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ENG 1000-004: Fundamentals of College Comp

Dagni Bredesen
Eastern Illinois University

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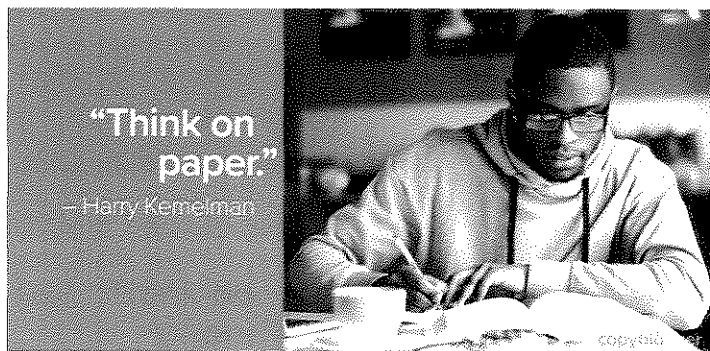
ENG 1000 SECTION 004 CRN 93687
FUNDAMENTALS OF COLLEGE COMPOSITION
FALL 2018

Dr. Dagni Bredesen
Email: dabredesen@eiu.edu
Office: Coleman 3751
Office Hours: M&W 1:45-2.45; T 2-3 & by appt.

Course Information:
9-9:50 am MWF
Section: 004
Room: CH 3130

REQUIRED TEXTS AND MATERIALS

- *Ideas & Aims for College Writing* by Tim Taylor and Linda Copeland
- *Little Seagull*
- A writer's notebook of your choice. (Bring to every class.)
- Three-ring binder or folder to keep all of the workshop pieces and handouts.



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 pre-requisites 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 & GRADING

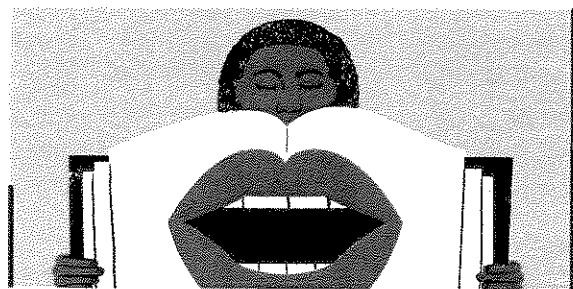
Although class work will include quizzes and discussions of assigned readings, mainly this course's grade will stem from your writing. We will do a number of in-class writing activities ranging from grammar exercises to topic brainstorming to drafting of essay paragraphs. Our focus revolves around three major essays that we will work on in stages where you can gather feedback via your peers in workshop, private conferences, and written suggestions.

Success in a writing course is more about one's attitude than one's skills. To succeed in this course, you first and foremost must want to succeed. Meeting all deadlines, hard work, and a positive attitude when facing challenges are keys to a successful student. If something feels "boring" or "too hard," I encourage you to push against that feeling. Instead, focus on picking topics that are meaningful to you so that you have something you want to say--something that the world needs to hear.

Essays: Realizing your rhetorical situation, which is identifying your audience and writing with exigence, is crucial to engaged and inspired writing. Therefore, you will have enough latitude to choose essay topics meaningful to you that also meet the assignment's goals. Throughout the semester, we will be refining our ideas into three main essays: a personal essay, a comparative essay, and a position essay with research.

All of the papers have deadlines for workshop, submissions, and revisions. With each essay, I will hand out our class's assignments and deadlines for that particular section so that I can respond better to the class's needs and interests.

Participation: The time we spend together is our opportunity to exchange ideas and create a community. In *Mystery and Manners*, writer Flannery O'Connor reflects on the value of writers interacting with one another: "Unless the novelist has gone utterly out of his mind, his aim is still communication, and communication suggests talking inside a community." While we will be writing nonfiction, this sense of community is still vital. At the end of the semester when I reflect on your participation, I will consider not only how often you contributed to class discussions, but the quality of those comments. I will also consider your seriousness with in-class writing assignments in the participation grade as well. **Also, I expect a high level of professionalism in class, so texting, sleeping, cell phone ringing, etc., will greatly reduce your participation grade. I may also ask you to leave class for that day and be counted as absent.** Since understanding the writing process as a group endeavor is important, participation counts as 10% of your grade.



