

Fall 8-15-2009

## ENG 3001-004

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 Office Hours: MWF 11-12; W  
 9-10; and by appointment

English 3001, Section 4—Fall 2009  
 (MWF 1-1:50, CH 2120)

#### Textbooks

- Coleman & Funk, *Professional and Public Writing (PPW)*
- Fulwiler & Biddle, *A Community of Voices (COV)*
- Hacker, *A Writer's Reference (WR)*
- A standard college dictionary

#### Policies and Assignments

1. **Writing:** We'll be doing lots of it--in class and out of class! Some of your writing will be "writing to discover"--writing intended to help you stimulate thought and reflection, clarify a thought, expand an idea. At others times you will be writing to communicate your thoughts to others--to me, to members of your writing group, to other students in your major. The goal is for you to discover what it means to be a good writer in your major and ultimately to analyze writing that is typical of a successful professional in your field.
2. **Format:** For ease of file exchange and instruction, please compose all out-of-class writing in MS Word (a pre 2008 version, for easy exchange). Please double space and use a standard font and size (for example, Times New Roman 12). Include your name, section number, the date, and the title on each project. We will discuss the submission process in class.
3. **Late papers:** It is extremely important to keep pace with the assignments and the group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will lower your group grade. All assignments must be completed and Projects 2 and 3 must be completed using the peer group in order for you to receive a passing grade in the course.
4. **Plagiarism:** Respect for other writers' words and ideas is a core value in this class. We'll discuss intellectual honesty and strategies for achieving it throughout the semester, but here is the EIU English Department policy that we will follow:  
 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 original work" (*Random House Dictionary of the English Language*)—has the right and the 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.  
 Further, ethical research writing includes having mastery of distinctions between summary, paraphrase, and quotation (including all appropriate punctuation to distinguish these forms); it also requires providing complete and accurate in-text citations for any ideas as well as language (exact unique words or phrases, sentences, and extended passages) taken from any source (oral, print, or electronic), as well as corresponding Works Cited or References entries. The MLA and APA style sheet examples offered on the OWL website will be our final authority on appropriate form. Note that it offers updates on the newest 2009 MLA rules.

5. **Attendance and Class Participation:** The core goal of this class is to help you to become a better, more able, and responsible reader, writer, and collaborator. Consistent and focused participation is key to achieving that goal. This includes being fully prepared (actively reading assignments--annotating, taking notes, preparing questions—and carefully completing writing assignments) and taking a responsible and active part in class discussions and writing groups (being alert, involved, respectful, tactful, and courteous). Taking part in discussion might include asking well-informed questions based on close reading of assignments, responding to questions, entering into general discussions among students. Also, I'd appreciate your being on time, turning your cell phones to vibrate and using it only for emergencies, bringing the text/s of the day to class, and not starting to pack up until class concludes. If you are sick or have an emergency or an official university activity, please contact me as quickly as possible via email so we can discuss missed work, etc.
  
6. **Grading:** The essays assigned in the course are sequential, building on one another to strengthen existing abilities and develop new ones. Given this course structure, essays and writing produced at the end of the semester will weigh more heavily in determining your final grade; in addition, as would be true in any professional context, I will consider the success of your revision process, your group participation, and the quality and regularity of your class preparation and participation: Writer's Profile 1=10%; Secondary Resources Report=15%; Writer's Profile 2 =25% (total, including revision credit); Literature Review and Argument Project =35%; group and class participation, as well as in-and-out-of class exercises=15%. Extra Credit: Journal (a total of at least 28 entries: no partial credit--all entries must be completed) =10%.
  - There is no final exam in 3001.
  
7. **Writing groups:** Both in college and in the work world, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. It is an essential part of the course, which requires concern and careful attention on the part of all group members. Your efforts will be repaid many times over. When final Writer's Profile 2 and Essay #3 are turned in, all drafts, prewriting, and group critiques must be turned in as well.
  
