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# ENG 1000-001: Fundamental of College Composition

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English 1000 Fall 2014

# Fundamentals of College Composition

Prof. Angela Vietto

Office: 3345 Coleman Hall

Office hours: M 2–2:50, W 11–11:50, R 2–4,  
F 11–11:50 *and by appointment*Cell phone: 217-549-3203 (you may text or call  
between 9 a.m. and 9 p.m.)Email: [arvietto@eiu.edu](mailto:arvietto@eiu.edu) (always text or call to let  
me know you've emailed me, except in  
emergencies when phoning isn't an option)

## Welcome

This course is all about empowering you as a writer—giving you skills that you can count on to help you succeed and even excel in writing tasks in the future.

My goal will be to help you to develop specific skills and to become independent as a writer. Think of me as a coach: I can help you see where you're doing well and where you need more practice. Just like a coach on a sports team, though, I can't do the practice for you—and practice is essential to improving skills. So get ready to do the writing equivalent of a lot of cardio and strength training!

Here's the course description from the course catalog: This course is designed to help you improve the fundamentals of entry-level college writing skills. Practice and instruction in the development of an individualized process of analytical reading, prewriting, drafting, revising, editing, and proofreading will be our focus. This course is required of students who do not meet the prerequisites for English 1001G. It does not count toward the minimum credits for graduation, but the course grade *does* count in students' GPAs.

### Texts to be issued by Textbook Rental:

Bang, *Picture This: How Pictures Work*Bullock, *The Norton Field Guide to Writing*Ehrenreich, *Nickel and Dimed*Obama, *The Audacity of Hope*Also required: EIU Reads Selection: Sotomayor, *My Beloved World*

### Other required materials:

- a pocket folder for handouts
- a notebook dedicated to this class
- access to D2L/EIU Online (requires your EIU ID and password)
- access to Microsoft Word outside of class
- access to the Internet outside of class time

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.

## Learning Objectives

To be more specific about our goals, here are the official learning objectives.

In successfully completing the class, students will:

- Demonstrate entry-level college writing produced through an individualized and independent process of prewriting, drafting, revising, editing, and proofreading
- Demonstrate effective expository and persuasive writing throughout the semester in thesis-based and non-thesis-based prose
- Demonstrate analytic reading skills to understand and critically evaluate diverse reading materials
- Demonstrate the ability to collaborate and help fellow students in the writing process through workshops/peer review sessions that focus on developing the ideas, support, and details
- Demonstrate the ability to employ strong evidence, examples, and supporting details
- Compose well-developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and the audience addressed
- Compose paragraphs that exemplify paragraph unity, demonstrate sentence variety, and effectively use transitions

## Grading and Major Assignments\*

Homework/team challenges	15%
Attendance** & contribution	15%
1. Career Exploration Essay (3)	5%
2. Photo Analysis (3)	5%
3. Movie Trailer Analysis (3)	10%
4. Textual Analysis (4)	10%
5. Profile of a Place (3)	10%
6. Formal Proposal (5)	10%
7. Literacy Narrative (3)	10%
Mid-Term Reflection/Portfolio (2)	5%
Final Reflection/Portfolio (2)	5%

\* The minimum page length for each major essay is indicated in the parentheses. Page counts do not include Works Cited pages. In addition to attaining passing grades, students must complete and submit all major assignments to earn a passing grade in the class.

\*\* Attendance includes participation in required individual conferences.

## Final Grading Scale

A	90-100%
B	89-89%
C	70-79%
NC	69% and below

Note: NC is a special grade used in only a few courses. It stands for "No Credit," which means the course must be repeated to fulfill the requirement. Unlike a D or an F, however, NC does not affect a student's GPA.

**Extensions/Late Work**—If you request extra time, by speaking with me in person or by phone, by 9 p.m. the day before an assignment is due, I *will* give you an extension (regardless of the reason you need the extension; this is true for all assignments except those due during the last week of class). If you do not request an extension as described, you should speak with me in person *after class* the day the assignment is due in order to learn whether I will accept the late work or not, and what the grade penalty will be. This is your responsibility—if you do not talk with me about late work, I will record a 0 in my grade book for the assignment.

