

Fall 8-15-2015

ENG 1000-001: Fundamentals of College Comp

Tim Taylor
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2015



Part of the [English Language and Literature Commons](#)

Recommended Citation

Taylor, Tim, "ENG 1000-001: Fundamentals of College Comp" (2015). *Fall 2015*. 2.
http://thekeep.eiu.edu/english_syllabi_fall2015/2

This Article is brought to you for free and open access by the 2015 at The Keep. It has been accepted for inclusion in Fall 2015 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1000-001 Course Policy

Fundamentals of College Composition

9:30 am TuTh, 3130 (odd weeks) & 3120 (even weeks) Coleman Hall

Dr. Tim N. Taylor

Office: 3785 Coleman Hall

Office Hours: 8:30-10 MWF, 8:30-9:30 TuTh or by appointment

Email: ttaylor@ciu.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*

Text

- *IDEAS & Aims for College Writing*

Materials

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

Course Description

A course in the improvement of 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. Required of students who do not meet the prerequisites for ENG 1001G. ABC/No Credit.

Student Learning Objectives

- 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 analytical 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

Expected Performance Outcomes for the Final Portfolio

The final portfolio will:

- Show revision skills that have improved documents substantially
- Offer strong evidence, examples, and supporting details in documents
- Showcase analytical reading skills by critically evaluating and using sources
- Present research and writing skills that show the effective use of source materials and principles of documentation
- Craft paragraphs that exemplify paragraph unity and have effective transitions to create cohesion within and between paragraphs
- Present documents that show sentence-level control as a result of sound editing and proofreading strategies

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 five major writing assignments along with 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.

I do not assign letter grades on the five major writing assignments, but I will provide timely feedback on your work and give you an idea of how far along each document is in regard to it being a strong, polished product. Below are the categories I will use on your papers:

- E = An E means a paper is an early draft.
- M = A M means a paper is a middle draft.
- L = An L means a paper is a late draft.
- P = A P means a paper is a polished draft.

As you can see from the Composition of the Overall Grade on page 8, the bulk of the overall grade (72%) is based on a writing portfolio that makes an argument about how well you have met the six performance outcomes for this course. Crucial to making a persuasive argument is crafting strong papers by using the writing process and implementing sound revision strategies.

All of the papers have deadlines for peer reviews, submissions, and revisions.

Important Notes:

1. All major writing assignments and revisions must be completed in order to pass the course. If you do not complete a major assignment or if you fail to submit a revision of a major assignment at its deadline, you will earn an F in the course.

2. Keep copies of every writing assignment and activity from this course. You may need it for the writing portfolio. When making substantial changes to papers, save documents under different files such as “Analysis Paper Rev 2.”

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), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

However, lack of planning on your part does not constitute an emergency on my part.

But you have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time the assignment is due. This can be done by an exchange of emails or talking with me in my office. Unless it’s an extreme situation, I typically grant an extension of a day or two for late assignments.

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, all 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 Times New Roman 12 point or Garamond 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).

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.

Revision of the Major Writing Assignments

Students must use the process of revision for all of the larger writing assignments. Time allotted for revision is usually one week from the day they are ready to be passed back in class. And I expect deep revision, not just surface editing.

Draft Conferences

You will need to attend and be fully prepared for draft conferences for the five major writing assignments and the portfolio. In these conferences, which are held in my office, you will read the paper out loud with a pen in hand. After you’re done reading the draft, we will simply have a conversation about the draft, your ideas, and strategies for revision.

For each conference, you need to make two copies of your complete draft of the paper.

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 these portfolios 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 as “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 page 5 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

50 points

Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations

Quizzes

To-Be-Determined

Writing Process Grade

60

10 points available for having a full draft at draft conferences

6 draft conferences at 10 points apiece

Journals & Exercises

161

Journal of Introduction	10
10 at 10 points for each journal	100
Integrating Quotations in MLA Style Ex.	10
Summarizing, Paraphrasing, and Quoting Ex.	10
Style Matters Exercises from Ch. 14	21
Feedback Memo	10

Formal Writing Assignments

Writing Development Plan Paper	Feedback & Revision
Analyzing a Writer Paper	Feedback & Revision
Summary-Analysis-Response Paper	Feedback & Revision
I-Search Paper	Feedback & Revision
Career Profile Paper	Feedback & Revision