8. **Extra Credit Writing Journal:** I would like you to encourage you to keep a writing journal this semester. It's meant as a place to reflect on and improve your writing process and analyze developing insights into writing in your field. Many students have reported this activity as among the most valuable in the class. Plan to write entries of no less than 300 words (focusing on a single point/idea--this is not a freewriting journal) and to write a minimum of two entries per week. One entry must focus on the writing process and the other may focus on any topic you feel is directly relevant to this class. "Writing process" entries might include responses to class discussion, to the writing groups, to our readings. You also might reflect on writing in other classes, especially in your major--i.e., the types and quality of writing in textbooks, the types and intentions of papers, the goals of handouts, your goals or strategies for certain assignments. I'll try to make additional suggestions as the semester goes along and will collect your journal at various times during the semester, but the writing here is mainly for your use, so I will not be reading it as a "finished product" where polished editing and attention to audience are essential. All I ask is that you take it seriously and that you do it regularly. A total of 28 entries must be completed to receive credit for this assignment.
  
9. **Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

10. **Office Hours:** Please feel free to drop in during my scheduled hours--or to request an appointment. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question!

NOTE: English 3001 is a Writing-Centered Course. If you plan to use one of the out-of-class essays for your Electronic Writing Portfolio (EWP), please talk with me by midterm. Seniors graduating this semester should be aware of an early November deadline for final semester submissions. Additional information and forms are available at:

<http://www.eiu.edu/~assess/ewpmain.php>

**Additional composition resources:**

- [http://www.eiu.edu/~english/student/documents/Field\\_Guide\\_to\\_Writing\\_2006.pdf](http://www.eiu.edu/~english/student/documents/Field_Guide_to_Writing_2006.pdf)
- <http://owl.english.purdue.edu/>

**Fall 2009**

**English 3001—Getting Started  
(DUE TO ME BY 5 P.M. August 27<sup>th</sup>)**

**Using the email account you check most regularly, please send me an email message ([lscoleman@eiu.edu](mailto:lscoleman@eiu.edu)) with the following information:**

- **Your name, section number, major/s, minor (if any), home and school addresses and phone numbers.**
- **Your goals for English 3001 and what part you see/imagine writing playing in your future professional and civic goals (Please give this some time and careful consideration—and be as specific as possible)**
- **An acknowledgement of having read and agreed to the policies in the course syllabus.**

**If you have any questions, please feel free to ask them in the email, in class, or after class.**

**Plan to check this account on a regular basis.**

Fall 2009

**English 3001—004  
(MWF 1-1:50 in CH 2120)**

**Section 1: The Writer's Toolbox**

**Week 1**

**M 8/24**—Introductions; Assign email introduction

**W 8/26**—*PPW* chpt. 1; Complete “Writer’s Notebook” p. 18 before class (please type your response; this will be turned in); **REMEMBER THAT YOUR EMAIL INTRODUCTION IS DUE TO ME BY FRIDAY AT 5 P.M.**

**F 8/28**—*PPW* pp. 19-26; prepare “Writing Activity” p. 20 in your class notebook before class

**[Thinking Ahead: Check out the 9/2 assignment so you can do the background work in time]**

*(Journal ideas: Reflect on what makes your writing successful and/or on the types of writing you have been called on to do in your college career; examine what has helped you to succeed when you were required to do writing you did not especially look forward to doing.)*

**Week 2**

**M 8/31**— *PPW* 27-37

**W 9/2**-- Writing Groups assigned; complete “Writing Activities” #1 p. 28 for today and record the results in your class notebook; Assign **Writer’s Profile #1** (*PPW* 38-39)

**F 9/4**-- Compose **Writer’s Profile #1** in class

*(Journal ideas: Consider your goals for this class; reflect on previous journals/diaries/notebooks that you have kept or been asked to keep; See *PPW* p. 28 #2, p. 24 #3, p. 32 #1 or 2 and “Writer’s Workshop” pp. 34-35 #1 or 2)*