expository and argumentative essays – essays aimed at expressing your ideas and convincing your readers. As you write a range of essays, you will practice effective principles of planning, organization, coherence, development, style, diction, and correctness. You will read a number of essays meant to serve as concrete examples and to provoke thought. In addition, you will gain experience researching and marshaling evidence from print and electronic resources. Successful completion of the course will 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), coherence, development (reasoning, evidence), 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 and appropriate penalty, up to immediate assignments of F for the assigned essay and a grade of NC 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!
1. Week of August 26
   - Introduction to Course
   - Elements of a Sentence (Blair: 871-79); Writing Assignment: Strengths and Weaknesses
   - Sentence Classification and Sentence Patterns (Blair: 880-83); Writing Assignment Due

2. Week of September 2
   - Labor Day: No Classes
   - Shaping Strong Paragraphs (Blair: 364-75); Writing Assignment: Two Paragraphs
   - Structure and Style (Blair: 392-440); Assignment of Exercises

3. Week of September 9
   - Two Paragraphs Due; Peer Discussion of Paragraphs; Assignment: Revise Paragraphs
   - Exercises Due; Review and Discuss Exercises
   - College Writing (SW: 1-6); Good Writing (SW: 7-17); Original and Revised Paragraphs Due

4. Week of September 16
   - The Writing Situation (SW: 39-47); Writing Assignment: Analyzing Audiences
   - Writing Assignment Due; Discussion; Exercise: Handout of Passages for Revision
   - Exercise Due; Discussion of Exercises

5. Week of September 23
   - DEFINITION (SW: 58-59, 134); Assignment of Essay
   - "The Mystery of Zen" (Reader: 59-67); "Homo Virtualis" (Reader: 240-49)
   - "Existentialism" (Reader: 68-76); "How We Listen" (Reader: 174-78); Assignment for Monday: Class Definitions, Examples, Audiences

6. Week of September 30
   - Exercises Due; Class Discussion
   - Writing Workshop
   - CAUSE/EFFECT (SW: 59-61); Assignment of Essay

7. Week of October 7
   - "A Victim" (Reader: 13-15); "Why the Reckless Survive" (Reader: 946-54)
   - "Women in Science: A Social Analysis" (Reader: 989-96); "Politics and the English Language" (Reader: 575-84); Definition Essay Due
   - Exploring Plans and Drafts for Cause/Effect Essays
8. Week of October 14
   -COMPARISON/CONTRAST (SW: 61-63); Assignment of Comparison/Contrast Essay
   -"Rewriting American History" (Reader: 819-25); "The Rhythmic Claims of Freedom and Discipline" (Reader: 515-24)
   -Fall Break: No Classes

9. Week of October 21
   -Persuasive Essays: Arguing Positions (Blair: 106-116)
   -Arguing Positions (Blair: 116-31); Cause/Effect Essay Due
   -Exploring Plans and Drafts for Comparison/Contrast Essays

10. Week of October 28
    -"In Defense of Prejudice" (Reader: 677-85); "The Case for Torture" (Reader: 694-96)
    -"A Modest Proposal" (Reader: 848-54); "The Case for the Use of Animals in Biomedical Research" (Reader: 707-15)
    -"Letter from Birmingham Jail" (Reader: 887-900)

11. Week of November 4
    -Orientation for Research Essay; Comparison/Contrast Essays Due
    -Writing Research Essays (SW: 163-85)
    -Exploring Plans and Drafts for Persuasive Essays

12. Week of November 11
    -Exercise on Documentation (Bring Blair and SW)
    -Library: Preliminary Research
    -Library: Preliminary Research

13. Week of November 18
    -Library: Preliminary Research; Persuasive Essays Due
    -Revising/Editing Workshop; Sign up for conferences.
    -Revising/Editing Workshop; Revisions of Early Essay Due During THANKSGIVING BREAK

THANKSGIVING BREAK

14. Week of December 2
    -Conferences

15. Week of December 9
    -Peer Editing of Research Essays
    -Peer Editing of Research Essays
    -Research Essays Due