Quizzes and Informal Writing Assignments: We will be doing in-class writings and assigned writing exercises to help you practice your rhetorical skills and to give you an opportunity to write without the pressure of a grade. Your attitude, focus, and thoroughness with these writings will be reflected in the "Quizzes and Informal Writing Assignments" portion of your final grade. For these assignments, you will earn either zero or ten points each, and I will make only minimal comments, if any. To receive full credit, you must meet the length requirement, follow instructions, and display a seriousness with the assignment. Also, I will not allow for any of these writings to be turned in late, even if you are absent on the day I collect the work. You may, however, email me any work that is due before class begins. We will also have pop quizzes regarding our readings that are worth ten points each. Again, if you are absent or late for a quiz, no make-ups will be given.

Readings: Assigned essays should be read by the date on the syllabus and will serve two purposes. In class, we will discuss the readings in terms of what succeeded and why, and how we can employ the rhetorical techniques. The other purpose is to challenge and expand our viewpoints, asking us

to examine and articulate what we believe and why. Some class days, we will not be able to discuss everything that we have been assigned, but the information is still valuable and may be on a quiz.

I would also like to comment on how to read. Yes, we all know how to read, but how to read well is a different beast. **At a minimum, read everything twice for this class.** Also, mark in the text while you read, underlining what seems like important sentences and noting where you have questions. Sometimes students feel that this sort of marking is disrespectful to the text, but it is common practice in college and aids you in comprehension. Granted, if you are using a rental book, you can't mark in them. But you can still use post-it notes to highlight key points. It is also a good idea to come prepared with a comment or question regarding each of our readings so that you are fully engaged in the class discussion. Finally, always have the reading in front of you, not on your laptop, but a printed version. Not having the assigned reading will count as ½ absence. See below.

Attendance, punctuality, and meeting deadlines are all part of academic and most of our professional life. There are days you may not want to work, but successful students work—when they feel inspired or not. Coming to class is part of your obligation to your academic career and to your community. **Therefore, missing four courses will lower your final grade by five points; Five or six absences will lower your final grade by ten points. Seven absences will result in failure of the course.** To allow adequate time for class discussion and in-class writing, arrive on time. Being late twice (or leaving early twice) will be considered an absence. This attendance policy applies to all students regardless of the reason for the absence. The only exception will be school-sanctioned events or illness for which I receive notice, in writing, from a university administrator. Finally, if you arrive without the day's reading in front of you, it will count as ½ an absence.

Also, I do not accept late work for most of our work, which includes occasions when you are absent. If you must be absent, you may email me your work before the class to receive credit for it. The only exception will be school-sanctioned events or illness for which I receive notice, in writing, from a university administrator. The reason for this strict policy on late work is to help build discipline as writers. Procrastination can be the creative killer to writers, so I am trying to take the option of “later” off the table.

Grading:

Unit #1 (personal narrative)/Part to Whole	20%
Essay #2 (comparative analysis)	20%
Essay #3 (I-search essay)	30%
Quizzes/Informal Writing Assignments	20%
Class Participation	10%



Ninja
Writers

Grading scale is as follows:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

*Please note that you must earn a “C” or higher to receive credit for this course.

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 a NC (No Credit) in the course and have to take it again next semester.

COLLEGE CONDUCT

The following guidelines are written by EIU's composition director Dr. Timothy Taylor. I would like our class to reflect on these actions of a successful college student every Friday. When you arrive on Friday, be prepared to share one difficult act that you successfully performed in a college course that week.

Guidelines for Any College Course by Dr. Tim Taylor:

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.

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. Bredesen” or “Dear Dr. Bredesen:”
- 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 pages 5-6 of my course policy.”

UNIVERSITY POLICIES

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.

Plagiarism is a serious offense and will be dealt with according to university policy, which can be found on the Office of Judicial Affairs pages. First offense will be referred to the Office of Judicial Affairs and **will result in a grade of F** for this class. I think we all know what plagiarism is by now: the willful “appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work” (from *Random House Dictionary of the English Language*). In sum, do your job, which means do your own work.

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.

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, test 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.

Using the Writing Center

I encourage you to use our wonderful 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.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

“The true alchemists
do not change lead
into gold; they change
the world into words.”

~William H. Gass

