Spring 1-15-2003

ENG 3001-004

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Texts:


*Writing Arguments*, 3rd ed., Ramage and Bean

Other Materials: A good desk dictionary and 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, papers will be read and marked rigorously with lengthy comments noting strengths and weaknesses and offering suggestions for improvement. The course will also introduce students to a number of important rhetorical modes and strategies as well as provide full instruction on writing clearer, more efficient, and more effective sentences. Finally, students will learn the fundamentals of crafting sound arguments and will become familiar with the forms and methods of research writing and documentation.

Attendance

While attendance is not mandatory in the sense that grade penalties accrue for each missed class, students who miss class always find that their work suffers because of a lack of clarity about the assignment. Moreover, an instructor faced with a borderline grade at semester’s end finds little reason to round up the grade for a student who is frequently absent and thus may have performed better with a bit more effort. **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 lateness penalty of a letter grade per day until the complete assignment is submitted.**
Essays:

All essays are due at the beginning of the period on the day of the deadline. Those submitted later will suffer a lateness penalty.

All essays are to be typed and submitted in a folder that contains all previous writing done for the course. Past essays must be corrected in the assigned form (detail to be given later). Submitting a paper without correcting past papers results in the loss of a letter grade for the newly submitted essay.

Grades:

Papers are evaluated according to the department’s grading guidelines (to be provided) and other criteria I may identify for a given assignment. Semester grades are determined by the student’s performance on the written and oral assignments demanded in the course. Generally, all papers are counted equally, but I do tend to weigh the last four essays more heavily than the very earliest ones. Also, the weight of a paper’s grade is influenced by the complexity of the assignment. Thus, a 1,000-word essay with some basic research will count twice as much as a 500-word essay.

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

If you wish to discuss a particular grade or your work or grades in general, come to see me in my office as early as possible. There is little we can do if you come in only during the final days of the semester.
Jan. 13  Introduction to the Course
15  Paragraphing: BH 364-75
17  Paragraphing (cont.)
20  **King’s Birthday—No Classes**
22  Introductions and Conclusions: BH 376-90; Brief Writing Sample
24  Introductions and Conclusions (cont.)
27  The Nature of Argument: WA 3-19
29  Exemplification/Illustration: WA 107-23
31  Structure of Argument: WA 98-104

Feb. 3  “A Sickness in the Soul,” WA 488-93
 5  Subordination: WA 391-409
 7  Subordination (cont.)
10  Comparison/Contrast: WA 261-71  ESSAY I DUE
14  **Lincoln’s Birthday—No Classes**
17  Core of Argument: WA 75-85
19  “Violence as a Symptom,” WA 275; “Against Our Will,” WA 276
21  Emphasis and Variety: WA 410-24
24  Emphasis and Variety (cont.)
26 Discussion of Catton Essay (to be provided)

28 Causal Analysis: WA 228-44  **ESSAY II DUE**

Mar. 3 In-class causal analysis exercise

5 “The Monster That is High School,” WA 247; “Causes of Teen Sexual Behavior,” WA 257

7 Dangling Modifiers

10-14 **Spring Break—No Classes**

17 Sentence Writing Worksheet

19 Definition: WA 198-209  **ESSAY III DUE**

21 “Oncore, Obscenity, . . .” WA 220

24 **Sentence Writing Exam**

26 Other Forms of Punctuation: BH 667-77

28 Other Forms of Punctuation: BH 699-710

31 Comma Usage: BH 640-55

Apr. 2 Comma Usage (cont.)

4 Proposal Arguments: WA 307-20  **ESSAY IV DUE**

7 “What Should Be Done about the Mentally Ill . . .,” WA 334
   “Ending Social Promotion,” WA 343

9 **Punctuation Exam**

11 Informal Fallacies: WA 431-44

14 Evaluation Arguments: WA 280-89
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