Final Portfolio

700

Reflective memo with documents from the course

971 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

ENG 1000 Syllabus Fall 2015

All assignments and due dates are tentative

Week 1: 3130 CH

- Tu 8/25 Introductions and Introduction to the Course
 The “Fixed Mindset” vs. the “Growth Mindset”
 Introduction of Writing Assignment 1: Writing Development Plan
 Brainstorming/drafting of Journal of Introduction and/or Writing Development
 Plan Paper
- Th 8/27 Ch. 1 (1-9, 14-16)
 Ch. 3 (90-1)
 Do Ex. 1.2 & 1.5
 Ideas for “Revise It” (13)
 Course Policy Quiz due
 Journal of Introduction due

Week 2: 3120 CH

- Tu 9/1 Ch. 3 (55-87)
 Do Ex. 3.1, 3.4, 3.5, 3.7
- Th 9/3 *Comp Day*
 Open Journal due

Week 3: 3130 CH

- Tu 9/8 Ch. 14 (414-27)
 Do Ex. 14.2, 14.7
 Exercise 14.6 due
 Open Journal due

Draft Conferences

- Th 9/10 Ch. 2 (23-26)
 Do Ex. 2.1
 Writing Development Plan Paper due
 Introduction of Writing Assignment 2: Analyzing a Writer Paper

Week 4: 3120 CH

- Tu 9/15 Ch. 2 (26-33)
 # Sommers, “Revision Strategies of Inexperienced and Experienced Writers”
 Directed Journal due based on “Pick One” or “Connect Cronon to a Career” (31)
- Th 9/17 *Comp Day*

Week 5: 3130 CH

- Tu 9/22 # Lamott, “Shitty First Drafts”
 Ch. 13 (377-85)
 Ch. 14 (427-30)
 Exercise 13.1 due
 Exercise 14.12 due
 Integrating Quotations in MLA Style activities

Th 9/24 *Comp Day*
Open Journal due
Integrating Quotations in MLA Style Exercise due
Summarizing, Paraphrasing, and Quoting Exercise due

Week 6: 3120 CH

Tu 9/29 *Comp Day*

Draft Conferences

Th 10/1 No class

Week 7: 3130 CH

Tu 10/6 Ch. 11 (327-35)

Analyzing a Writer Paper due

Intro of Writing Assignment 3: Summary-Analysis-Response Paper

Th 10/8 Ch. 11 (313-35)

Ch. 14 (431-33)

Do Ex. 11.2, 11.3, 11.4

Exercise 14.13 due

Open Journal due

Week 8: 3120 CH

Tu 10/13 Ch. 2 (38-52), Ch. 7 (212-15), Ch. 9 (272-79), Ch. 10 (302-07)

Do Ex. 2.8

Directed Journal due based on “Your Bricks and Walls” (215), “Workplace
Language” (279), “Evaluate Your Text Messages” (307)

Th 10/15 Ch. 11 (336-44)

Week 9: 3130 CH

Tu 10/20 *Comp Day*

Open Journal due

Draft Conferences

Th 10/22 **Summary-Analysis-Response Paper due**

Intro of Writing Assignment 4: I-Search Paper

Comp Day

Week 10: 3120 CH

Tu 10/27 Ch. 12 (350-58, 361-75)

Th 10/29 *Comp Day*

Open Journal due

Week 11: 3130 CH

Tu 11/3 Review Ch. 13 (377-85)

Ch. 13 (385-90)

Draft Conferences

Th 11/5 Intro of Writing Assignment 5: Career Profile

I-Search Paper due

In-class conferences about ideas

Week 12: 3120 CH

Tu 11/10 Ch. 8 (221-27)
#Sample Career Profile Paper
Th 11/12 *Comp Day*
Open Journal due

Week 13: 3130 CH

Tu 11/17 *Comp Day*
Draft Conferences
Th 11/19 Intro of the Final Portfolio
Career Profile Paper due

Thanksgiving Break

Week 14: 3120

Tu 12/1 In-class conferences about Final Portfolio
Comp Day
Th 12/2 *Comp Day*
Open Journal due

Week 15: 3130

Tu 12/8 *Comp Day*
Draft Conferences
Th 12/10 *Comp Day*

Final: W 12/16 9:30am—**Final Portfolio & Feedback Memo due**