**Major Assignments** (*more detailed assignments sheets will be provided*)

1. ***Career Exploration Essay:*** You will read about a career that interests you in a collection of materials I will provide, then write an essay that explores how well this career seems to fit your interests, skills, and personal characteristics.
2. ***Photo Analysis:*** Using what we learn from *Picture This*, you will analyze two photos of the same general subject (which you will choose), to show how the composition of the photo can produce two different responses to the same subject matter.
3. ***Movie Trailer Analysis:*** You will select a movie trailer that is publically available on YouTube to show how the trailer shapes viewers' expectations of the kind of experience they will have if they watch the whole movie. We will combine our analysis of visual materials with analysis of some elements of written and spoken language (music may come into play, too).
4. ***Textual Analysis:*** You will analyze a written text to show how the author's choices in terms of content, organization, and style shape the reactions of the reader.
5. ***Profile of a Place:*** You will put what you have learned about photo composition and written style to work in an illustrated essay that profiles a place that matters to you.
6. ***Formal Proposal:*** Using principles of argument that we will be studying as we work on short argument assignments throughout the semester, you will write a fully developed formal proposal for a specific reader or set of readers who could actually act on your proposal.
7. ***Literacy Narrative:*** After reading a collection of literacy narratives, you will write one yourself. That is to say, you will write a story that sheds light on some aspect of your relationship to written or spoken language. (This topic is much more wide open than it might appear at first glance.)

### Attendance and Contribution

Regular attendance is essential to success in this class. I promise I will do everything I can to make sure that our class activities will help you succeed as a writer. For class to be maximally interesting, I need your help. I will award up to 10 points per day (and per required one-on-one conference) for your contribution. Positive behaviors in class will raise the number; negative behaviors will lower it.

When you do miss class, you may make it up (whether or not the reason for your absence was what the University regards as "excused"). What it takes to make class up will depend upon the day. For specifics, see the "Making Up Class" folder in D2L. If you do not make class up, regardless of the reason for your absence, you will earn a 0 for the day.

<b>Do:</b>	<b>Don't:</b>
<ul style="list-style-type: none"> <li>• <i>Do</i> give class your full, 100% attention. Listen, look, think, contribute.</li> <li>• When you have a question, <i>do</i> raise your hand and ask. I promise not to bite.</li> <li>• <i>Do</i> listen to your classmates—they might very well say something you need to hear, too.</li> <li>• <i>Do</i> bring to class your notebook and folder, something to write with, and any texts that we had assigned reading in for the day.</li> <li>• <i>Do</i> take notes about everything that sounds important.</li> <li>• <i>Do</i> arrive on time. If you must be late, make as little disruption as possible (and don't expect special attention).</li> <li>• <i>Do</i> get ready for class <i>before</i> class begins:             <ul style="list-style-type: none"> <li>○ Turn off cell phone off and put it away</li> <li>○ Take head phones off and put them away</li> <li>○ Get your notebook and pen/pencil out</li> </ul> </li> <li>• <i>Do</i> plan to stay throughout the class session. Be prepared: If you have a cold, bring tissues; if you have a cough, bring a cough drop; if you will be thirsty, bring a beverage. Need to leave early? Talk with me in person before class.</li> <li>• Really want the whole 10 points? Use your body language to look engaged: sit up reasonably straight, turn to face classmates when working in small groups, look at whoever has the floor when they are speaking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't</i> come late if you can possibly help it.</li> <li>• <i>Don't</i> disrupt class any more than absolutely necessary if you must come late (don't walk the whole way across the room, for example, to sit in your favorite seat).</li> <li>• <i>Don't</i> touch or look at your cell phone during class unless I suggest you do so.</li> <li>• <i>Don't</i> listen to music in class. I'll be happy to justify this if necessary.</li> <li>• <i>Don't</i> have your headphones hanging around your neck during class.</li> <li>• <i>Don't</i> sit with your winter coat on during class.</li> <li>• <i>Don't</i> sleep in class.</li> <li>• <i>Don't</i> interrupt your classmates when they have the floor. Raise your hand. I'll do everything I can to make sure you get your comments heard.</li> <li>• <i>Don't</i> wait until PPT comes on the screen to get out your notebook and pen.</li> <li>• <i>Don't</i> use any electronic devices for non-class related activity during class (including when we work in the computer lab).</li> <li>• <i>Don't</i> roam in and out of the room.</li> <li>• <i>Don't</i> exhibit distracting or disrespectful body language, including eye-rolling or other face-making in the direction of classmates or instructor.</li> </ul>

## Bonus Points

Bonus points will be available for a variety of activities. These points will be applied to either your homework or attendance/participation grades.

