Spring 1-15-2011

ENG 1000-002: Fundamental English

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ENG 1000-002 Course Policy

Fundamental English
Noon MWF, 3130 (odd weeks) & 3120 (even weeks) Coleman Hall

Dr. Tim N. Taylor
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Email: tntaylor@eiu.edu

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Office Hours: M 2-3 pm or by appointment
Email: jahudson@eiu.edu

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”
- Ralph Wahlstrom, The Tao of Writing

“Having to say something is a very different matter from having something to say.”
- John Dewey, How We Think

Text
- Sample chapters of a writing textbook that we will distribute

Materials
Writing instruments, paper, two two-pocket folders, a good college dictionary, a typewriter or computer, and other appropriate supplies

Course Description
A course in the improvement of fundamental writing abilities. 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. Credit/No Credit.

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 debated/pondered/listened/read/explored beyond the surface.

Course Requirements
Class consists of in-class writing activities, discussions of assigned readings, required draft conferences about papers, peer review sessions, directed and open journals, and pop quizzes. There will be larger writing assignments. We also have a participation grade, so active and constructive participation in class and group work can make a positive impact on your overall grade.

Your Instructors
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 us. 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 our offices during posted hours, we can also make arrangements to meet at other times to better accommodate your schedule.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Attendance, Late Work Policy, and Expectations
Students 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 one of their late assignment opportunities (sickness, emergency, or University activity).

You have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with Dr. Taylor about your situation prior to the class time the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it’s an extreme situation, I typically grant an extension of a day or two for late assignments.

We do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a class in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student’s participation grade.

Although we keep accurate records of your grades and progress, we expect you to keep track of your grades. You should document all your point totals for essays, 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, we reserve the right to base a student’s grade on in-class work alone.

**Notes on Professionalism & Document Specifications**

Unless otherwise indicated, all class work must be typed. If an assignment isn’t typed, we will not accept it. When you submit the larger writing assignments, they will be submitted in a two-pocket folder that holds all pre-writing, outlines, and drafts. Writing assignments will use Baskerville 12 point font or Garamond 12 point font with double-spacing and one-inch margins unless otherwise indicated.

For any assignment you turn in for this class, all that’s needed at the top of the paper is your name. After your name, provide a title for the document, and then the paper should start.

**Directed and Open Journals**

Unless otherwise indicated, all journals should be a full page or more. We will direct some of the journals for this class, and other journals are open, which means you have the opportunity to write about something you want to write about. Journals should demonstrate an accurate reading, display an appropriate response, or present a valid rhetorical aim/purpose. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness).

**Revision**

Students can revise all of the larger writing assignments expect for the final paper. Time allotted for revision is usually one week from the day they are ready to be passed back in class. we will not grade revisions unless the original graded document is submitted with it. If you choose to revise, it should help your overall grade; however, we expect deep revision, not just surface editing.
Draft Conferences
You will need to attend and be fully prepared for a draft conference for every major writing assignment this semester. In these conferences, which are held in Dr. Taylor's office, you will read the paper out loud with a pen in hand. After you're done reading the draft, we will simply have a conversation about the draft, your ideas, and strategies for revision.

For each conference, you should make two versions of your complete draft (not “rough”) of the paper. The first version should be according to the “document specifications” above. The second version should be quite different, however.

The second version needs to show the paper line by line, meaning that you take every sentence and place it on one line in order to look for grammatical errors, unnecessary repetition, and places where you can vary the lengths and types of sentences you're using.

For example, if I were to present the second paragraph of this section in a line-by-line manner, here is what it would look like:

For each conference, you should make two different versions of your complete draft (not “rough”) of the paper.
The first version should be according to the “document specifications” above.
The second version should be quite different, however.

When you come for your review conference with a complete draft of your paper, you need to bring two copies of the paper in the first version and two copies of the paper in the line-by-line version. So for each major writing assignment, that’s a total of four copies printed for each draft conference.

Using the Writing Center
We 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.

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.”

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 commits plagiarism by:
- 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.

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 a signal phrase and properly cite what page or paragraph (if it’s online) the information is located.

We reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student’s own work. As most instructors are, we are involved in a network to catch plagiarism, and we sometimes randomly—and sometimes not so randomly—check students’ work to make sure it is their own.

**A Social Contract of Honesty**

In this class, there is a social contract between the instructors and students that the work submitted will be the students’ own documents, not someone else’s work. To put it simply, do your own writing.
Class Conduct
Our 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. In sum, we expect students to act in a mature and collegial manner. Student-learners should come to class having read the material, eager to participate, and ready to write.

