Spring 1-15-2000

ENG 3001-007: Advanced Composition

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English 3001  
Policies and Procedures  
Fall 1999  
Shonk

Instructor: Dr. Timothy A. Shonk  
Office: CH 339B  
Phone: 581-6310  
Hours: MWF 9-11, 1-2  
TR 1-2

Texts: The Blair Handbook (BH), 2nd ed., Fulwiler and Hayakawa  
Writing Arguments (WA), 2nd ed., Ramage and Bean

Other Materials: A good desk dictionary, a green pen or pencil

Course Goals and Objectives: Obviously, the primary objectives of the course are to make each student a clearer and more effective writer and to develop each student's individual style. To this end, student papers will be read and marked rigorously with lengthy comments noting strengths and weaknesses and offering suggestions for improvement. The course will also introduce the student to a number of important rhetorical modes and strategies as well as provide full instruction on writing clearer, more efficient, and more emphatic sentences. Finally, students will be expected to master the fundamentals of research writing and documentation skills, which will be demonstrated in the research paper.

Policies:

1. Attendance -- While attendance is not mandatory (i.e. no grade penalties for missing a class), students who miss class always find their work suffers because of a lack of clarity about the assignments or a lack of knowledge about how to perform some aspect of an assignment or exam. Moreover, an instructor, faced with a borderline grade at semester's end, feels little reason to round up the grade of one who misses class with frequency. Any work missed because of an unexcused absence cannot be made up, and any work submitted late because of an unexcused absence will suffer a penalty for lateness. Late work will be penalized a letter grade per work day.
2. Essays --

A. All essays are due at the beginning of class on the day assigned. Late papers will suffer the loss of a letter grade per work day until they are submitted.

B. All essays are to be typed on a quality bond paper and are to be submitted in a folder which will contain all previously written essays corrected according to instructions. Failure to submit corrected essays will result in a loss of a letter grade on the incoming essay.

C. The title should occupy the uppermost part of the top margin, the student’s name on the line immediately below it. Page numbers begin on the second page (the student’s last name followed by a simple number in the upper right margin without further decoration).

D. Double space all essays; provide standard margins, do not print on both sides of the paper.

Grades:

1. Papers are evaluated according to the criteria cited in the departmental grading standards sheet (to be provided) and other criteria the instructor may identify for a given assignment (e.g. rough drafts or a particular format)

2. Semester grades are determined by each student’s performance on the written and oral assignments demanded of the class. Generally, all essays are counted equally, but I do tend to weigh the last four essays more heavily than the earlier ones. Also, the weight of a given grade is influenced by the complexity of the assignment. Thus, a 1,000-word essay will count about twice as much as a 500-word one. The final research essay, longer and more substantial, will weigh the heaviest of all. The two exams will each weigh as much as a 500-750 word essay.

3. Grades are assigned on the merits of the writing and the argument. My personal beliefs will never affect your grades. Serious errors in writing, hazy language, faulty logic, poorly organized arguments, and a failure to follow the assignment will.

4. If you wish to discuss a particular grade or your work and grades in general, come to me as early as possible. There is little we can do if you wait to come in during the final days of the semester
English 3001
Course Syllabus
Spring 2000
Shonk

Jan. 10 Introduction to the course

12 Paragrapthing: BH 360-73

17 King’s Birthday--No Classes

19 Introductions and Conclusions: BH 374-89; Brief Writing Sample

24 Exemplification/Illustration Lecture; Word Choice: BH 427-35; 47-54

26 Sample Essays: NR “Kill ‘Em! Crush ‘Em!” 274; “Rewriting American History,” 426

31 Subordination: BH 390-410

Feb. 2 Argumentation Design: WA 95-104 Exemplification Essay Due

7 Comparison/Contrast in Argumentation: WA 276-92

9 Claims and Arguments: WA 81-95; Emphasis and Variety: BH 411-26

14 Discussion of Catton Essay (to be provided); Dangling Modifiers: BH 576-84

16 Parallelism; Sentence Writing Worksheet; Comparison/Contrast Essay Due

21 Sentence Writing Exam

23 Causal Analysis: WA 237-48; 252-57


Mar. 1 Other Forms of Punctuation: BH 659-703; Causal Analysis Essay Due

6 Definition: WA 209-21

8 Sample Essays: WA “Police Brutality,” 232; “Oncore, Obscenity ...” 234
Mar. 13-15  Spring Break--No Classes

20  Comma Usage: BH 634-59

22  Comma Usage (cont.)  Definition Essay Due

27  Proposal Arguments: WA 319-33

29  Punctuation Exam

Apr. 3  Sample Essays: WA "A Proposal to Restructure..." 340; "Let’s Enact Comparable Worth," 348

5  Evaluation Arguments: WA 296-318 Proposal Essay Due

10  Using Evidence: WA 117-31

12  Using and Documenting Sources: 400-14; Documentation Form: WA 249-93

17  Presentations and Defenses

19  Presentations and Defenses

24  Presentations and Defenses

26  Research Essay Due: Evaluations