Spring 1-15-2014

ENG 1000-001: Fundamentals of College Composition

Lania Knight
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2014

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2014/1

This Article is brought to you for free and open access by the 2014 at The Keep. It has been accepted for inclusion in Spring 2014 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
This is a course in the fundamentals of college writing. This course will prepare you to write at
the college level by providing opportunities for reading, writing, and revising. In this course, you
will read several essays and one book, write about what you read, discuss materials in class, and
participate in small group workshops with fellow students and conferences with me as you work
on polishing your writing for your portfolio.

I am a writer. For everything I write, I have read tens, perhaps hundreds of works by other
writers. To be a good writer, you must read. In this course, we will focus on reading, and we’ll
talk about how being an attentive reader helps make you a better writer.

Writing well is hard work. It doesn’t just come naturally. Here’s what Maya Angelou says about
it: “Some critics will write, ‘Maya Angelou is a natural writer’—which is right after being a
natural heart surgeon.” It takes work to be a heart surgeon, and it takes work to be a writer. No
better time to begin than the present.

**Required Texts:**
Eschholz, Paul, Alfred Rosa, and Virginia Clark, eds. *Language Awareness: Readings for
College Writers, 11th Ed.* New York: Bedford/St. Martin’s. 2013
A book of your own choice (TBA)

**Grades:**
Reading Responses 400
Paper I: Expository 100
Paper II: Persuasive 100
Paper III: Reflective 100
Paper IV: Evaluative 100
Final Portfolio 200

Total 1000 points

**Be Prepared for Class**
To prepare for each class, please do the following:
1. Be ready to participate in activities and discussion
2. Bring your textbooks and a notebook with you to class
3. Read the assigned material **before** class
4. Respond via Dropbox on Desire2Learn to the assigned reading **before** class
Reading Responses and Summaries
You’ll write a response to the readings from our textbooks for each class, which may or may not be shared during class (depends on time available). These responses are due the day of class via Dropbox on Desire2Learn by 9am. Each response is worth around 16 points. Your response should include a 100-word summary and a 450–500-word reading response that conveys that 1) you read the assigned material, 2) you understand the material, and 3) you have made connections between the material and class and/or your writing process.

You have three options for your reading response:
1) a List of Ten, which means ten of anything about the reading, such as words you looked up, items you found interesting or confusing, phrases you had questions about. ANYTHING GOES. Write page and paragraph numbers, 450–500 words per list, or
2) a response to the questions (some or all—your choice) posed in the “Thinking Critically about the Reading” section, 450–500 words total; or
3) good, old-fashioned notes of 450–500 words (with page and paragraph numbers). All responses should be written in Edited Standard English in full sentences with few grammar errors.

Writing Events
Attendance at two writing events during the semester is required. After attending an event, please submit a 450-500-word response along with your Reading Responses before the class period immediately following the event.
1) Feb 4: Reading by poet Roger Reeves
2) Apr 5: Lecture by UIUC writer/professor Audrey Petty

Plagiarism
In this course, you’ll learn how to annotate, paraphrase, summarize, and quote written material effectively. Throughout the semester, we’ll talk about plagiarism. Any teacher, including me, 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. When in doubt, ask me first.

Attendance, Participation, and Etiquette
I keep attendance. You may miss up to four classes. If you miss a fifth class, you will fail the course. Two late arrivals = one absence. Exceptions will be made only for documented emergencies and documented school activities. I pay attention to participation—this is an interactive course and requires active engagement during each class. If you are not fully participating in class, you will be asked to leave, which will result in an absence. During the first week of class, we’ll discuss as a group our rules of etiquette and figure out together what works and what doesn’t work for how we’ll treat each other.
Papers
You will write four separate papers for this course, and they will each discuss the theme of literacy and language. For each paper, you will participate in writing, revising, and workshops/conferences. More information for each assignment will be provided early in the semester.

Portfolios
You will assemble a final portfolio for this class in which you’ll demonstrate how your writing has changed over the course of the semester. More information will be forthcoming.

EIU Writing Center
I encourage you to use EIU’s Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help 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.

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.

Tentative Schedule
Week One
Tuesday, 1/14: Introduction and overview
Thursday, 1/16: Reading: Language Awareness (LA): Ch. 1, 1-13: “Reading Critically” and “Be Specific”

Week Two
Tuesday, 1/21: Reading: LA: Ch. 4, 65–71, “Coming to an Awareness of Language”
Thursday, 1/23: Reading: LA: Ch. 4, 72–6, “The Day Language Came into my Life”; Introduce Paper I: Literacy Video

Week Three
Tuesday, 1/28: Reading: LA: Ch. 4, 77–81, “On Being 17, Bright, and Unable to Read”
Thursday, 1/30: Reading: LA: Ch. 7, 177–83, “Sh*y First Drafts”

Week Four
Tuesday, 2/4: Reading: LA: Ch. 7, 184–8, “Writing for an Audience”
   Evening: Reading by Poet Roger Reeves
Thursday, 2/6: Reading: LA: Ch. 7, 189–93, “Sh*y First Drafts”

Week Five
Tuesday, 2/11: DUE: Paper I; Introduce Paper II: The Advice Column
Thursday, 2/13: Reading: “Write Like a Motherf*#er” (link)
Week Six
Tuesday, 2/18: Reading: “Savage Love” (link)
Thursday, 2/20: Reading: “Dear Abby” (link) and “Miss Manners” (link)

Week Seven
Tuesday, 2/25: DUE: Paper II; Small Group Workshops
Thursday, 2/27: NO CLASS

Week Eight
Tuesday, 3/4: Introduce Paper III: Reflection on the Use of Language; Reading: LA: Ch. 4, 87–102, “Letter from Birmingham Jail”
Thursday, 3/6: Reading: LA: Ch. 5, 112–117, “Words Don’t Mean What They Mean”

Week Nine: Spring Break

Week Ten
Tuesday, 3/18: Reading: LA: Ch. 6, 137–48, “Speech Communities”
Thursday, 3/20: Reading: LA: Ch. 6, 149–57, “All-American Dialects”

Week Eleven
Tuesday, 3/25: Reading: LA: Ch. 6, 158–63, “If Black English Isn’t a Language, Then Tell Me, What Is?”
Thursday, 3/27: Reading: LA: Ch. 6, 170–6, “Mother Tongue”

Week Twelve
Tuesday, 4/1: DUE: Paper III; Small Group Workshops
Thursday, 4/3: Introduce Paper IV: A Book Review; Reading: “Owl Criticism” (link)
Saturday, 4/5: Lecture by Audrey Petty

Week Thirteen
Tuesday, 4/8: Reading: self-selected book
Thursday, 4/10: Reading: self-selected book

Week Fourteen
Tuesday, 4/15: Reading: self-selected book
Thursday, 4/17: Reading: self-selected book

Week Fifteen
Tuesday, 4/22: DUE: Paper IV; Small Group Workshops
Thursday, 4/24: Portfolio Conferences

Week Sixteen
Tuesday, 4/29: Reading LA: Ch. 7, 194–200, “The Makers Eye: Revising Your Own Manuscripts”
Thursday, 5/1: Reading 25) LA: Ch. 7, 201–6, “Simplicity”

Monday, 5/5: DUE by 3pm: Final Portfolio