Guidelines to Abide by in 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 on your desk.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. 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 is not tolerated.
11. Cell phones need to be turned off.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list 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 us know as soon as possible.
# Composition of the Overall Grade

(all assignments and point totals are tentative)

<table>
<thead>
<tr>
<th>Participation</th>
<th>50 points</th>
</tr>
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<tbody>
<tr>
<td>Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations</td>
<td></td>
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<table>
<thead>
<tr>
<th>Journals</th>
<th>TBD</th>
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<tbody>
<tr>
<td>Journal of Introduction</td>
<td>10</td>
</tr>
<tr>
<td>14 at 10 points for each journal</td>
<td>140</td>
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<tr>
<td>1 Reflective Memo</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Formal Exercises</th>
<th>211</th>
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<tbody>
<tr>
<td>Ch. 5 Style Matters Exercises</td>
<td>24</td>
</tr>
<tr>
<td>Ch. 3 Style Matters Exercises</td>
<td>25</td>
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<tr>
<td>Ch. 6 Style Matters Exercises</td>
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<td>Ch. 4 Style Matters Exercises</td>
<td>25</td>
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<tr>
<td>Ch. 7 Style Matters Exercises</td>
<td>23</td>
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<tr>
<td>Integrating Quotations in MLA Style</td>
<td>10</td>
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<tr>
<td>Summary, Paraphrase, and Quoting Exercise</td>
<td>8</td>
</tr>
<tr>
<td>Ch. 9 Style Matters Exercises</td>
<td>22</td>
</tr>
<tr>
<td>Ch. 8 Style Matters Exercises</td>
<td>20</td>
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<tr>
<td>Ch. 10 Style Matters Exercises</td>
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<thead>
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</thead>
<tbody>
<tr>
<td>Connecting Cronon… Paper</td>
<td>100</td>
</tr>
<tr>
<td>Description of a Problem Letter</td>
<td>100</td>
</tr>
<tr>
<td>Historical/Cultural Marker Paper</td>
<td>100</td>
</tr>
<tr>
<td>Summary-Analysis-Response Paper</td>
<td>100</td>
</tr>
<tr>
<td>I-Search Paper</td>
<td>100</td>
</tr>
<tr>
<td>Restaurant Evaluation Paper</td>
<td>100</td>
</tr>
<tr>
<td>Writing Development Plan Paper</td>
<td>100</td>
</tr>
</tbody>
</table>

1121 points + TBD

Grading Scale for Formal Documents:

- 100-92% = A
- 91-90 = A-
- 89-88 = B+
- 87-82 = B
- 81-80 = B-
- 79-78 = C+
- 77-72 = C
- 71-70 = C-
- 69-60 = D
- 59 and below = F

Overall Grading Scale:

- Pass = C (70%) or better
- Fail = D (69%) and below
**ENG 1000 Syllabus**  
**Spring 2011**

All assignments and due dates are tentative

**Week 1: 3130 CH**  
M 1/10  
Introductions and Introduction to the Course  
W 1/12  
Ch. 1 (1-15)  
Answers to “Best Practice Paragraph” (4)  
Answers to “Self-Control Self Assessment” (9)  
In-class exercise (10)  
Ideas for “Revise It” (16)  
Course Policy Quiz due  
Journal of Introduction due

F 1/14  
Read Ch. 1 (16-26)  
Ch. 1 Exercises (23, 24, 25)  
Intro of the Writing Assignment 1: Connecting Cronon to a Career Paper  
Directed Journal due: What Do Teachers Expect? (21)

**Week 2: 3120 CH**  
M 1/17  
M.L.K. Holiday (no class)  
W 1/19  
Ch. 1 (26-33)  
Ch. 1 Exercise (32-33)  
F 1/21  
Comp Day  
Ch. 2 (34-40)  
Ch. 2 Exercises (35, 36-8)  
Open Journal due

**Week 3: 3130 CH**  
M 1/24  
Ch. 2 (40-49)  
Ch. 2 Practice (44-5, 46-7, 48, 49)  
1/25 – 1/27  
Draft Conferences  
Open Journal due  
F 1/28  
Connecting Cronon to a Career Paper due  
Ch. 2 (50-1)  
Ch. 5 (134-39)  
Ch. 5 Exercise & Practice (136, 136-7)  
Intro of Writing Assignment 2: Description of a Problem Letter (152-53)

**Week 4: 3120 CH**  
M 1/31  
Ch. 5 (140-41)  
Ch. 2 (59-61)  
Ch. 2 Exercises (60, 60-61)  
Ch. 3 (62-69)  
Ch. 3 Exercises (64-5, 65, 66-7)  
W 2/2  
Ch. 5 (142-43, 146-48)  
Ch. 3 (70-6)  
Ch. 3 Practice (74)
Ch. 3 Exercise (74)
F 2/4
Ch. 5 (154-58)
Ch. 3 (76-81)
Directed Journal due: Observing and Describing a Dance (148)

