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2021

Fall 8-15-2021

ENG 1000-001: Fundamentals of College Composition

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Eastern Illinois University

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ENG 1000-001: Fundamentals of Composition
Fall 2021 – T/TH 11:00-12:15pm – Coleman 2120

Instructor: Mrs. Ashley Flach
Office: 3037 Coleman Hall
Office Hours: By appointment
Email: amflach@eiu.edu

Required Texts

- *Ideas and Aims*
- *The Little Seagull Handbook with Exercises*, 3rd ed. Bullock, Brody, and Weinberg
- Power Points and Handouts on D2L
- Your writing

Materials

Writing instruments, a notebook, folder or binder, computer, a positive attitude, and other appropriate supplies. You will also be required to closely follow the syllabus, so I suggest putting it at the front of your notebook, folder, or binder for easy access.

Course Description

This is 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

Course Requirements

This course is writing intensive and consists of outside and in-class writing, interactive classroom discussion, peer review sessions, independent writing in the form of five major writing assignments, and ten one-page journal entries.

Come to class prepared to participate and interact with the material and your peers.

This class will be challenging, but with determination, a readiness to grow and learn, and an investment in the material, you will succeed!

Formatting and Documentation

For all formal, journals, and in-class writing assignments use MLA: Times New Roman, 1-inch margins, 12-point font, and double-spacing.

MLA also requires a centered title and your last name and page number in the top right header.

In the upper left part of the paper write out this information in this format (not in the header):

Your name

Course Number (ENG 1000)

My name (Professor Flach)

the date (23 August 2021)

Journals

You will be required to write 10 one full-page double-spaced journals formatted in MLA. (They may be longer.) The first journal will be an introduction journal in which you will tell me anything you think I need to know about you as a person, a student, your home life, etc. You may be completely honest with me.

The middle 8 journals will be open journals. That means you can write about whatever you want. No, really, you can. Don't stress about these in regard to content. What you need to do is ensure they are polished. You can treat it like a diary, brainstorm for upcoming papers, or write about things that concern you, etc. You may also use the journals for creative work. Also, if you choose to write creative work for these journals, you still must meet the page limit requirements. Again, they may be longer than one double-spaced page.

All journals must be original. Do not use work from other classes or reuse creative work you've already written.

Just because these journals are considered "low stakes" writing, you still need to give it time and attention. **They must be free of grammatical errors, organized, cohesive, and polished. For example, don't use text talk and don't forget punctuation.** Also, make sure these are all formatted in MLA.

Peer Review Discussion Posts (worth 10 points each)

For every unit we will have a discussion board dedicated to peer review. These are worth 10 points. Though you don't get 10 points just for giving any kind of feedback. You must deeply engage with your partner's paper through close reading and thoughtful and helpful feedback based off of the peer review prompts I will provide. That means you can't just write, "This is good," "I like your paper," "Your paper sucks," etc. You need to go beyond surface comments and explain why. Again, the prompts will help you do this.

Peer review discussion posts are more than just helping your partner strengthen their paper. It's mostly for the peer reviewer. You get to see how someone else approached and fleshed out his/her paper. By engaging with someone else's writing, not only are you helping them, but, more importantly, you're helping yourself because, more than not, you will see through study of someone else's writing how to strengthen your own writing. Do not blow these days off.

Required Conferences and Revision

Since this class is to hone your writing skills and processes, you be required to have a one-on-one conference with me for every major writing assignment. We will schedule these in my office or virtually, depending on Covid rules and restrictions and/or comfort with proximity. You should have a hard copy on hand and you will read me your paper out loud. We will then discuss what steps you need to take for revision. Revision of all five major writing assignments is required for this course. You will have one week from the date of return. I expect deep revision, not just surface editing. If you engage in deep revision and you receive a higher grade, I will replace the existing grade. Upload revisions to the same Dropbox as original paper. Please save revisions something like this: "Informative Paper Version 2" or "Informative Paper 2."

Midterm Portfolio

You will submit a Midterm Portfolio of your major writing assignments and journals for the first half of the semester. This will include all drafts of your major writing assignments. It should be in a Word doc. with a title page, page of contents, and an artist statement discussing your writing processes for this part of the semester's work. We will discuss this more in-depth during the semester.

Final Portfolio

You will submit a Final Portfolio for your final in this class consisting of major writing assignments and journals for the second half of the semester. This will include all drafts of your major writing assignments. It should be in a Word doc. with a title page, page of contents, and an artist statement discussing your writing processes for this part of the semester's work. We will discuss this more in-depth during the semester.

Late Work Policy/Extensions

I do not usually allow extensions or accept late work. At this point in your academic career you are expected to follow the syllabus, be prepared, and meet all deadlines.

Having said that: I understand that sometimes things happen that are beyond our control. If for some reason, you are struggling, you need to contact me as soon as you know, and I will help you get back on track. Don't go uncommunicative. I have found that students who do not have open communication with me don't do as well. You will find I am a very reasonable person, and if you come to me early and let me know if something is wrong, I will work with you.

Though if you come to me the day before a due date or even after the due date and then tell me you're struggling, I will not accept any late work from you.

It is not fair to the students who get their work in on time, and it's not fair to me because I told you from the beginning I'm willing to help. If you don't take advantage, unfortunately, that tells me you don't care and aren't interested in helping yourself.

Your Instructor

If at any time you feel like you are having trouble with the material, or if you need additional resources or reassurance, please contact me via email or schedule a meeting with me. I want you to succeed in this class, and I am here to support you!

Attendance

Emergencies arise in the form of illness, accidents, and happenings that you cannot control. I understand this. Though you must do your best to attend every class. If you miss, excused or unexcused (not having a doctor's note, university/sports event, accident report, etc.) you are responsible for all missed work. It's always best to openly communicate with me in this regard.

