

Fall 8-15-2011

# ENG 1000-002: Fundamentals Of College Composition

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## Recommended Citation

Taylor, Tim, "ENG 1000-002: Fundamentals Of College Composition" (2011). *Fall 2011*. 3.  
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## ENG 1000-002 Course Policy

### Fundamentals of College Composition

11am MWF, 3120 (odd weeks) & 3130 (even weeks) Coleman Hall

Dr. Tim N. Taylor

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Office Hours: MWF 9:00-10:30 am or by appointment

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“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

- A writing textbook to be distributed that you can write in and annotate

#### 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 fundamental writing abilities. Practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and strengthening skills of revising and editing prose. Credit/No Credit.

#### Student Learning Objectives and Expected Performance Outcomes

- Demonstrate college-level writing produced through an individualized process of prewriting, drafting, revising, editing, and proofreading
- Grow as independent writers and thinkers
- Recognize multiple perspectives while discovering and developing one’s own perspective
- Write expository and persuasive documents throughout the semester (a minimum of 6,000 words and at least five different larger writing assignments) in thesis-based and non-thesis-based prose
- Develop analytical reading skills to understand and critically evaluate diverse reading materials
- Show 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
- Develop research skills by showing the effective use of source materials and the principles of documentation
- Be able to annotate, paraphrase, summarize, quote, and synthesize written material accurately and ethically
- Appreciate the precise meaning of words and how they are the center of writing and communicating

- Understand what a dictionary and thesaurus offer and the social influence of dialects
- Discriminate among levels of diction (informal, middle, formal) and appropriate usage of such word choices
- Understand the differences between general, specific, and concrete details and be able to employ them appropriately in written discourse
- Be able to employ strong evidence, examples, and supporting details
- Write well developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and the audience addressed
- Craft paragraphs that exemplify paragraph unity
- Use effective transitions to create cohesion within and between paragraphs
- Write documents that have sentence variety—varied lengths and types of sentences
- Understand how writing is essential for the workplace and other academic departments
- Write clear, precise, concise, expository prose in Edited American English
- Complete one workplace-based writing assignment

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.

### **Course Requirements**

Class consists of in-class writing activities, discussions of assigned readings, peer review sessions, required conferences, directed and open journals, and pop quizzes. There will be 12 larger writing assignments along with mid-term and final portfolios. We also have a participation grade, so active and constructive participation in class and group work can make a positive impact on your overall grade.

### **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.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

### **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).

As a general rule, 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 a phone conversation, 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.

Although I keep accurate records of your grades and progress, I expect you to keep track of your grades. You should document all your point totals for essays, journals, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student's grade on in-class work alone.

### **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 larger writing assignments, they will be submitted in a two-pocket folder that holds all pre-writing, outlines, and drafts. Writing assignments will use Baskerville 12 point font or Garamond 12 point font 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. We 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).

### **Revision**

Students can revise 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. I will not grade revisions unless the original graded document is submitted with it. If you choose to revise, it should help your overall grade; however, I expect deep revision, not just surface editing.

## Mid-Term & Final Portfolios

In this class, you'll create a mid-term and 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 memos for the portfolios, you can use examples from previous and final versions of papers or other assignments to focus on your growth as a writer and thinker.

## 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.

## 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

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 commits plagiarism by

- 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.

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 a signal phrase and properly cite what page or paragraph (if it's online) the information is located.

I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student's own work. As most instructors are, I am involved in a network to catch plagiarism, and I sometimes randomly—and sometimes not so randomly—check students' work to make sure it is their own.

### **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.

## **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.

## Description of General Grading Criteria

I evaluate assignments in five major areas: audience awareness, organization, supporting evidence and development, style and sentence patterns, and editing skills.

Or another way to think about how I evaluate writing is to consider the IDEAS tool: Interest, Details and Development, Examples and Explanation, Attitude, and Style.