Week 5: 3130 CH
M 2/7
Ch. 3 (82-84)
Ch. 3 Exercise (82-4)
Ch. 2 (28-34)
Ch. 5 Style Matters Exercises due
2/8 – 2/10 Draft Conferences
Open Journal due
F 2/11 Lincoln’s Birthday Observed (no class)

Week 6: 3120 CH
M 2/14 Description of a Problem Letter due
Intro of Writing Assignment 3: Historical Marker Paper
Ch. 7 (183-87)
Ch. 7 Exercise (184)
Ch. 3 (84-87)
Ch. 3 Practice (85-6)

W 2/16 Ch. 3 (90-93)
Ch. 7 (188-91)
F 2/18 Ch. 4 (94-98)
Ch. 4 Exercises (96, 97, 97-8)
Ch. 7 (199-200, 204)
Ch. 3 Style Matters Exercises due
Directed Journal due: Explore a Change (192)

Week 7: 3130 CH
M 2/21 Ch. 4 (100-103)
Ch. 4 Exercise (102-3)
2/22 – 2/24 Draft Conferences
Open Journal due
F 2/25 Historical/Cultural Marker Paper due
Ch. 4 (103-111)
Ch. 6 (178-82)
Intro of Writing Assignment 4: Summary-Analysis-Response Paper

Week 8: 3120 CH
M 2/28 Ch. 4 (111-116)
Ch. 4 Exercises (113, 114-5)
Ch. 10 (270-86)
Ch. 10 Exercises (273, 273, 278, 280, 281-83)
Intro to Summarizing, Paraphrasing, and Quoting
W 3/2  Ch. 4 Exercises (116-117)
    Ch. 10 (289-93)
    Ch. 10 Paraphrase Challenge (293)
**Ch. 6 Style Matters Exercises due**

F 3/4  Ch. 4 (117-23)
    Ch. 10 (294-99)
    Ch. 10 Paraphrase Challenge (299)
**Directed Journal due: The Power of Attention (290)**

**Week 9: 3130 CH**
M 3/7  Ch. 4 (123-28)
    Ch. 11 (320-26, 331-32)
3/8 - 3/10  Draft Conferences
**Open Journal due**
F 3/11  Ch. 4 (128-33)
    Ch. 11 (313-19)
    Intro of Writing Assignment 5: I-Search Paper
**Summary-Analysis-Response Paper due**

Spring Break

**Week 10: 3120 CH**
M 3/21  Review Ch. 11 (313-19, 320-26, 331-2)
    Review Ch. 4 (128-33)
    Ch. 11 (327-30)
W 3/23  Ch. 11 (332, 335-42)
    Ch. 7 (205-08)
**Ch. 4 Style Matters Exercises**
**Open Journal due**
F 3/25  Ch. 11 (343-49)
**Ch. 7 Style Matters Exercises due**
**I-Search Abstract due**

**Week 11: 3130 CH**
M 3/28  In-class Conferences
    Ch 9 (265-69)
**Integrating Quotations in MLA Style Exercise due**
W 3/30  Summary, Paraphrase, and Quoting Exercise due
F 4/1  Ch. 9 Style Matters Exercises due
**Open Journal due**

**Week 12: 3120 CH**
M 4/4  **Open Journal due**
4/6  Peer Review of I-Search Paper
F 4/8  Intro of Writing Assignment 6: Restaurant Evaluation Paper
**I-Search Paper due**

**Week 13: 3130 CH**

Taylor
M 4/11  Ch. 8 (233-37)
        Ch. 9 (238-43, 246-47)
W 4/13  Ch. 9 (248-51)
        Ch. 10 (308-12)
        Ch. 8 Style Matters Exercises due
F 4/15  Ch. 9 (251-58)
        Ch. 10 Exercise (311-12)
        Directed Journal due: Evaluate Your Own Reading Habits or Evaluate the Role of the Internet in Your Success as a Student (258)

Week 14: 3120
M 4/18  Ch. 10 Style Matters Exercises due
        Comp Day & In-Class Conferences
W 4/20  Comp Day
        Open Journal due
        4/21-22 Peer Review of the Restaurant Evaluation Paper

Week 15: 3130
M 4/25  Intro of Writing Assignment 7: Writing Development Plan Paper
        Restaurant Evaluation Paper due
W 4/27  Comp Day
F 4/29  Comp Day
        Reflective Memo due

Final—Wed., May 4 10:15 a.m.: Writing Development Plan Paper due