

Spring 1-15-2019

ENG 1000-001: Fundamentals of College Composition

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ENG 1000-001: FUNDAMENTALS (30471)
SPRING 2019
3 CREDIT HOURS

Dr. CC Wharram
Email: ccwharram@eiu.edu
Office: Coleman 3010; 1st Floor Booth Library
Office Hours: TTh 9:30-11:00 Coleman
W 13:00-14:30 Booth & by appt.

Course Information:
11:00-12:15 TTh
Section: 001
Room: CH 3170

REQUIRED TEXTS AND MATERIALS

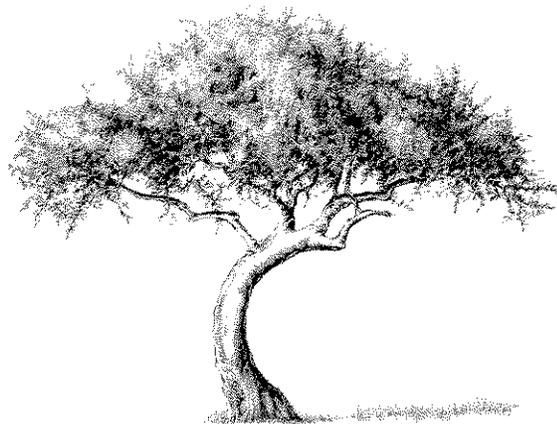
- *Ideas & Aims for College Writing* by Tim Taylor and Linda Copeland
- *Flight* by Sherman Alexie
- *Prentice Hall Reference Guide, 9th ed.* by Muriel Harris & Jennifer Kunca
- *Understanding Rhetoric: A Graphic Guide to Writing* by Losh, Alexander & Cannon
- A writer's notebook of your choice. (Bring to every class.)
- Three-ring binder or folder to keep all of the workshop pieces and handouts.
- A desire to learn and succeed

WHAT IS THIS CLASS?

The official EIU course catalog describes ENG 1000 as follows:

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 prerequisites for ENG 1001G. ABC/No Credit.

First and foremost, then, this course is meant to help you with your writing. But writing doesn't just "happen." In order to write well, you first need to have something good to write about. And in order to come up with something to write about, you often need to learn to do a whole lot of things. Sometimes you need to be able to read closely and carefully. Sometimes you need to think deeply about a question or a problem, so that you can answer the question or solve the problem. Sometimes you need to do a little research, so that you understand the question, the problem, or the topic. Sometimes you need to do a whole lot of research. Sometimes you simply need to find space and time to read carefully, think deeply, so research, write, and revise your writing thoroughly. This course should help you find ways of improving how you write, but also how you read, how you think, and how much time and energy and space you need to do these things well.



In other words, this course is as more about *how* you learn, than what you learn.

STUDENT LEARNING OBJECTIVES

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. Here are some details on what you should be able to do:

- 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 reading skills to understand and 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.
- Reflect upon your own beliefs and consider the viewpoints and arguments of others.
- Demonstrate the ability to employ strong evidence, examples, and supporting details.
- Compose well developed paragraphs and sentences that are direct, economical, free of unintended 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.
- Learn to *revise, revise, revise* your writing, so that it is grammatically sound and logical.



COURSE REQUIREMENTS & ASSESSMENT

You will be assessed with a few quizzes, especially to keep track of how well you are reading and retaining the assigned readings and learning some new vocabulary, and by your performance in class discussions. Mainly, however, this course's grade revolves around **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.

As we all know, though, success in a writing course is more about your attitude than your skills. To succeed in this course, you first and foremost need to 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.

On Boredom: Boredom is underrated. It really is. If you feel bored occasionally during your first or second semester at university, you should count yourself lucky. We will speak more about this in class. If, however, you are bored with the topics you have chosen for yourself to write about in this class, you only have yourself to blame (or congratulate)!

Essays: Realizing your rhetorical situation, which is identifying your audience and writing with urgency, is crucial for engaged and inspired writing. Therefore, you will have enough latitude to choose essay topics meaningful to you, but that also meet the assignment's goals. Throughout the semester, we will be refining our ideas into three main essays: a personal essay, a visual analysis, 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. 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 commitment in class, so texting, sleeping, surfing, etc., will greatly reduce your participation grade.**

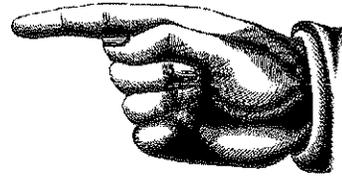
In order to facilitate greater engagement in the course material (and, quite frankly, each other), I offer you two "bonus" points per class if you place your cell/smartphone on a sheet at the front of the class and sign your name next to it. This means that, if we meet 25 times this semester, you have the possibility of gaining 50 bonus points, equivalent to 5% of your grade. If you elect not to take advantage of this option, yet decide to consult your phone during class, you will be asked to leave. **Because I am convinced, based on clear research evidence and my own experience, that screen technologies distract other students, resulting in poorer learning outcomes, I do not allow the use of laptops in this classroom.** Since it is important to understand the writing process as a group endeavor, participation counts as 15% of your grade.

