

Spring 1-15-2015

# ENG 1000-001: Fundamentals of College Composition

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ENG 1000-001  
Fundamentals of College Composition  
Spring 2015, T/Th 12:30-1:45pm, Coleman 3130

Professor: Lania Knight, PhD  
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### **Learning Objectives**

1. Demonstrate college-level writing through a process of prewriting, drafting, revising, editing and proofreading.
2. Write a variety of expository and persuasive documents.
3. Use source materials effectively and ethically.
4. Write sentences that are clear, direct and appropriate for their purposes in Edited American English.
5. Demonstrate an understanding of audience awareness in writing and revising.

### **About the Course**

This is a course about the fundamentals of college writing. This course will prepare you to write at the college level by providing opportunities for reading, writing, and revising. In this course, you will read several essays and one book, write about what you read, discuss materials in class, participate in small group workshops with fellow students, and conferences with me as you work on your writing.

Learning to write well is like learning most other skills. It doesn't come naturally. It comes to those who work at it, learn, and study how to do it. The good news here is that as with most other skills, the more you practice, the better you will become. In this course, we'll focus on reading because to write well, you must read well. We will talk about how being an involved reader will help make you a better writer.

Here's what Maya Angelou says about writing: "Some critics will write, 'Maya Angelou is a natural writer'—which is right after being a natural heart surgeon." It takes work to be a heart surgeon, and it takes work to be a writer."

### **Required Texts:**

1. Eschholz, Paul, Alfred Rosa, and Virginia Clark, eds. *Language Awareness: Readings for College Writers*, 11<sup>th</sup> Ed. New York: Bedford/St. Martin's. 2013
2. Hacker, Diana. *A Pocket Style Manual*, 6<sup>th</sup> Ed. New York: Bedford/St. Martin's. 2011.
3. A book of your own choice (TBA)

**Grades:**

Reading Responses / Short assignments	400
Assignment 1: Literacy Narrative	150
Assignment 2: Book Review	150
Assignment 3: Professional Documents	150
Assignment 4: Revision(s)	150

Total 1000 points

**Be Prepared for Class**

To prepare for each class, please do the following:

1. Be ready to participate in activities and discussion
2. Bring your textbooks and a notebook with you to class
3. Read assigned material **before** class
4. Respond via Dropbox on Desire2Learn to assigned reading **before** class

**Reading Responses**

You'll write a response to at least one assigned reading for each class. Responses may or may not be shared during class (depends on time available). Each response is **due the day of class** via Dropbox on Desire2Learn by 9am. Your response should include a 450–500-word **response** to the reading.

The response should convey that:

- 1) you read the material,
- 2) you understand the material, and
- 3) you have made some connections between the material and class and/or your writing process.

You have **two options** for the form of your **reading response**:

1) A List of Ten. Ten of anything about the reading, such as words you looked up, items you found interesting or confusing while reading, phrases you had questions about. In other words, ten things of the reading that, for whatever reason, caught your attention. When writing these down, be sure to write page and paragraph numbers from the reading selection. This list should be about 450–500 words, not including page and paragraph numbers.

2) Notes in paragraph form (also with page and paragraph numbers from the selected reading). The notes should be 450–500 words, not including page and paragraph numbers.

All responses should be written in Edited Standard English in full sentences with attention to punctuation and grammar.

## **Papers**

You will write four separate papers for this course. For each paper, you will participate in writing, revising, and workshops/conferences. More information for each assignment will be provided as work on that assignment begins.

## **Writing Events**

At least two short assignments will be about two writing events you'll need to attend during the semester. After attending an event, please submit a 450-500-word response about the reading by the next class period.

- 1) **Jan 30**: Reading by writer Stephen Graham Jones, 7pm, Doudna Lecture Hall
- 2) **Jan 31**: Readings by writers Natalie Diaz, Julija Šukys, and Edward Kelsey Moore, 7pm  
Doudna Lecture Hall

## **Plagiarism**

In this course, you'll learn how to work with and quote written material effectively. Throughout the semester, we'll talk about 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*). Generally, the rule is that it's not only OK to use other material to build your reports and presentations upon, but expected. However, the source of the material must be cited.

Any teacher, including me, who discovers an act of plagiarism has the right and the 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. When in doubt about or how to incorporate and cite a source, please ask.

## **Attendance, Participation, and Etiquette**

Both attendance and participation are kept for the class. You may miss up to four classes. If you miss a fifth class, you will fail the course. Two late arrivals = one absence. Exceptions will be made only for documented emergencies and documented school activities. I pay attention to participation—this is an interactive course and requires active engagement during each class. If you are not fully participating in class, you may be asked to leave, which will result in an absence. During the first week of class, we'll discuss as a group our rules of etiquette and how to treat each other.

