

Eastern Illinois University

The Keep

Fall 2023

Fall 8-15-2023

ENG 1000-003 College Composition Studio

Tim Taylor

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2023

Recommended Citation

Taylor, Tim, "ENG 1000-003 College Composition Studio" (2023). *Fall 2023*. 3.
https://thekeep.eiu.edu/english_syllabi_fall2023/3

This Article is brought to you for free and open access by The Keep. It has been accepted for inclusion in Fall 2023 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1000-001 & 1000-003 Course Policies

College Composition Studio

Section 001: 10-10:50 am MWF 3609 Coleman & Studio 11-11:50 am F 3210 Coleman

Section 003: 1-1:50 pm MWF & Studio 2-2:50 pm F 3120 Coleman

Tim N. Taylor

Office: 3785 Coleman Hall

Office Hours: 9-10 am MWF, 10-11am Tu, or by appointment

Email: tntaylor@eiu.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*

Texts

- *IDEAS & Aims for College Writing*, Taylor and Copeland
- *What the Best College Students Do*, Bain
- Handouts distributed throughout the semester either in paper copy or via D2L

Materials

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

Course Description

A course in college-level writing and critical reading skills. Practice and instruction in the development of an individualized process of reading, prewriting, drafting, revising, editing, and proofreading. Required of students who do not meet the prerequisites for ENG 1001G or do not pass the placement essay after initially placing in ENG 1000. WC

Student Learning Objectives

Students will demonstrate the ability to:

- 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 and conferences 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

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 and a final reflective paper. 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.

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.

Revision of the Major Writing Assignments

Students have the opportunity to revise the first five major writing assignments to improve their grades. Time allotted for revision is usually one week from the day they are ready to be passed back in class. I expect deep revision, not just surface editing.

Late Work Policy and Attendance

You have the opportunity to turn in one late assignment of your choosing. If you choose to do so, you will typically have one or two days to get the late assignment into me. However, if you turn in a major writing assignment late, you forfeit your chance to revise it. After you have turned in one late assignment, I will no longer accept late work.

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) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity).

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.

Draft Conferences

You will need to attend and be fully prepared for draft conferences for the six major writing assignments. 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 bring two copies of a complete draft of the paper. Doing a draft conference is a pass/fail affair. If you have a full draft and do the draft conference, you earn 10 points toward the writing process grade. If you don't attend a draft conference, you earn zero points.

Studio Class Periods

This class has a studio/lab component every Friday. Those are class periods when I will direct your writing in various ways through invention (brainstorming) and drafting activities, or you will take that time to work on your papers wherever you are in the writing process. I will take advantage of you **actively composing in a composition class**, and I will consult with you when you have questions or you want me to read your ideas and parts of your drafts.

Notes on Professionalism & Document Specifications

Unless otherwise indicated, **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 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/Reaction & Open Journals

Unless otherwise indicated, all journals should be a full page or more. I will direct many of the journals for this class based on our reading from *What the Best College Students Do*, some of which are required. I describe them as "reaction journals" because they are designed to have you react to and analyze concepts, precepts, ideas, and issues that authors present in their works. Depending on what text you're responding to, the journal may focus on an author's main point in one section of the text, an assumption within their argument, or specific details or ideas in the text that you want to **closely analyze and respond to**.

Other journals assigned toward the end of the semester are open, which means you have the opportunity to write about something you want to write about. The topic is open—you choose.

During the course of the semester there are 12 deadlines for journals. You only have to turn in 8 over the course of the semester, but 3 of those journals are required (noted by @ on the syllabus). If you don't complete the three required journals, they will count as zero points toward the eight journals.

All of the journals are graded pass/fail:

- If the journal mainly provides a summary of a chapter in *What the Best College Students Do* or a reading of some sort or does not have a valid rhetorical purpose, it will fail: 0/10.
- If you provide a thoughtful, analytical, and interesting reaction to an author's ideas or write something organized and interesting, it will pass: 10/10.