Quizzes, Informal Writing Assignments, and Quantitative Reasoning: 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 "Informal Writing and Other" 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 complete the assignment with all due seriousness. 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.

EIU has recently installed "Quantitative Reasoning" as one of its learning goals for General Education courses. While writing courses may seem an unexpected place to embed quantitative reasoning, the opportunity to look at statistics and/or other quantitative data that you have encountered or find interesting offers us the opportunity to write about these findings and understand how they can be read effectively. I will therefore be asking you to find at least one example in the course of the semester of a statistic that you find in some way interesting, so that we might discuss and write about it.

Assessment:

Essay #1 (personal narrative)	10%
Essay #2 (I-search essay)	20%
Essay #3 (visual thinking analysis)	15%
Meeting Essay Deadlines	10%
Rhetorical Analysis Unit (short exercises, etc.)	10%
Quizzes/Informal Writing Assignments/Data	25%
Class Participation	10%



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.

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, articulate, and reassess 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. Also, many of our readings will need to be printed out (at your expense) from D2L.

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 it. But you can still use post-it notes to highlight key points. And you can take notes in a separate notebook. 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, you must always have the reading in front of you, not on your laptop, but printed out. **If you arrive without your reading in print, you will be counted as absent for that day.**

Attendance, punctuality, and meeting deadlines are all part of academic 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. You will notice (below) that 10% of your final grade will consist of meeting the essay deadlines for each assignment. All that you need to do for these 10% is to show up to class with your work complete. Moreover, it is important that you come to class *every day*.

Therefore, five 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 extended illnesses 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.

COLLEGE CONDUCT

EIU's composition director Timothy Taylor wrote following guidelines. I think they offer solid advice! (I have edited his suggestions slightly, in order to reflect my own voice and enhance a few points.) I would like our class to reflect on these and other 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:

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 brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Respect others' opinions and be open to them, even if you disagree. And it is okay to disagree, with your peers and with me.
7. Actively help your peers in collaborative activities.
8. When working in a group, stay on assigned tasks.
9. Even though it is sometimes very tempting, 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, to each other or to me, will not and should not be tolerated by any of us.
11. No profanity. We will speak more about this in class.
12. If you are sleeping, you are giving everyone else in the class an impression that you probably don't want them to have.
13. Unless it's an emergency, use the restroom before or after class. It's only 50 minutes!
14. Phones. Screens of any kind. Different instructors will have various policies, but you have the right to make the best decision that will help you succeed at university, and that decision is this: you should leave your phone in your room. If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you for the entire class. We will speak more about this in class.
15. Listen to the little voice in your head that tells you that it's important to get enough sleep, to avoid addictive behaviors and actions of all kinds, to eat healthy foods even when more delicious options are available, and to take the time to ask the people around you questions about their lives.

Email Policy:

I welcome emails if you have questions or concerns about your work in this class. By the end of your first week in class, I will discuss with you some good strategies for emailing effectively, and show you some examples of emails that were failures, in this respect. Emailing provides you with an opportunity to show yourself off in the best light, and I want to help you do just that. Developing a professional manner in your emails will help you with other professors and also give you practice in effective communication.

Here are some ideas for writing effective messages through email:

- Use the subject line. Leaving it blank is almost unpardonable!
- The subject should be clear, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?” If your subject is “Hello,” your professor might think that your email is spam.
- Use an address, such as “Dr. Wharram,” or “Dear Dr. Wharram”. At the university level, it’s safest to use “Dr.” or “Prof.” Instructors who do not have doctorates and want you to write “Mr.” or “Ms.” will let you know. Better to err on the “up side.”
- Be concise yet clear in your question or request.
- Use paragraph breaks for reading ease and strong organization.
- Proofread.
- 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”.

Following these guidelines should help you make good impressions on your current and future professors.

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.

Eastern Illinois University Learning Goals (<http://www.eiu.edu/learninggoals/revisedgoals.php>)

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.

4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.

2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.

COURSE SYLLABUS

**Please note that the following syllabus may be altered and that additional assignments will appear on D2L. Be sure to check both the syllabus and your email for each class.*

Introduction to the Course

WEEK ONE: MAY WE HAVE YOUR ATTENTION?

January 8

- Introduction to class, and to each other.
- Your relationship to writing, and what you'd like to accomplish in this class.
- Syllabus discussion.
- First essay will be assigned in class.

Reading: Handouts, “The Rise of Behavioral Addiction” and “Your Smartphone Reduces your Brainpower” (**reading due on Tuesday**)



Handout: “Quotation Marks” (We will work on these sheets throughout the following weeks, and you will submit some exercises for grading. Deadlines announced in class.)

Focus on the Personal Essay

WEEK TWO

Martin Luther King Day (Monday, January 15)

January 15

T, Reading due: Handout, “The Rise of Behavioral Addiction” and “Your Smartphone Reduces your Brainpower”; and “I Dream of Egypt...” (*Ideas & Aims* 209-211)

January 17

Th, Exercise due: Quotation Marks (491, also on handout)

Writing: Opening Paragraph (describing the situation—the “setting”—of the storytelling)
due for in-class reading/discussion