## **EIU Writing Center**

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

The writing center is open to help 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.

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.

## **Tentative Schedule**

### UNIT 1 – LITERACY NARRATIVE

#### Week One

Tuesday, 1/13: Introduction and overview

Thursday, 1/15: Reading Response Due: *Language Awareness (LA)*: Ch. 1, 1-13:  
“Reading Critically, Getting the Most out of Your Reading”  
Introduce Paper I: Your Literacy Narrative Video

#### Week Two

Tuesday, 1/20: Reading Response Due: *LA*: Ch. 4, 65–71,  
“Coming to an Awareness of Language”  
Your Literacy Narrative Video

Thursday, 1/22: Reading Response Due: *LA*: Ch. 4, 72–6,  
“The Day Language Came into my Life”  
Your Literacy Narrative Video

#### Week Three

Tuesday, 1/27: Reading Response Due: *LA*: Ch. 4, 77–81,  
“On Being 17, Bright, and Unable to Read”  
Your Literacy Narrative Video

Thursday, 1/29: Reading Response Due: *LA*: Ch. 7, 177–83, “Reading to Write”  
Your Literacy Narrative Video

**Friday, 1/30: Reading by writer Stephen Graham Jones, 7pm, Doudna Lecture Hall**

**Saturday, 1/31: Readings by writers Natalie Diaz, Julija Šukys, and Edward Kelsey Moore, 7pm, Doudna Lecture Hall**

#### Week Four

Tuesday, 2/3: Response Due: **Reading by writer Stephen Graham Jones (From Friday, Jan 30)**  
Your Literacy Narrative Video

## UNIT 2 – BOOK REVIEW

Thursday, 2/5: DUE: Paper I (Your Literacy Narrative Video);  
Response Due: **Readings by writers** Natalie Diaz, Julija Šukys, and Edward  
Kelsey Moore (From Saturday, January 31)  
Introduce Paper II: A Book Review

### Week Five

Tuesday, 2/10: Reading Response Due: *LA*: Ch. 7, 184–8, “Writing for an Audience”  
Book Review

Thursday, 2/12: Reading: self-selected book  
Book Review

### Week Six

Tuesday, 2/17: Reading: self-selected book  
Book Review

Thursday, 2/19: Reading: self-selected book  
Book Review

### Week Seven

Tuesday, 2/24: Reading: self-selected book  
Book Review

Thursday, 2/26: Small Group Workshops  
Discuss (in class) the selection of research question for research memo and  
position sought for Cover Letter

## UNIT 3 – PROFESSIONAL WRITING

### Week Eight

Tuesday, 3/3: DUE: Paper II (Book Review)  
Introduce Paper III: Cover Letter and Research Memo;  
Selection of Position sought for Cover Letter and Research Question

Thursday, 3/5: Reading Response Due: *LA*: Ch. 7, 189–93, “Sh&^y First Drafts”  
Cover Letter

### Week Nine:

Tuesday, 3/10: Reading Response Due: “Words Don’t Mean What They Mean”  
*LA*: Ch. 5, 112–117,  
Cover Letter

Thursday, 3/12: Reading Response Due: *LA*: Ch. 6, 137–48, “Speech Communities”  
Cover Letter

Week Ten  
**Spring Break**

Week Eleven

Tuesday, 3/24: Reading Response Due: *LA*: Ch. 6, 149–57, “All-American Dialects”  
Research Memo

Thursday, 3/26: Reading Response Due: *LA*: Ch. 6, 158–63,  
“If Black English Isn’t a Language, Then Tell Me, What Is?”  
Research Memo

Week Twelve

Tuesday, 3/31: Reading Response Due: *LA*: Ch. 6, 170–6, “Mother Tongue”  
Research Memo

UNIT 4 – REVISION

Thursday, 4/2: DUE: Paper III (Cover Letter and Research Memo):  
Introduce Paper IV: Revision

Week Thirteen

Tuesday, 4/7: Reading Response Due *LA*: Ch. 7, 194–200,  
“The Makers Eye: Revising Your Own Manuscripts”  
Revision: The Book Review

Thursday, 4/9: Reading Response Due 25) *LA*: Ch. 7, 201–6, “Simplicity”  
Revision: The Book Review

Week Fourteen

Tuesday, 4/14: Revision: The Book Review  
Thursday, 4/16: Revision: Cover Letter

Week Fifteen

Tuesday, 4/21: Revision: Cover Letter  
Thursday, 4/23: Revision: Cover Letter

Week Sixteen

Tuesday, 4/28: Revision: Research Memo  
Thursday, 4/30: Revision: Research Memo

Monday, 5/4: **DUE by 3pm:** Paper IV (Revisions -- Book Review, Cover Letter,  
and Research Memo)