ENG 3001-008

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English 3001  
Policies and Procedures  
Fall 1998  
Shonk

Instructor: Dr. Timothy A. Shonk  
Office: CH 339B  
Phone: 581-6310

Hours: MWF 2-3, WF 9-11, Thur. 1-3, and by appointment

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 aimed at 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 suffering 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 class 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 class 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 come in during the final days of the semester
Aug. 24  Introduction to Course

26  Paragraphing: BH 360-73

28  Paragraphing (cont.)  Brief Writing Sample

31  Introductions and Conclusions: BH 374-89

Sep.  2  Effective Writing -- Discussion of Student Samples

4  Effective Writing (cont.)

7  Labor Day -- No Classes

9  Exemplification/Illustration -- Lecture

11  Sample Essays: NR -- "Kill 'Em! Crush 'Em!" 399; "Rewriting American History," 744

14  Subordination: BH 390-410

16  Subordination (cont.)

18  Emphasis and Variety: BH 411-26

21  Emphasis and Variety (cont.)

23  Comparison/Contrast in Argumentation: WA 276-92  ESSAY DUE

25  Claims and Arguments: WA 81-95

28  Structures of Arguments: WA 95-104

30  Dangling Modifiers: BH 576-84

Oct.  2  Vitality: BH 427-43

5  Sentence Writing Worksheet

7  SENTENCE WRITING EXAM
| Oct.  | 9  | Causal Analysis: **WA** 237-52; | **ESSAY II DUE**
|      | 12 | Causal Argument: **WA** 256-61; In-class causal analysis exercise |
|      | 16 | Other Forms of Punctuation: **BH** 659-70 |
|      | 19 | Other Forms of Punctuation: **BH** 691-703 |
|      | 21 | Definition: **WA** 209-21 | **ESSAY III DUE**
|      | 23 | Fall Break -- No Classes |
|      | 26 | Sample Essay: **WA** -- "Police Brutality," 232 |
|      | 28 | Comma Usage: **BH** 634-59 |
|      | 30 | Comma Usage (cont.) |
| Nov. | 2  | Proposal Arguments: **WA** 319-33 | **ESSAY IV DUE**
|      | 4  | **PUNCTUATION EXAM** |
|      | 9  | In-class Proposal Workshop |
|      | 11 | Evaluation Arguments: **WA** 296-306 |
|      | 13 | Writing a Discovery Draft: **WA** 307-18 |
|      | 16 | Using Evidence: **WA** 117-31 | **ESSAY V DUE**
|      | 18 | Using and Documenting Sources: **WA** 400-14 |
|      | 20 | Documentation Form: **BH** 249-93 |
|      | 23-27 | Thanksgiving Break -- No Classes |
|      | 30-Dec.9 | Presentations and Defenses |
| Dec. | 11 | Evaluation of Course | **FINAL ESSAY DUE**