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ENG 1001G 004: College Composition I

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ENG 1001-04 Course Policy

College Composition I: Critical Reading and Source-Based Writing

10-10:50 pm MWF 3120 or 3130 Coleman Hall

Dr. Tim N. Taylor
Office: 3785 Coleman Hall
Office Hours: 9-10 am MWF or by appointment
Email: tntaylor@eiu.edu

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”

-Ralph Wahlstrom, *The Tao of Writing*

“Having to say something is a very different matter from having something to say.”

-John Dewey, *How We Think*

Texts

- *Joining the Conversation: A Guide for Writers*, 2nd ed. Palmquist
- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2nd ed. Wysocki and Lynch
- Handouts distributed throughout the semester either in paper copy or via D2L

Materials

Writing instruments, paper, two two-pocket folders, a good college dictionary, a typewriter or computer, and other appropriate supplies

Course Description

College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. ABC/No Credit.

Student Learning Objectives

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Produce effective argumentative prose
- Develop original claims and successfully support these claims with research-based support and analysis
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text’s purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations

- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

Course Requirements & Grading

Class consists of in-class writing activities, discussions of assigned readings, required conferences, directed and open journals, and pop quizzes. There will be six major writing assignments and a final portfolio. I also have a participation grade, so active and constructive participation in class and group work can make a positive influence on your overall grade.

Hard work, discipline, a growth mindset, active learning, and constructive class participation are keys to success in this writing course.

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve thought, pondered, and explored beyond the surface.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity).

I do not accept late work. You cannot turn in assignments after their deadlines. However, with the major writing assignments, it is in your best interest to submit something because students can revise every major writing assignment.

I do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a class in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is

excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

Notes on Professionalism & Document Specifications

Unless otherwise indicated, **class work must be typed**. If an assignment isn't typed, I will not accept it. When you submit the major writing assignments and portfolios, they will be submitted in a two-pocket folder that holds all pre-writing, outlines, and drafts. Writing assignments demand Adobe Caslon Pro 12 point, Times New Roman 12 point, Garamond 12 point, or Minion Pro 12 point with double-spacing and one-inch margins unless otherwise indicated.

For any assignment you turn in for this class, all that's needed at the top of the paper is your name. After your name, provide a title for the document, and then the paper should start.

Directed and Open Journals

Unless otherwise indicated, all journals should be a full page or more. I will direct some of the journals for this class, and other journals are open, which means you have the opportunity to write about something you want to write about. The topic is open—you choose. Journals should demonstrate an accurate reading, display an appropriate response, or present a valid rhetorical aim/purpose. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). During the course of the semester there are 12 deadlines for journals. You only have to turn in ten.

Revision of the Major Writing Assignments

Students have the opportunity to revise all five major writing assignments to improve their grades. Time allotted for revision is usually one week from the day they are ready to be passed back in class. I expect deep revision, not just surface editing.

Opportunities for Surface Revision with Journals

When I grade journals, I will place check marks at the beginning and/or the end of the lines of the text to indicate grammatical, mechanical, and proofreading errors. **Those check marks let you know that you must go back through that line of the text** (the sentence essentially, which could include multiple lines) **and find your own errors**. In addition, some check marks may have SCT (Spell Check Trap), CS (comma splice), or numbers that refer to specific sentence patterns on the "Punctuation Pattern Sheet" by them to guide you as you edit.

I use the check mark system to reinforce the importance of sound editing and proofreading. And you have the **opportunity to resubmit your journal the next class day** after you receive it in class. For example, if you turned in a journal and it earned 5 out of 10 points, you could resubmit it the next class day in order to possibly recoup the five points you lost because of proofreading errors.

Extra Credit Opportunities—Grammar Investigator

In general, I abhor the concept of extra credit. However, because sound proofreading and editing is an important part of the writing process, you can get extra credit points for being a grammar (crime scene) investigator. Grammatical, proofreading, and editing mistakes are out there in the world—on websites, on menus, on professors' handouts, on flyers, on advertisements. However, students' papers are not an option for this activity/journal.

When you find a proofreading/editing mistake, you can either do a brief presentation or a short journal about it. Once you have found a grammatical or proofreading glitch, take a photo of it, bring it to class, or embed it in your journal. If you want to do a presentation, simply let me know before class. If you'd rather write a brief journal, just turn it in to me.

For either a presentation or a short journal, here's how it should be structured:

- Introduce the mistake and where it came from (its source)
- Explain why it is a mistake—what's the problem?
- Explain what the writer needs to do to correct the mistake—how should it really be?

Each time you successfully act as a Grammar Investigator, you earn 5 extra credit points. During the course of the semester, a student can earn a maximum of 50 extra credit points, which means you can act as a Grammar Investigator 10 times.

Final Portfolio

In this class, you'll create a final portfolio that focuses on your challenges, your strategies, your learning process, and your growth as a writer and thinker. I will provide more detailed information about this portfolio during the course of the semester.

However, to assure that you are on the right path for creating a solid portfolio, every time you make substantial changes to a draft of a paper or revise a paper, you need to save that document as a different file, meaning that if you wrote a paper that went through four major revisions, then you would save the separate files as Paper 1 Revision 1, Paper 1 Revision 2, Paper Revision 3, and Paper 1 Revision 4, so you can keep track of how the paper has changed over the course of revision and editing.