Email Policy

I welcome emails, though please use a professional and polite manner when doing so. Use a clear subject line that provides the topic of your email, begin with a greeting, such as "Hello Professor Flach:" or "Dear Professor Flach:" state your purpose in clear and organized prose, and close with a short sign-off, such as "Cheers," or "Best," and then your name.

Also, title your emails with your name and section number.

Class Conduct

The classroom is a place for learning and growth, and as we will be doing important work this semester, I expect you to have good manners, engage in careful listening, and have respect for diverse backgrounds and opinions. I also expect maturity, participation, and for you to come to class prepared and to be ready to write and discuss!

Unless otherwise noted, please do not engage in activity on your cellphone during class. Perusing social media and texting are not permitted. Also, once you come to class, please remove Air Pods or headphones.

Academic Integrity and Plagiarism

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

your work that might be considered plagiarism, please come to me prior to turning in the final draft.

The official statement on plagiarism by the EIU English Department is as follows: “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 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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

If we all work together, we can ensure ethical resource use in our papers!

Using the Writing Center

I strongly encourage all students to utilize EIU’s Writing Center, which is located at 3110 Coleman Hall. This free service provides one-on-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and developing your in-text citation and works cited/reference page to avoid plagiarism.

To schedule an appointment, you can visit during posted hours or call 217-581-5929.

Office hours are as follows: Mon-Thurs, 9am-3pm; 6pm-9pm; Friday 9am-1pm

There is also now an available widget on D2L for the Writing Center for easier access.

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 McAfee, Room 1210, or call 217-581-6583 to make an appointment.

If you have accommodations, you need to alert me the first day of class.

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 McAfee, Room 1301.

Composition of Overall Grade
(all assignments and point totals are **tentative**)

Journals		100
10 Journals	10	
Peer Review Discussion Posts		40
4 Peer review days	10	
Midterm Reflection		50
Formal Writing Assignments		600
Informative (3)	100	
Rhetorical Analysis (4)	100	
Evaluative (5)	100	
Persuasive (5)	100	
• Proposal	50	
• Annotated Bib	50	
Reflective (5)	100	
Midterm Portfolio		100
Final Portfolio		100
Semester Participation		100
Overall assessment for semester		

***Possible Discussion Board Posts**
10 points a piece and will be added to the total as we work through the semester, if necessary

990 tentative points

Grading Scale for Formal Documents

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

Overall Grading Scale

A, B, C, No Credit

ENG 1000 - 001 Syllabus Schedule – Fall 2021 – (8/23-12/17)
T / TH 11:00 – 12:15pm – Coleman 2120
Dropbox = DB

Unit 1: Informative Writing

Week 1:

T 8/24 Intro / Syllabus
Assign Journal 1

TH 8/26 How to Be Successful
Journal 1: What I Need to Know About You due by 11:59 pm to DB

Week 2:

T 8/31 College Writing / Informative Writing Assignment Introduction

TH 9/2 Purpose, Audience, and Genre
Journal 2 due to DB by 11:59 pm

Week 3:

T 9/7 Writing Processes

TH 9/9 Summarizing, Paraphrasing, and Quoting
“Age of Heroic Medicine”
Journal 3 due to DB by 11:59 pm

Week 4:

T 9/14 In-Class Writing

TH 9/16 Peer Review

Su 9/19 Informative Paper due to DB by 11:59 pm

Unit 2: Rhetorical Analysis

Week 5:

T 9/21 Analysis / Rhetorical Analysis Assignment Sheet Introduction

TH 9/23 Rhetorical Analysis
Journal 4 due to DB by 11:59 pm

Week 6:

T 9/28 Phillis Wheatley

TH 9/30 Toni Morrison
Journal 5 due to DB by 11:59 pm

Week 7:

T 10/5 In-class Writing

TH 10/7 Peer Review

Su 10/10 Rhetorical Analysis due to DB by 11:59 pm

Unit 3: Evaluative Writing / Midterm

Week 8:

- T 10/12 Evaluative / Evaluative Writing Assignment Introduction
- TH 10/14 In-class Midterm Portfolio Compilation and due to DB by 11:59 pm
Journal 6 due to DB by 11:59 pm
- Fri 10/15 No Classes – Fall Break

Week 9:

- T 10/19 Jumbo Beach Ball Evaluation Discussion
- TH 10/21 Frank McCourt Evaluation Discussion
Journal 7 due to DB by 11:59 pm

Week 10:

- T 10/26 In-class Writing
- TH 10/28 Peer Review
- Sa 10/30 Evaluative Paper due to DB by 11:59 pm

Unit 4: Persuasive Writing

Week 11:

T 11/2 Persuasive / Persuasive Writing Assignment Introduction

TH 11/4 Persuasive In-class Discussion

Week 12:

T 11/9 In-class Writing: Persuasive Proposal with Thesis/Reasons/Evidence for Reasons

TH 11/11 In-class Writing: Persuasive Annotated Bibliography
Journal 9 due to DB by 11:59 pm

Week 13:

T 11/16 In-class Writing

TH 11/18 Peer Review

Su 11/21 Persuasive Paper due to DB by 11:59 pm

Thanksgiving Break: 11/22-11/26

Unit 5: Reflective Writing / Final Portfolio

Week 14:

T 11/30 Reflective / Reflective Writing Assignment Introduction

TH 12/2 Sherman Alexie and Frederick Douglass Discussion
Journal 10: Feedback due to DB by 11:59 pm

Week 15:

T 12/7 In-class Writing / Organize Final Portfolio

TH 12/9 In-class Writing / Organize Final Portfolio

Su 12/12 Reflective Paper due to DB by 11:59 pm

Finals Week:

Week 16:

T 12/14 Final Portfolio due to DB by 11:59 pm