

Eastern Illinois University

The Keep

Spring 2015

2015

Spring 1-15-2015

ENG 1001-008: Fundamentals of College Composition

Rebekah Barton

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2015



Part of the [English Language and Literature Commons](#)

Recommended Citation

Barton, Rebekah, "ENG 1001-008: Fundamentals of College Composition" (2015). *Spring 2015*. 8.
https://thekeep.eiu.edu/english_syllabi_spring2015/8

This Article is brought to you for free and open access by the 2015 at The Keep. It has been accepted for inclusion in Spring 2015 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1001G-008 Course Policy Fundamentals of College Composition Spring 2015

9 am MWF, 3140 & 3120 Coleman Hall

Rebekah Barton

Office: 2110 Coleman Hall

Office Hours: MW 10:00-11:00 am or by appointment

Email: rsimcox@ciu.edu

Texts

- From Inquiry to Academic Writing, 2nd ed., Green & Lidinsky
- The Contemporary Reader, 11th ed., Goshgarian

Course Description

This is a 3 credit-hour, writing-intensive course about writing in which we will do a LOT of writing.

More specifically, this is a course in the improvement of fundamental writing abilities. There will be 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.

Course Requirements

Class consists of in-class writing activities, discussions of assigned readings, peer review sessions, required conferences, and reading responses and quizzes. There will be six major writing assignments. I also have a participation grade, so active and constructive participation in class and group work can make a positive impact on your overall grade.

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.

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. **It’s very important to keep an open line of communication with me, so that I can help you be successful.**

Individualized Learning Needs

You have got to advocate for yourself! Please use all available resources so that you can do your best work and have a productive semester.

The Student Success Center – Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.ciu.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 Ninth 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.

If you find that you need another type of specific accommodations in the classroom (say, for example, you lose your glasses and need to switch seats to be able to see the board better), please let me know so that we can work to solve your problem.

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.

Attendance/Tardiness, Late Work Policy, and Expectations

You 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 the late assignment opportunity (sickness, emergency, or University activity).

However, **lack of planning on your part does not constitute an emergency on my part.**

But you have the opportunity to use **one extension** in order to submit a late assignment of your choosing. If you want an extension to be granted, **you must communicate with me about your situation prior to the time the assignment is due.** This can be done by an exchange of emails or talking with me in my office.

My expectation is that you’ll attend every class session. As noted, there are occasions for which absences can be excused. I would caution you not to use too many of these because poor attendance typically results in a poor grade. Should you begin to accrue unexcused absences, your grade will be lowered. Three of these absences will result in a one full letter grade decrease.

In addition, I expect that you will be in the classroom at the time class starts at 9:00 am. It is important that you arrive on time so as not to disrupt the flow of the class session. If you begin to show a pattern of tardiness (more than 3) I will begin to count them as unexcused absences.

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 papers, 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.

In-Class Writing Workshops

Throughout the semester our class will have many writing workshop days. It is absolutely imperative that you come to class with ideas and projects in progress to work on. If you come to class with nothing to work on, you will be asked to leave the class, and you will lose attendance points for that day. **I cannot stress this enough.**

Cell Phones and Computer Policy

Using cell phone during class time will not be tolerated. Any student caught using a cell phone for any reason during class time will receive a zero for that day's participation and assignments. Please inform me if receiving a phone call during class is an unavoidable situation. In these extremely rare cases, the phone must be used outside of the classroom.

During class time, computers are to be used only for classwork. In other words, any activity not directly related to class will not be tolerated. Any student caught engaging in activity on the computer not directly related to class will receive a zero for that day's participation and assignments and may be asked to leave the class.

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. Nearly all of your work will be submitted electronically. Writing assignments demand Times New Roman 12 point font with double-spacing and one-inch margins unless otherwise indicated. Sentences should have only one space between them.

For any assignment you turn in for this class, you should use a proper MLA heading. Your name should be first, followed by the name of your instructor (Ms. Rebekah Barton), the class (ENG 1001-008), and the due date (day# month year). After your heading, provide a title (this should be centered) for the document, and then the paper should start.