I begin reading each paper with the assumption that it will be acceptable and good (a “C” paper). A **C paper** (70-79) is competent. It exhibits the sort of editorial correctness that would be expected of anyone in college. It has a clear thesis (implicit or explicit) if required, and it is reasonably well organized and developed. However, the paper delivers information that is not particularly surprising, or if it is, it is not supported with persuasive evidence. C papers are typically not as developed as they should be. This type of paper can also exhibit problems with organization that aren’t major problems, but they hinder the rhetorical force of what the writer is expressing. C papers have other shortcomings as well, which invariably deal with stylistic monotony, weaknesses in certain parts of the paper, vague generalities, and so on. The C paper gets the job done, but it lacks the intellectual rigor that invites a rereading.

An **A paper** (90-100) exhibits rich content, solid organization, and coherent delivery. It is well organized so that each sentence and paragraph flows from the other, and it maintains the reader’s interest. It is free of irrelevant details, unexamined assumptions, inappropriate diction, and errors in grammar, usage, or punctuation. Because of its careful organization and development of ideas, the “A” paper imparts a feeling of wholeness and clarity. A reader feels taught by the author.

A **B paper** (80-89) has many of the same qualities of an A paper but has occasional lapses of one kind or another. For the most part, a B paper provides significant support, and it has a logical structure. However, to provide more rhetorical force, a B paper usually needs more development of supporting details or examples, or the writer needs to think about the needs of the reader more deeply.

A **D paper** (60-69) fails to make a clear point, fails to provide enough support or evidence, or falls short of ordinary standards of correctness. D papers usually just “go through the motions” of writing without much thought, as if the writer wrote it in a hurry. A D paper also tends not to have an identifiable thesis or organizing idea if one is required in the assignment. While organization is present, it is neither clear nor effective.

An **F paper** (0-59) is seriously undeveloped or doesn’t answer the task of the writing assignment. The paper treats its subject superficially and has poor organization while the diction is garbled and/or unclear. Mechanical errors are frequent. The ideas, organization, and style fall below what is acceptable college writing.

A= Outstanding, Excellent; B = Strong; C = Adequate, Acceptable, Good; D = Weak and/or Undeveloped in structure or content; F = Seriously weak and/or Undeveloped in structure or content

## Composition of the Overall Grade

(all assignments and point totals are tentative)

<b>Participation</b>	<b>50</b> points
Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations	
<b>Quizzes</b>	<b>To-Be-Determined (TBD)</b>
<b>Writing Process Grade</b>	<b>60</b>
10 points available for every Peer Review 6 peer reviews x 10 points	
<b>Journals &amp; Exercises</b>	<b>178</b>
Journal of Introduction	10
14 at 10 points for each journal	140
1 Assessment Memo	10
Integrating Quotations in MLA Style	10
Summarizing, Paraphrasing, and Quoting Exercise	8
<b>Formal Writing Assignments</b>	<b>500</b>
Writing Development Plan Paper	100
Evaluating via IDEAS Paper	100
Career Profile Paper	100
Analyzing a Trend Paper	100
Summary-Analysis-Response Paper	100
<b>Portfolios</b>	<b>300</b>
Mid-Term Portfolio	100
Final Portfolio	200
	<b>1088 points + TBD</b>

**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 2011

All assignments and due dates are tentative

### Week 1: 3120 CH

- M 8/22 Introductions and Introduction to the Course  
 W 8/24 Ch. 1 (1-13)  
 Answers to "Best Practice Paragraph" (4)  
 Answers to "Resisting the Marshmallow" (9)  
**Course Policy Quiz due**  
**Journal of Introduction due**  
 F 8/26 Ch. 1 (13-18, 21-24)  
 Ideas for "Revise It" (15)  
 Exercise (24)  
 Introduction of Writing Assignment 1: Writing Development Plan  
**Directed Journal ("Best Practice" on page 4) due**

### Week 2: 3130 CH

- M 8/29 Ch. 1 (24-33)  
 Brainstorming for Writing Development Plan  
 W 8/31 Exercise (32-33)  
 Brainstorming and Organizing  
 F 9/2 *Comp Day*  
 Preparing for Peer Review Exercise  
**Directed Journal ("Continuing Education" on page 30) due**

### Week 3: 3120 CH

- M 9/5 Labor Day—No Class  
 W 9/7 Peer Review  
**Open Journal due**  
 F 9/9 Ch. 2 (34-40)  
 Exercise (36-7)  
**Writing Development Plan Paper due**  
 Introduction of Writing Assignment 2: Evaluating an Article via IDEAS Paper

