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ENG 1000-004: Fundamentals of College Composition

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Eastern Illinois University

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FUNDAMENTALS OF COLLEGE COMPOSITION

ENG 1000G sect. 004, CRN 93687

Dr. Jeannie Ludlow pronouns: she/her

FALL, 2019

1:00-2:15 pm, MW

in Coleman 3170

Office: Ludlow 3139 Coleman Hall

E-mail: please use D2L for class-related emails

Mailbox: 3155 Coleman Hall

Office Hours: M 10:30-12; T 3-4:30; W 11-12; and by appointment.

Course Description for ENG 1000G:

From Undergraduate Catalog: Graded ABC/NC.

NC=no credit. The letter grade for this course does count toward your GPA. "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."

ENG 1000G is a **writing-centered course**. This means that students will write a minimum of twenty pages of polished, revised prose throughout the semester and that the quality of writing will be the primary factor in the final grade.

Course Expectations: A good composition course provides a foundation for success in all other university courses; therefore, we will work on various kinds of writing throughout the semester. Since good writing is based on both good reading and strong critical thinking, we will also explore ways to strengthen your skills in these areas. Please note: even if you are a competent writer, you will work to strengthen your skills in this class.

Student Learning Objectives—in this course you will:

1. develop effective writing processes for producing documents;
2. produce informative, analytical, evaluative, and persuasive prose;
3. implement reading processes to evaluate sources;
4. adapt written text to suit the text's purpose, audience, genre, rhetorical situation, and discourse community;
5. recognize how to transfer writing processes, understanding of rhetorical principles, and genre awareness to other writing situations;
6. find appropriate sources through secondary research, including the use of academic databases;
7. integrate sources ethically and appropriately, using at least one recognized citation style;
8. use effective language and delivery skills through speaking opportunities;
9. present work in edited American English.

Special circumstances: Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

Materials:

You are required to do all assigned reading for this course. Three required texts were ordered for this course from Textbook Rental. Bring to class each day the book or books noted on your schedule for that day. Some required readings will also be available only on-line via D2L or the internet.

TRS TEXTS

Taylor and Copeland. *Ideas and Aims for College Writing*.

Alexie, Sherman. *Flight*.

Andrews, Arin. *Some Assembly Required*.

OTHER REQUIREMENTS—if you are unable to acquire any of these, please let me know right away. I will help you get them.

A planner that you will use in class every day. NOTE: you may use an electronic calendar (on your phone, for example) **only** if you will also open and use it consistently when you are not in class.

Word (Microsoft Office) word-processing software (download free @

<https://www.eiu.edu/panthertech/software.php>)

Dictionary—online is OK; try www.onelook.com.

Pen (not pencil) for in-class writing.

Notebook—bring it to class every day.

A pocket folder for organizing drafts, etc. BEST is if your notebook has pockets.

A USB drive or access to online/cloud-based storage, for storing/moving documents.

Access to a reliable computer: if your own computer is not reliable, be sure to give yourself enough time to work in a lab on campus.

The ability to access and use D2L to access assignments, submit written work for grading, and contact your professor and your classmates. If you need help with this, let me know immediately.

NOTE: We will meet during our Final Exam period, Tue., Dec. 10, 12:30-2:30 pm. You will complete your exam essay during this period.

IN ORDER TO PASS THIS CLASS, YOU MUST COMPLETE FOR GRADING ALL ESSAYS AND OTHER WRITING ASSIGNMENTS. EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC FAILURE OF THIS COURSE.

GRADES for ENG 1000G are A, B, C, or NC (no credit). A student who earns NC will be required to take the course again. Letter grades (A, B, C) do count in your GPA. Grades will be earned as follows:

55% 4 essays

1. informative (2-3 pp) 5%
2. analytical (3-4 pp) 10%
3. evaluative (4-6 pp) 15%
4. persuasive (5-8 pp)
 - first draft 10%
 - final draft 15%

25% 3 summaries

1. 5%
2. 10%
3. 10%

10% Midterm exam—two in-class timed essays

10% Final exam—one in-class timed essay

NOTE: There will be no makeups for in-class work. If you are late to class, you may miss in-class graded work and will not be able to make it up. Makeups for other assignments may be accepted in cases of hardship or emergency. If you experience hardship or emergency, please let me know as soon as is reasonable.

LATE POLICY: Late work is strongly discouraged.

However, late is better than not at all. Work will depreciate in value one letter grade for each 1/2 school day it is late, beginning at 1:00 p.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

ATTENDANCE POLICY: You should make your own choices about attending class; do remember that any choice we make comes with consequences. If you want to succeed in ENG 1000G, you will show up.