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 “Ms. Barton:” or “Dear Ms. Barton:” It is not necessary to address me as “Professor Barton,” nor do I wish to be called by my first name.
- 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”; also, avoid sarcasm—it doesn't translate well in written material

- 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 2 of my course policies.”

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.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

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, 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 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.

A Social Contract of Honesty

In this class, there is a social contract between me and each of you that the work submitted will be your 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 all 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.

Put simply, my one “rule” is: Be respectful. Be respectful of me, your peers, the classroom, and yourself.

If you have concerns about these expectations 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.

Composition of the Overall Grade

(all assignments and point totals are tentative)

Participation

10%

Discussion, in-class writing, draft conferences, small group work, outlines, informal presentations, reflections, quizzes

Formal Writing Assignments

90%

Perception/Reality Paper (4 pages)	100
Ad Analysis Paper (3 pages)	100
Immodest Proposal Paper (3 pages)	100
Extended Definition Paper (3 pages)	150
Summary-Analysis-Response Paper (4 pages)	150
Final Research Paper (5-6 pages)	300

Overall Grading Scale:

A. B, C, No Credit

Class Schedule

All policies and scheduled activities in this syllabus are subject to change at any time.

Week 1: Introduction

- 1/12 Introduction to course
Icebreakers
- 1/14 D2L—*Ch. 1: A Writer Reads*
Introduce Perception/Reality paper
- 1/16 CR—“*How Men Really Feel about their Bodies*” 72-75
D2L—“*I Want a Wife*”

Week 2: Perception/Reality Paper

- 1/19 **Martin Luther King Jr. Day—No class**
- 1/21 **Outlines due**
- 1/23 Workday

Week 3: Perception/Reality Paper Continued

- 1/26 **First draft due**
Peer Review
- 1/28 Workshop with peer and teacher comments
- 1/30 **Final draft due**
Paper Reflection

Week 4: Advertisement Week

- 2/2 D2L—*Ch. 5: Reading and Writing Arguments about Images*
Introduce Ad Analysis Paper
Analysis of Visual Images
- 2/4 Practice Ad Description as a class
- 2/6 Practice Ad Analysis as a class

Week 5: Workshop

- 2/9 **First draft due**
Peer Review
 - 2/11 Workshop with peer and teacher comments
- Final draft due** Thursday 2/12 by 11:59 pm

2/13 **Lincoln’s Birthday—No class**

Week 6: Satire Week

- 2/16 D2L—“*A Modest Proposal*”
Introduce Immodest Proposal Assignment
- 2/18 Practice Outlining
Discuss satire examples
- 2/20 **Outlines due**

Week 7: Workshop

2/23 Workday

2/25 **First draft due**

Peer Review

2/27 Workshop with peer and teacher comments

Week 8: The Power of Rhetoric

3/2 **Final draft due**

Introduce Extended Definition Paper—"That's so ratchet..."

3/4 Using the Oxford English Dictionary

3/6 Workday

Week 9: Rhetorical Kung Fu

3/9 **First draft due**

Peer Review

3/11 Workshop with peer and teacher comments

3/13 **Final draft due**

March 16-20 Spring Break

Week 10: SAR

3/23 "Why Gay America is Good For Straight America"

3/25 Practice Summary Writing

3/27 **Summaries due**

MLA Workshop

Week 11: SAR Magic

3/30 **First draft due**

Peer Review

4/1 Workshop with peer and teacher comments

4/3 **Final draft due**

Week 12: Picking a Topic

4/6 D2L—"Writing an Argument"—83-120

4/8 Writing strong thesis statements

4/10 Thesis and Assertions

Week 13: Research Project Continued

4/13 **Outlines due**

4/15 Topic Sentences

Sign up for week 14 conferences

4/17 Evidence and Elaboration

Week 14: Conferences

4/20 In-text Citations

4/22 **Annotated Bibliographies due**

4/24 Introductions and Conclusions

Week 15: The End is Near

4/27 **First draft due**

Peer Review

4/29 Workshop

5/1 **Final draft due**

Finals Week: May 4-8