In sum, **REACT** and critically think.

How I Note Needs for Surface Editing

When I grade major writing assignments, 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. See my “How to Read My Marginalia” and the “*IDEAS & Aims* Punctuation Pattern Sheet.”

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 “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 4-5 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 writing project from sources, from someone else, or via ChatGPT or some other form of artificial intelligence, the project will earn a zero for the assignment, and I will report the occurrence of academic dishonesty to EIU’s Dean of Students.

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, on the next page 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

100 (11%)

Discussion, in-class writing, small group work, exercises/practice presented from the textbook, and informal speaking-intensive activities

The participation grade will be provided at quarters of the semester, so 25 points per quarter.

Reading Quizzes

To-Be-Determined

Writing Process Grade

60 (7%)

10 points available for each draft conference @ six sessions

Journals & Exercises

120 (14%)

Journal of Introduction 10

Directed/Reaction & Open Journals 80

(8 at 10 points each)

Integrating Quotations in MLA Style Ex. 10

Summarizing, Paraphrasing, and Quoting Ex. 10

Feedback Memo 10

Major Writing Assignments

600 (68%)

Resisting the Marshmallow Paper (minimum of 2 pages) 100

Business, Service, or Product Evaluation Paper (3) 100

Perception-Reality Paper (4) 100

I-Search Paper (6) 100

Position Paper (4) 100

Writing Development Plan Paper (3) 100

880 points + TBD

Grading Scale for Formal Documents:

100-92% = A 89-88 = B+ 79-78 = C+

91-90 = A- 87-82 = B 77-72 = C

81-80 = B- 71-70 = C-

69-60 = D

59 and below = F

Overall Grading Scale:

A, B, C, No Credit

ENG 1000-001 & 1000-003 Syllabus Fall 2023

All assignments and due dates are **tentative**
 Chapters w/ page numbers = *IDEAS & Aims for College Writing*
 WtBCSD = *What the Best College Students Do*
 # = Handout
 @ = indicates a required journal

Week 1	
M 8/21	Introductions and Introduction to the Course The Fixed Mindset vs. the Growth Mindset Small-group gleanings from the course policies & syllabus
W 8/23	Ch. 1: 1-9, 13-16, 18-19 Be ready for Ex. 1.1, 1.2, Revise It (13) Ch. 2: 23-31 Be ready for "Questions for Discussion," "Pick One," and "Connect Cronon to a Career" (30-31) Intro of Resisting the Marshmallow Paper Course Policy Quiz due Journal of Introduction due
F 8/25	Ch. 1 of WtBCSD Ch. 3: 61-8, 81-87 Be ready for Ex. 3.5 Ch. 8: 221-27 @Reaction Journal to Ch. 1 of WtBCSD
Studio	Developing goals, experiences, and details and crafting the intro Pattern 1 sentences
Week 2	
M 8/28	Ch. 3: 68-79 Be ready for Ex 3.7
W 8/30	Ch. 3: 81-87 Be ready for Ex. 3.8, 3.9 Verbal Peer Review
F 9/1	Ch. 8 of WtBCSD @Reaction Journal to Ch. 8 of WtBCSD
Studio	Drafting and revising the paper Pattern 2 sentences
Week 3:	
M 9/4	Labor Day—No Class
Tu 9/5	<i>Draft Conferences</i>
W 9/6	Resisting the Marshmallow Paper due Intro of the Evaluation Paper Ch. 10: 285-88 Be ready for Ex. 10.1, 10.2
F 9/8	Ch. 2 of WtBCSD Ch. 10: 289-93, 298-301 Reaction Journal to Ch. 2 of WtBCSD
Studio	Brainstorming topics, generating criteria, and thinking about experiences

Pattern 3 sentences

Week 4:

MTu 9/11-12 **Quarter-Semester Conferences**

W 9/13 Ch. 7: 187-92

Be ready for Ex. 7.1

Be ready for Ex. 8.2 (224-5)

Ch. 12: 363-365

F 9/15 Ch. 4: 98-104, 108-112

Be ready for Ex. 4.6, 4.9

Ch. 3 of WtBCSD

Reaction Journal to Ch. 3 of WtBCSD

Studio Generating details, examples, anecdotes, and evidence for support

Pattern 4 sentences

Week 5:

M 9/18 Ch. 5: 127-39

Ex. 5.1, 5.2

WTh 9/20-21 **Draft Conferences**

F 9/23 Ch. 4 of WtBCSD

Reaction Journal to Ch. 4 of WtBCSD

Studio Drafting and revising

Pattern 5 sentences

Week 6

M 9/25 **Evaluation Paper due**

Intro of Perception-Reality Paper

Ch. 11: 313-15

Be ready for Ex. 11.1

W 9/27 Ch. 2: 38-43

Ch. 7: 212-15

@Directed Journal due—Your Bricks and Walls” or “Lessons from Life” (215)

F 9/29 Ch. 5 of WtBCSD

Reaction Journal to Ch. 5 of WtBCSD

Studio Pre-writing on perceptions and realities

Pattern 6 sentences

Week 7

M 10/2 #Sample papers

W 10/4 Verbal peer review—group brainstorming

F 10/6 #Sample papers

Ch. 6 of WtBCSD

Reaction Journal to Ch. 6 of WtBCSD

Studio Developing details and evidence

Pattern 7 sentences

Week 8

M 10/9 TBD

Anonymous mid-term feedback forms

WTh 10/11-12 **Draft Conferences**

F 10/13 **Perception-Reality Paper due**

Studio	Intro of I-Search Paper Ch. 7 & Epilogue of WtBCSD Reaction Journal to Ch. 7 of WtBCSD Drafting Section 1 Pattern 8 sentences
Week 9	
M 10/16	Ch. 12: 350-56, 361-63, 365-66, 368-75
W 10/18	Ch. 13: 377-84 Topic selection and writing Section I Open Journal due
F 10/20	Fall Break—no class
Studio	Fall Break—no class
Week 10	
M 10/23	Ch. 2: 43-52 Be ready for Ex. 2.5, 2.6, 2.7, 2.8 Open Journal due
10/24-26	Conferences
F 10/27	Working with Sources Review Integrating Quotations in MLA Style Ex. Due Summarizing, Paraphrasing, and Quoting Ex. Due
Studio	Working through Section II—focus on reflection on the research process Pattern 9 sentences
Week 11	
M 10/30	Developing Section III
10/31-11/2	Draft Conferences
F 11/3	I-Search Paper due Intro of the Position Paper Ch. 11: 316-26 Be ready for Ex. 11.1, 11.3, 11.4
Studio	Brainstorming topics and Section I
Week 12	
M 11/6	Ch. 11: 336-44
W 11/8	#Sample persuasive papers
F 11/10	#Sample persuasive papers Open Journal due
Studio	Pre-writing and drafting for the Position Paper
Week 13	
M 11/13	Developing counter-argumentation
W 11/15-17	Draft Conferences
F 11/17	Intro of Writing Development Plan Paper
Studio	Pre-writing for the development plan
Thanksgiving Break	
Week 14	
M 11/27	In-class conferences about Position Paper

W 11/29 **Position Paper due**
Review Ch. 7: 187-92
F 12/1 Focus on metacognition exercises
Studio Drafting and revising the development plan

Week 15
M-Tu 12/4-5 **Draft Conferences**
W 12/6 **Writing Development Plan Paper due**
Intro of the Feedback Memo
F 12/8 Celebration of Student Writing
Studio Drafting and revising feedback

Finals:
Section 001, Tu 12/12: 10:15—**Feedback Memo due**
Section 003, Tu 12/12: 12:15—**Feedback Memo due**