I take attendance every day. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) before the next class session and for checking D2L to find any handouts, information, etc., that you missed. Please do not interrupt the whole class to ask about something you missed.

E-mail guidelines: (NOTE: this is good advice for e-mailing all your instructors) When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect professionalism in your communication. I assure you that your professors will see you as more professional if you see yourself as more professional. All e-mails must have an appropriate salutation (“Dear Professor,” “Hello, Dr. Ludlow,” etc.) and be signed with your name or a recognizable nickname. Your e-mails should be written with complete words and in

complete sentences, not in textspeak (“Can I schedule an appointment with you?” not “Can I C U?”). I check my e-mail two times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

CLASSROOM BILL OF RIGHTS AND

RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The instructors have the responsibility to treat all students fairly and to evaluate students’ work accurately, in terms of the skills that any student in this course is expected to gain.

The instructors have the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students’ personal opinions.

Students have the responsibility to view their instructors as partners in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that their instructors are not primarily responsible for making students understand; it is students’ job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the instructors and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the instructors, from other students, from the Writing Center, the Student Success Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

ACADEMIC INTEGRITY: In this course, we will comply with EIU's academic integrity policy (see your catalog). I have no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to):

1. **quoting** from a source without citing that source and/or without using quotation marks
2. **paraphrasing** from a source without citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
 - a. **copying** another's work from a quiz or assignment
 - b. turning in work that **someone else wrote** for you
 - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/~judicial.

WRITTEN WORK

Please submit your written/composed work for class via D2L. Essays should be in Word (.doc or .docx format) and will be submitted to D2L dropbox. Multi-modal projects will be submitted in the format that makes most sense for the assignment. If D2L gives you problems, please let an instructor know right away. All essays must be typed, double-spaced, in 11- or 12-point font.

GRADING OF WRITTEN WORK

In this class, you will participate actively in the grading of your own written work. Learning to evaluate your own writing will make you a stronger writer. Most grades will be calculated and distributed either in class or during scheduled, **required** conferences with the instructor. Always save your graded essays for future reference; instructors make mistakes, and if I have mis-entered your grade in the gradebook, I'll need to see your graded essay to correct that error.

ESSAY #1 Informative writing

For this assignment, you will write an informative essay about any topic of your choosing. **Pick a topic you know well and will not have to research. This can be a personal topic, as long as you are informing others using the personal information (not just describing, but teaching them something).** If you cannot choose a topic, you will write an informative essay about signing up for classes at EIU. Please note: other students in the class will read your essay; please plan accordingly.

General Course Plan

*subject to revision

Week 1 Assessment writing; about our class

Weeks 2-4 Informative writing

DUE in this unit: reading notes; summary of one reading; essay (500-750 words/2-3 pp); workshopping (this means other students will read your essay)

Weeks 5-7 Analytical writing

DUE in this unit: reading notes; rubric for the assignment (you create your own); summary of one reading; essay (750-1000 words/3-4 pp); workshopping

Week 8 Midterm exam—timed writing

DUE in this unit: two timed in-class essays

Weeks 9-11 Evaluative writing

DUE in this unit: reading notes; rubric for the assignment; summary of one reading; revision quiz for the assignment (you create your own); essay (1000-1500 words/4-6 pp)

Weeks 12-16 Persuasive writing, using sources

DUE in this unit: topic proposal; assignment description and rubric (create your own); first draft of essay (1250-2000 word/5-7 pp); revision quiz; workshopping; revised essay

Weeks 16-17 Final exam—timed writing

DUE in this unit: one timed in-class essay

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DETAILED SCHEDULE, WEEKS 1-4

“assignments due” are due by the beginning of class on the date they are listed

I&A = *Ideas and Aims* by Taylor and Copeland

*NOTE: the schedule will be posted to D2L in units

DATE	ASSIGNMENTS DUE	IN CLASS	KEYTERMS AND THINGS TO THINK ABOUT
M 8/19	no reading due	First-day info; introduction to course, syllabus, materials. In-class writing: paragraph on power of writing; descriptive writing.	power of writing description
W 8/21	read for today: entire syllabus and schedule; bring questions/concerns to class	In-class activity about the syllabus. In-class writing: revise Monday's descriptive writing to make it stronger.	revision
M 8/26	read: I&A pp. 231-247 Choose one of the sample essays to summarize in class on Wednesday (choose from Pollan, Cohen, Durning, or anonymous essay from <i>The New Yorker</i>). Bring to class all questions about the readings.	In class: discuss the readings Essay #1 assignment and rubric distributed and discussed.	informative essay
W 8/28	read: I&A pp. 221-230 and 248-252 plus the "How to Write a Summary" handout Bring to class 1 copy of your informative essay topic; you will share your topic idea with the class.	In class: questions about the informative essay assignment. In-class writing: write a summary of your chosen article from pp. 231-247.	informative essay summary
M 9/2	Labor Day Homework: start writing your informative essay	no class meeting	