- **Team challenges.** Team challenges will ask you to apply principles from assigned reading or other material presented in class, or sometimes to answer simple questions. Some team challenges will be competitive (one team will “win” the challenge); other times each team will play for the same possible number of points. *Team challenges will normally occur at the beginning of class. If you are late, you won’t be eligible for points. If you are absent, it may or may not be possible to make up the team challenge on your own (see the make-up instructions for the day for details.)*
- **Echo.** Each day, I will designate one member of the class as my echo for the day. That means that if someone asks a question that has already been answered, I will ask you if you can answer the question. (Hint: On the day you are my echo, it will pay off to be very pro-active in asking me questions if you don’t understand what I’m saying.) If my official echo for the day can’t answer the question, the bonus point will go up for grabs to the rest of the class.
- **Teach us something you can do.** In the first half of the semester, each member of the class will have an opportunity to teach us to do something you know how to do that not everyone knows how to do. This is entirely optional, though; if you don’t want a turn, you can pass. You must pick a skill we can try out, in class, in under 5 minutes, without any special equipment (except things we will have in class with us). For example, you could teach us a simple standing yoga pose or beginner’s move in t’ai chi; how to make a paper airplane that actually flies; a dance move (as long as you keep it clean); how to project your voice for public speaking, etc.
- **“Didja know?”** In the second half of the semester, each member of the class will have an opportunity to share, in about 60 seconds, something interesting you have learned in another class in a way that makes it clear and interesting to your classmates. No visual aids—the point is to be very clear in your oral communication. Your presentation should start with the main point. Use the rest of the time to give us an example or explain why we should care about what you’re teaching us. Then be prepared to answer/address any questions your classmates or I have.
- **Other activities.** Bonus points may be offered for additional activities that advance the goals of our course. Such opportunities will be announced in class and on D2L.

## Help!

**Dr. Vietto's Office Hours**—Your first stop when you want additional help with this class should be my office hours. I will not just happy to talk with you in office hours, I will be *delighted* to talk with you there. If my stated office hours don't work for you, speak with me and we'll find a time that will work.

**The Writing Center**—For even more help with writing in this or other classes, you can meet with the consultants at the Writing Center, who are trained graduate students in English. The Writing Center is just a few doors down the hall from our classroom. They are open M-Th: 9-3 & 6-9; F: 9-1. Be sure you know the purpose and audience of the assignment you want to discuss; it's hard for consultants to give you the best possible help if you can't tell them these things.

**The Student Success Center**—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test 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.

## Keeping It Real

**The University's statement on 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.

**The English Department Statement on Plagiarism**—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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

**My Statement on Academic Integrity**—I expect you to do your own work, including your own editing and proofreading. We will discuss how to avoid plagiarism and how to work with peer readers usefully. If you have any doubts or concerns at any time, ask me. When carelessness amounts to plagiarism, I require revision. When I discover evidence of intentional cheating of any kind (including plagiarism), I assign a grade of NC for the course and report the violation to the Office of Student Standards.

## Eng 1000

Revised Schedule

## Week 1 – lab (3120)

M Aug 25 = In class diagnostic

W Aug 27 – Begin Essay 1

F Aug 29 – Continue work on Essay 1

## Week 2 – classroom (3130)

M Sept 1 – *Labor Day, no class*

W Sept 3 First draft of Essay 1 due.

**\*\* Weds-Thurs: Required individual conferences.**

F Sept 5

## Week 3 – lab (3120)

M Sept 8 Team challenge: Applying principles 1-10 from *Picture This*

Homework: Choose 2 photos for Essay 2

W Sept 10 Work on Essay 2 in class.

Homework: Finish first draft of Essay 2.

F Sept 12 In class: Work on revision of Essay 1.

## Week 4 – classroom (3130)

M Sept 15 **\*\* No class; required individual conferences Mon-Tue.**Homework: In *The Norton Field Guide to Writing*, read “Whodunit—The Media?” pp. 684-689 and be prepared to discuss the author’s claim and your response to it. (Take notes about the points you find most important.)

W Sept 17: Discussion of “Whodunit—The Media?”—bring the textbook to class.

**HW for Fri:** Complete FINAL version of Essay 1 and second version of Essay 2.F Sept 19: Introduce Essay 3. **HW for Mon:** Choose a movie trailer (for a movie you *have not* seen) for Essay 3.