### Week 4: 3130 CH

- M 9/12 Ch. 2 (43-51)  
 Practice: Summary of article (49)  
 W 9/14 Ch. 2 (54-57)  
 F 9/16 Ch. 2 (59-61)  
 In-Class Conferences about possible articles  
 Brainstorming  
**Open Journal due**

### Week 5: 3120 CH

- M 9/219 *Comp Day*  
**Open Journal due**

W 9/21 Peer Review  
F 9/23 Ch. 3 (62-7)  
Exercises (64-5, 65, 66-7)  
**Evaluating an Article via IDEAS Paper due**  
Intro of Writing Assignment 3: Career Profile

Week 6: 3130 CH

M 9/26 In-Class Conferences about People to Interview  
Ch. 7 (183-87)  
Ch. 11 (314-15)  
Ch. 3 (70-76)  
Exercise (74-5)  
W 9/28 Ch. 7 (196-98)  
Ch. 3 (76-80)  
**Open Journal due**  
F 9/30 Ch. 3 (82, 84-5)  
Ch. 3 Style Matters (90-3)  
*Comp Day*

Week 7: 3120 CH

M 10/3 *Comp Day*  
**Open Journal due**  
W 10/5 Peer Review  
F 10/7 **Career Profile Paper due**  
Intro of Mid-Term Portfolio

Week 8: 3130 CH

M 10/10 Ch. 4 Style Matters (128-33)  
In-Class Conferences about the Mid-Term Portfolio  
W 10/12 *Comp Day*  
**Open Journal due**  
10/13-14 Mandatory Conferences about Mid-Term Portfolio  
F 10/14 No Class because of mandatory conferences

Week 9: 3120 CH

M 10/17 Ch. 8 (209-14)  
**Mid-Term Portfolio due**  
Intro of Writing Assignment 4: Analyzing a Trend Paper  
W 10/19 Ch. 8 (214-18)  
Ch. 5 Style Matters (154-7)  
**Directed Journal (“Analyzing a Statistic” on page 215) due**  
F 10/21 No Class

Week 10: 3130 CH

M 10/24 Ch. 8 (222-27)  
**Directed Journal (“Workplace Language” on page 227) due**  
W 10/26 Ch. 6 Style Matters (178-82)  
*Comp Day*

F 10/28 Ch. 8 Style Matters (233-37)  
*Comp Day*

Week 11: 3120 CH

M 10/31 Peer Review

W 11/2 Ch. 10 (304-07)

**Analyzing a Trend Paper due**

Intro of Writing Assignment 5: Summary-Analysis-Response Paper

F 11/4 Ch. 10 (270-76, 79-84)

Ch. 2 (51-54)

Ch. 10 Exercises (273, 278, 280, 281-83)

**Open Journal due**

Week 12: 3130 CH

M 11/7 Ch. 10 (289-90)

Ch. 11 (313, 320-32)

**Directed Journal (“The Power of Attention” on page 290) due**

W 11/9 Ch. 10 (291-93)

Paraphrase Challenge (293)

**Integrating Quotations in MLA Style Exercise due**

F 11/11 Ch. 10 (294-98)

Paraphrase Challenge (299)

**Summary, Paraphrase, and Quoting Exercise due**

Week 13: 3120 CH

M 11/14 *Comp Day*

**Open Journal due**

W 11/16 Peer Review

F 11/18 **Summary-Analysis-Response Paper due**

Intro of Final Portfolio

Thanksgiving Break

Week 14: 3130

M 11/28 Ch. 6 (167-69)

**Directed Journal (“Your Bricks and Walls Essay on page 169) due**

11/29-12/1 Mandatory Conferences about Final Portfolio

F 12/2 *Comp Day*

Week 15: 3120

M 12/5 *Comp Day*

**Open Journal due**

W 12/7 Peer Review of Mid-Term Portfolio Support Paper

F 12/9 *Comp Day*

**Assessment Memo due**

Final: W 12/14, 10:15—**Final Portfolio due**