W 9/4	<p>no reading due Bring to class 1 copy of your informative essay (may be paper or electronic)</p> <p>Homework: after class, revise your essay. Put an electronic copy of your completed essay in the course dropbox no later than midnight on Sunday, 9/8/19.</p>	<p>In class: quiz on your essay.</p> <p>After quiz: how to fill out the rubric.</p>	thesis evidence organization
M 9/9	<p>no reading due</p> <p>Bring to class 1 copy of your essay, which you have revised after completing the quiz.</p> <p>Essays will be workshopped in class. Homework: after workshopping, do final revisions and edits.</p>	<p>In class: workshopping other students' essays, using rubric sheet.</p> <p>1:45-2:15 in-class timed writing</p>	workshopping = other students will read your essay
W 9/11	<p>no reading due Put final, completed, revised, and edited essay in D2L dropbox before class.</p> <p>Bring to class: your textbook (I&A); and your assignment rubric, filled out as if you were grading your own essay.</p>	<p>In class: time to start your reading homework for M 9/16</p> <p>Sign up for and begin grade conferences</p>	
M 9/16	<p>read: I&A pp. 260-279</p> <p>Choose one of the sample essays to summarize in class on Wednesday (choose from Simon, Stengel, or Tannen)</p> <p>Bring to class all questions about the readings.</p>	<p>In class: discuss the readings</p> <p>Essay #2 assignment distributed and discussed.</p> <p>In-class writing: create your own rubric for the assignment.</p>	analytical essay

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DETAILED SCHEDULE, WEEKS 5-8

“assignments due” are due by the beginning of class on the date they are listed

I&A = *Ideas and Aims* by Taylor and Copeland

*NOTE: the schedule will be posted to D2L in units

DATE	ASSIGNMENTS DUE	IN CLASS	KEYTERMS AND THINGS TO THINK ABOUT
M 9/16	<p>read: I&A pp. 260-279 and re-read the “How to Write a Summary” handout</p> <p>Choose one of the sample essays to summarize in class on Wednesday (choose from Simon, Stengel, or Tannen)</p> <p>Bring to class all questions about the readings.</p>	<p>In class: quiz/discuss the readings</p> <p>Essay #2 assignment distributed and discussed.</p> <p>In-class writing: create your own rubric for the assignment.</p>	analytical essay
W 9/18	no reading due	<p>In-class writing: summary of Simon, Stengel, or Tannen essay from your textbook.</p> <p>In-class activity: summary round robin</p>	
M 9/23	read: I&A pp. 253-59	<p>In class: discuss the readings; talk about what makes writing analytical.</p> <p>In-class writing: work on your analytical essay</p>	
W 9/25	<p>no reading due</p> <p>Bring to class 1 copy of your analytical essay (may be paper or electronic)</p>	<p>In class: citing sources</p> <p>In-class writing: quiz on your essay</p>	<p>thesis evidence organization</p>
M 9/30	<p>no reading due</p> <p>Bring to class 1 <u>paper</u> copy of your essay, which you have revised after completing the quiz.</p>	<p>In class: workshopping other students’ essays, using rubric sheet.</p> <p>1:45-2:15 in-class timed writing</p>	<p>workshopping = other students will read your essay</p>

W 10/2	<p>read: Coates, <i>Between the World and Me</i>, pp. 99-114 (D2L)</p> <p>Put final, completed, revised, and edited essay in D2L dropbox before class.</p> <p>Bring to class: your analytical assignment rubric, filled out as if you were grading your own essay.</p>	<p>In class: types of exam essays</p> <p>1:45-2:15 in-class timed writing</p>	
M 10/7	<p>read: Coates, <i>Between the World and Me</i>, pp. 135-152 (D2L)</p>	<p>In class: reading/discussing the midterm exam writing prompts</p>	
W 10/9	<p>no reading due</p>	<p>In class: midterm exam timed writing, two essays</p>	
M 10/14	<p>read: I&A pp. 289-307</p> <p>Choose one of the sample essays to summarize in class on Wednesday (choose from Erin or Turtle)</p> <p>Bring to class all questions about the readings.</p>	<p>In class: discuss the readings</p> <p>Essay #3 assignment distributed and discussed.</p> <p>In-class writing: create your own rubric for the assignment.</p>	<p>evaluative essay</p>