When you write your cover memo for the portfolio, you must use examples from previous and final versions of papers or other assignments to focus on your growth as a writer and thinker.

Class Conduct

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Dr. Taylor:” or “Dear Dr. Taylor:”
- Use a respectful tone
- Provide questions or information in an succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See pages 5-6 of my course policy.”

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

A Social Contract of Honesty

In this class, there is a social contract between the instructors and students that the work submitted will be the students' own documents, not someone else's work. To put it simply, do your own writing.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: "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 own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it's online) the information is located.

For further clarification, here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

Using the Writing Center

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

The Writing Center is open to work with any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. The center is not a proofreading or editing or remedial service, however. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 45 minutes.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Composition of the Overall Grade

(all assignments and point totals are tentative)

Participation	100 (9%)
Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations	
Quizzes	To-Be-Determined
Writing Process Grade	50 (4%)
10 points available for each peer review session, 5 peer review sessions	
Journals & Exercises	140 (12%)
Journal of Introduction	10
Journals (10 at 10 points each, 1@ due dates)	100
Integrating Quotations in MLA Style Ex.	10
Summarizing, Paraphrasing, and Quoting Ex.	10
Feedback Memo	10
Formal Speaking-Intensive Assignments	100 (9%)
Rhetorical Analysis Presentation	50
Analyzing an Issue Presentation	50
Formal Writing Assignments	650 (57%)
Informative Paper (3 pages)	100
Summary-Analysis-Response Paper (4)	100
Analyzing an Issue Paper (5)	150
Prospectus (2)	50
Position Paper (5)	150
Career Profile Paper (4)	100
Final Portfolio	100 (9%)
Reflective memo (2) with documents from the course	

1140 points + TBD

Grading Scale for Formal Documents:

100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

Overall Grading Scale:

A, B, C, No Credit

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All assignments and due dates are **tentative**

JtC = Joining the Conversation

CDA = Compose, Design, Advocate

= Handout

M 8/21	Introductions and Introduction to the Course The “Fixed Mindset” vs. the “Growth Mindset”
W 8/23	Ch. 1 JtC Intro of Informative Paper Course Policy Quiz due Journal of Introduction due
F 8/25	Ch. 2 & 6 (159-170) JtC
M 8/28	Ch. 6 (191-208) JtC
W 8/30	Verbal Peer Review Directed Journal due —“What Nobody Tells You about Freshman Year”
F 9/1	<i>Comp Day</i>
M 9/4	Labor Day—No Class
W 9/6	<i>Peer Review</i> Open Journal due
F 9/8	Ch. 7 (213-17) JtC Intro of Summary-Analysis-Response Paper Informative Paper due
M 9/11	Ch. 9 (313-17) CDA #“Use the Rhetorical Toolkit: Ethos, Logos, and Pathos” and sample essay
W 9/13	Ch. 3 JtC
F 9/15	#“The Attendance Policy” #“The Problem with the Immigration Problem” Directed Journal due Integrating Quotations in MLA Style Ex. Due Summarizing, Paraphrasing, and Quoting Ex. due
M 9/18	#“The Case Against Smartphones” #“Is Google Making Us Stupid?” #“On Values, Work, and Opportunity” Directed Journal due
W 9/20	Ch. 6 (185-93, 208-13, 216-33) CDA
F 9/22	<i>Comp Day</i>
M 9/25	Rhetorical Analysis Presentations

W 9/27	<i>Comp Day</i> Open Journal due
F 9/29	<i>Peer Review</i>
M 10/2	Intro of Analyzing an Issue Paper Ch. 11 JtC Summary-Analysis-Response Paper due
W 10/4	Ch. 12 and 13 JtC
F 10/6	Directed Journal due—Source Summary-Evaluation In-Class Conferences & <i>Comp Day</i>
M 10/9	Research Day
W 10/11	<i>Comp Day</i> Directed Journal due—Source Summary-Evaluation Mid-term feedback forms
F 10/13	Fall Break—No Class
M 10/16	Analyzing an Issue Presentations
W 10/18	Open Journal due Analyzing an Issue Presentations
F 10/20	<i>Peer Review</i>
M 10/23	Intro of Position Paper Ch. 10 (377-82) JtC Analyzing an Issue Paper due
W 10/25	Ch. 10 (383-87, 394-428) JtC
F 10/27	Ch. 4 (97-130) CDA
M 10/30	Prospectus due
W 11/1	Directed Journal due—Source Summary-Evaluation Conferences
F 11/3	Conferences
M 11/6	Directed Journal due—Source Summary-Evaluation <i>Comp Day</i>
W 11/8	<i>Comp Day</i>
F 11/10	<i>Peer Review</i>
M 11/13	Intro of Career Profile Paper Intro of Final Portfolio Ch. 6 (189-91) JtC Ch. 6 (234-35) CDA Position Paper due
W 11/15	Ch. 6 (175-79) JtC #Carpenter, Career Profile Paper

F 11/17 **Open Journal due**
Comp Day

Thanksgiving Break

M 11/27 *Comp Day*

W 11/29 **Open Journal due**
Comp Day

F 12/1 *Peer Review*

M 12/4 In-Class Conferences about the Final Portfolio
Career Profile Paper due

W 12/6 *Comp Day*

F 12/8 *Comp Day*

Final: Tu 12/12 10:15 am—**Final Portfolio & Feedback Memo due**