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ENG 1000-002: Fundamental English

Tim Taylor
Eastern Illinois University

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ENG 1000-002 Course Policy Fundamental English

Noon MWF, 3120 & 3130 Coleman Hall

Dr. Tim N. Taylor
Office: 3785 Coleman Hall Phone: 581-6309
Office Hours: Tu, 8:30-11 am; Th, 12:30-3 pm
email: tntaylor@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*

Texts

- Sample chapters of a textbook distributed via email that needs to be printed
- *They Say I Say: The Moves That Matter in Academic Writing*, Graff and Birkenstein

Materials

Writing instruments, paper, 2 two-pocket folders, a good college dictionary, a typewriter or computer, a printer able to print chapters of the textbook, 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 debated/ pondered/ listened/ read/ explored beyond the surface.

Course Requirements

Class consists of in-class writing activities, discussions of assigned readings, tutorial peer review sessions, directed and open journals, mandatory conferences with the instructor, and possibly pop quizzes. There will be seven larger writing assignments. I also have a participation grade, so active and constructive participation in class and peer review sessions 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).

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 that 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.

A Note on Professionalism

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, drafts, and peer review comments. Writing assignments will use Baskerville 12 point font or Garamond 12 point font with double-spacing and one-inch margins unless otherwise indicated.

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. 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 except for the final paper. 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.

Using the Writing Center

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help 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.

As a rule of thumb, 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. 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, we are involved in a network to catch plagiarism, and we 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 instructor 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. In sum, I expect students to act in a mature and collegial manner. Student-learners 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 on your desk.
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.
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 me during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Composition of the Overall Grade

(all assignments and point totals are tentative)

Participation **100** points
 Discussion, in-class writing, peer review sessions, small group work, exercises/practice presented from the textbook, informal presentations

Quizzes **TBD**

Journals **160**
 15 at 10 points for each journal
 1 Evaluation Memo

Formal Exercises **51**

Sentence Imitation Exercises	33
Integrating Quotations in MLA Style	10
Summary, Paraphrase, and Quoting Exercise	8

Formal Writing Assignments **700**

Description Paragraph/s	50
Secret Shopper Memo	100
Lessons from Life Paper	100
I-Search Paper	150
Seven Unsustainable Wonders Paper	100
What Is ____? Paper	100
Reflecting on Writing Paper	100

1011 points + TBD

1011

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:

Pass = C (70%) or better

Fail = D (69%) and below

ENG 1000 Syllabus

All assignments and due dates are tentative

TSIS = *They Say I Say*

Week 1: 3120 CH

M 1-11 Introductions and Introduction to the Course

W 1-13 Read Ch. 2 (1-7)
Do Practice Activity (2-3)
Practice (4-6)
Practice (7)

Course Policy Quiz due

Journal of Introduction due

F 1-15 Ch. 2 (8-17)
Practice (10-12)
Practice (15-17)
Intro of Descriptive Paragraphs (Ch. 4, 17-18)
Open Journal due

Week 2: 3130 CH

M 1-18 MLK (No class)

W 1-20 Ch. 2 (18-35)
Questions (20)
Questions (26)
Exercise (27-8)

F 1-22 Ch. 2 (36)
Ch. 4—Descriptive and Observational Writing (1-8)
Exercises (2-3)
Practice (4-5)
Directed Journal due—Show Who You Are (8)

Week 3: 3120 CH

M 1-25 Preparing for Peer Review
Ch. 4 (8-9, 11-14)

W 1-27 **Peer Review**

F 1-29 **Descriptive Paragraph/s due**

Open Journal due

Intro of Secret Shopper Memo (16-17)

Week 4: 3130 CH

M 2-1 Comp Day
Sentences for Imitation: Compound Sentences (20-22)

W 2-3 Conferences

F 2-5 Comp Day
Imitation of Sentences (22)
Open Journal due

Week 5: 3120 CH

M 2-8 *Peer Review*

W 2-10 **Secret Shopper Memo due**

F 2-12 Lincoln's Birthday (No class)

Directed Journal due—Save It with Details (11)

Week 6: 3130 CH

M 2-15 Ch. 5—Reflective and Exploratory Writing (1-8)

Practice (2-3)

Practice (4)

Intro of Lessons from Life Paper (14)

W 2-17 Ch. 5 (8-14)

F 2-19 Ch. 5 (14-16)

Sentences for Imitation: Complex Sentences (21-23)

Directed Journal due—Exploratory Paragraphs (8)

Week 7: 3120 CH

M 2-22 Comp Day

Imitation Exercise due (23)

W 2-24 *Peer Review*

F 2-26 **Lessons from Life Paper due**

Open Journal due

Writing Assignment 4: I-Search Paper (17-20)

Week 8: 3130 CH

M 3-1 How to Use Databases and Search for Information in the Library

Preface, Intro, and Ch. 1 of *They Say I Say* (TSIS)

W 3-3 Mandatory Conferences—No Class

F 3-5 Ch. 2 TSIS

Open Journal due

Week 9: 3120 CH

M 3-8 Ch. 3 TSIS

“Important Points about Using Sources—MLA Style” (Writing Center website)

Summary and Paraphrase

I-Search Paper Abstract due

W 3-10 Ch. 5 Reading

Integrating Quotations in MLA Style Exercise due

F 3-12 Comp Day

Summary, Paraphrase, and Quoting Exercise due

Directed Journal due—Your Bricks and Walls (13)

Spring Break

Week 10: 3130 CH

M 3-22 Comp Day

W 3-24 Mandatory Conferences—No Class

F 3-26 *Peer Review*

Open Journal due

Week 11: 3120 CH

M 3-29 Ch. 5—Informative Writing (1-5, 11-15)
Practice (3)
I-Search Paper due
Intro of Seven Unsustainable Wonders Paper
W 3-31 Ch. 5 (15-20)
F 4-2 Comp Day
Open Journal due

Week 12: 3130 CH

M 4-5 Comp Day
Sentences for Imitation due (24-6)
W 4-7 *Peer Review*
F 4-9 (No Class)
Open Journal due

Week 13: 3120 CH

M 4-12 **Seven Unsustainable Wonders Paper due**
Ch. 7—Analytical Writing (1-6,
Practice (2)
Exercise (3)
Intro of What is ____? Paper
W 4-14 Ch. 7 (12-15)
F 4-16 Comp Day
Varying Sentences Openers (24-27)
Directed Journal due—Another Effect of Exercise (6)

Week 14: 3130

M 4-19 Comp Day
Varying Sentence Openers Analysis/Imitation due
W 4-21 Comp Day
F 4-23 *Peer Review*
Open Journal due

Week 15: 3120

M 4-26 **What is ____? Paper due**
Intro of Reflecting on Writing Paper
W 4-28 Comp Day
F 4-30 Comp Day
Evaluation Memo due
Open Journal due

Final—W May 5, 10:15am: Reflecting on Writing Paper due