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DETAILED SCHEDULE, WEEKS 9-12

“assignments due” are due by the beginning of class on the date they are listed

I&A = *Ideas and Aims* by Taylor and Copeland

*NOTE: the schedule will be posted to D2L in units

DATE	ASSIGNMENTS DUE	IN CLASS	KEYTERMS AND THINGS TO THINK ABOUT
M 10/14	read: I&A pp. 289-307 Choose one of the sample essays to summarize in class on Wednesday (choose from Erin or Turkle) Bring to class all questions about the readings.	In class: discuss the readings	evaluative essay
W 10/16	no reading due	In-class writing: summary of Erin or Turkle essay from your textbook. Essay #3 assignment distributed and discussed. In-class activity: summary round robin	
M 10/21	read: I&A pp. 285-89	In class: discuss the readings; talk about what makes writing evaluative. In-class writing: work on your evaluative essay	
W 10/23	no reading due	In-class writing: draft your evaluative essay In class: create your own rubric for the evaluative essay	
M 10/28	no reading due Bring to class 1 copy of your evaluative essay (may be paper or electronic)	In class: quiz on your essay In class: workshopping other students' essays, using rubric sheet.	workshopping = other students will read your essay

W 10/30	<p>no reading due Put final, completed, revised, and edited essay and rubric in D2L dropbox before midnight tonight.</p> <p>Next assignment: research project, persuasive writing. Choose your topic!</p>	<p>In class: time to revise your essay</p>	
M 11/4	<p>read: Freire, "Models Summary" (D2L) Rich, "Claiming an Education" (D2L) hooks, "Integrity" (D2L)</p>	<p>video clips: <i>Mona Lisa Smile</i></p> <p>discussion: models of education</p>	<p>education integrity empowerment</p>
W 11/6	<p>read: I&A pp. 326-344</p>	<p>In class: discuss the readings</p> <p>In class: create (together) the persuasive writing assignment</p>	<p>persuasive writing</p>

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DETAILED SCHEDULE, WEEKS 13-17

“assignments due” are due by the beginning of class on the date they are listed

I&A = *Ideas and Aims* by Taylor and Copeland

*NOTE: the schedule will be posted to D2L in units

DATE	ASSIGNMENTS DUE	IN CLASS	KEYTERMS AND THINGS TO THINK ABOUT
W 11/6	read: Freire, “Models Summary” (D2L) Rich, “Claiming an Education” (D2L) hooks, “Integrity” (D2L)	video clips: <i>Mona Lisa Smile</i> discussion: models of education	education integrity empowerment
M 11/11	read: I&A pp. 313-335 BRING TO CLASS (in writing): the topic of your persuasive essay	In class: discuss the readings. Remember, the persuasive essay tries to convince others to agree with you about something. Persuasive essay assignment sheet.	persuasive essay
W 11/13	no reading due MEET IN BOOTH LIBRARY Please be there on time, ready to go!	Research your topic NOTE: if you miss this class session, it will be <u>very difficult</u> for you to pass this essay.	
M 11/18	no reading due	In-class writing: work on your persuasive essay	
W 11/20	no reading due	In-class writing: work on your persuasive essay In class: create your own rubric for the persuasive essay	
R 11/21	DUE before midnight: your completed essay draft and your rubric, in the D2L dropbox called “first draft”		
M 11/25	no school—Turkey break		
W 11/27	no school—Turkey break		

M 12/2	no reading due BRING TO CLASS: your persuasive essay to work on in class (1 copy— electronic or paper)	In-class writing: quiz on your essay	
W 12/4	re-read: Freire, "Models Summary" (D2L) Rich, "Claiming an Education" (D2L) hooks, "Integrity" (D2L)	In class: discuss the readings again; prepare for your final exam essays	
F 12/6	DUE before midnight: your fully revised and completed draft of your persuasive essay, in the D2L dropbox called "final draft"		
T 12/10, 12:30- 2:30 pm	FINAL EXAM PERIOD ATTENDANCE REQUIRED Come prepared to write!	Your final exam will be two in-class timed writings (like your midterm), covering the readings that were due on 11/6/19 and revisited on 12/4/19.	