## Week 5 – lab (3120)

M Sept 22 Begin work on Essay 3. Feedback on Essay 2 will be returned. **HW for Wed:** Complete FINAL version of Essay 2.W Sept 24 Work on Essay 3. **HW for Fri:** Finish first draft of Essay 3.F Sept 26 In-class revision of Essay 3; upload a new version by end of class. **HW for Mon:** Review Malcolm X, “Learning to Read” and read in *Norton Field Guide to Writing*, Henry Louis Gates, Jr., “A Giant Step,” pp. 832-836.



## Week 6 – classroom (3130)

- M Sept 29 Feedback on Essay 3 will be returned. HW for Wed: Read in *Norton Field Guide*, Anna Quindlen, "Write for Your Life," pp. 201-203 and Heidi Pollock, "You Say You Want a Resolution?" pp. 885-888.
- W Oct 1 Discussion of readings. HW for Fri: Revise Essay 3. Bring *Norton Field Guide* and Malcolm X essay to class on Friday.
- F Oct 3 Introduce Essay 4. Brainstorming. HW for Mon: Idea development.

## Week 7 – lab (3120)

- M Oct 6 Feedback on Essay 3 will be returned. Lab time to work on final version of Essay 3 and/or first draft of Essay 4.
- W Oct 8 Lab time to work on final version of Essay 3 and/or first draft of Essay 4. HW for Fri: Complete final version of Essay 3.
- F Oct 10 Lab time to work on first draft of Essay 4. HW for Mon: Select an essay and complete survey for mid-term portfolio.

## Week 8 – classroom (3130)

- M Oct 13 Discuss and work on mid-term reflection. HW for Wed: Finish Reflection/Portfolio.
- W Oct 15 Mid-Term Reflection/Portfolio due. Feedback on Essay 4 will be returned. HW for Mon: Revise Essay 4.
- F Oct 17 *Fall Break, no class*

## Week 9 – lab (3120)

- M Oct 20 Second draft of Essay 4 due. Essay 5 assigned; brainstorming. HW for Wed: Select topic for Essay 5 and begin drafting.
- W Oct 22 Feedback on second draft of Essay 4 returned.
- F Oct 24 Work on revising Essay 4 and drafting Essay 5. HW for Mon: Draft Essay 5 and revise Essay 4.

## Week 10 – classroom (3130)

- M Oct 27 **\*\*No class, required individual conferences M-T-W.**
- W Oct 29 **\*\*No class, required individual conferences M-T-W.** HW for Fri: Read in *Norton Field Guide*, "Is Google Making Us Stupid?" pp. 961-972.
- F Oct 31 Discussion of assigned reading. HW for Mon: Complete FINAL version of Essay 4 and second draft of Essay 5. Bring *Norton Field Guide* to class Monday.

## Week 11 – lab (3120)

- M Nov 3 In class: Read in *Norton Field Guide* "Homeless on Campus," pp. 635-639 and "Guys vs. Men" pp. 903-908. HW for Wed: Brainstorm possible proposals (see detailed assignment).
- W Nov 5 Feedback on Essay 5 returned. Work on revision in lab. HW for Fri: Complete FINAL version of Essay 5.
- F Nov 7 Essay 6 assigned. Begin work on Essay 6. HW for Mon: Complete HALF of first draft of Essay 6.

Week 12 – classroom (3130)

- M Nov 10 Discuss argument and counter-arguments. HW for Wed: Complete first draft of Essay 6.
- W Nov 12 Pitch your proposal. HW for Fri: Revise Essay 6.
- F Nov 14 Introduce Essay 7. HW for Mon: Reading, TBA.

Week 13 – lab (3120)

- M Nov 17 Feedback on Essay 6 will be returned. Work on final version in class. HW for Wed: Brainstorm topics for Essay 7. Complete FINAL version of Essay 6.
- W Nov 19 Work on Essay 7. HW for Fri: Finish first draft of Essay 7.
- F Nov 21 Lab time for Essay 7.

*Thanksgiving*

Week 14 – classroom (3130)

- M Dec 1 Peer review of Essay 7. HW for Wed: Revise Essay 7.
- W Dec 3 Discuss final portfolio.
- F Dec 5 TBA. HW for Mon: FINAL version of Essay 7.

Week 15 – lab (3120)

- M Dec 8 Work on final reflection/portfolio.
- W Dec 10 Work on final reflection/portfolio. HW for Fri: Finish Reflection/Portfolio.
- F Dec 12 Final reflection/portfolio due. Course evaluation; celebrate.

Finals Week

- No final exam in English 1000.