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ENG 1000 004: Fundamentals of College Comp

Robin Murray
Eastern Illinois University

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English 1000, Fundamentals of College Composition

Dr. Robin L. Murray

Office: CH 3351

Office Hours: TR 2-3:30, W 1-3 & by appointment

Fall 2017: TR 12:30-1:45

Phone: 549-0199 before 10

Course Description:

(Does not count toward graduation, but course grade does count in GPA.) 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.

Please note: We will be using D2L for this class.

- D2L Student Orientation: <https://online.eiu.edu/d2l/home/6909>
- For IT Help, please call the Help Desk at 217-581-HELP.

Texts:

Brannan. *A Writer's Workshop, 2nd Edition*.

Taylor/Copeland. *Ideas and Aims for College Writing with 2016 MLA*.

Course Objectives:

 The following outlines the course objectives:

- 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 analytical reading skills to understand and critically 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
- Demonstrate the ability to employ strong evidence, examples, and supporting details
- Compose well developed paragraphs and sentences that are direct, economical, free of 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

Learning Goals: Course objectives are designed to help students achieve each of four learning goals of general education and university-wide assessment as follows:

I. Critical Thinking

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

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

II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

III. Speaking and Listening

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

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

IV. Responsible Citizenship

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

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Course Requirements:

1. **Journal Entries, Class Participation, and In-Class Work:** During Class you will complete journal entries in response to readings, peer reviews, and discussions.
2. **Paper I:** Literacy Narrative
3. **Paper II:** Descriptive/Observational Writing. For this project, you will have the opportunity to observe and describe a local (either on campus or in your home town) person, place, event, or organization. Your product can take a variety of forms.
4. **Paper III:** Analytical Writing. For this project, you will analyze a piece of art of your choice in the Tarble Arts Center.
5. **Paper IV:** Evaluative Writing. For this project, you will evaluate a media example of your choice.

6. **Paper V: Persuasive Writing.** For this project, you will write a persuasive speech supporting a local issue.
7. **Semester Portfolio:** This portfolio will provide a space for you to showcase the drafts and revisions of your essays and reflect on your work. The added component of a reflection will serve as your “final.”

Grades: Grades will be determined as follows for a total of 100%:

Major Assignment #1, Literacy Narrative (2 pages):	10%
Major Assignment #2, Descriptive/Observational Writing (3-4 pages)	10%
Major Assignment #3, Analytical Writing (3-4 pages)	10%
Major Assignment #4, Evaluative Writing (4-5 pages)	20%
Major Assignment #5, Persuasive Writing (4-5 pages)	20%
Semester Portfolio	10%
Journal Entries, Class Participation, and In-Class Work	20%

Grading of Journal Entries, In-Class Work, Class Participation and Papers:

Journal entry grades will be based on completion, complexity and thoughtfulness.

In-Class Work and Class Participation grades will be based on completion, complexity and thoughtfulness.

“Paper” grades will be based on the following areas in relation to the media chosen for the projects: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%). I will also distribute the English Department’s grade analysis in class and a paper rubric in class and on D2L.

Students with 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.

Plagiarism: The English Department states, "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' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Electronic Writing Portfolio: This class is a writing intensive class, so you may submit one paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, “Application for English department Approval to Student Teach.” These are available on a rack outside the office of Dr. Melissa Ames.

Also Note: You must complete all major assignments to complete this course.

Fall 2017 English 1000 Tentative Schedule, Subject to Change

August

22 Introduction to the course and each other. The importance of writing in college, your life, and the workplace. Journal of Introduction.

24 **Journal “quiz”** on course policies. Introduce Major Assignment 1: Literacy Narrative.

29 **Journal Entry** literacy narrative exploration. Strategies for adjusting to college, the reading process, and the writing process. The importance of revision, strategies for editing and proofreading, reflective writing, and peer review. Prepare a draft of your literacy narrative for August 31.

31 Literacy narrative draft due for peer review and mini-conferences.

September

5 The Aims of Writing and Ways to Support Writing Aims, Reflective Writing.

7 **Literacy Narrative Due**. Reflect on your writing. Introduce Mid-Term Portfolio

12 Introduce Major Assignment 2: Descriptive/Observational project.

14 **Journal entry** on possible choices for descriptive/observational piece. Prepare a draft for September 21.

19 **Descriptive/Observational Project** draft due for peer review and mini-conferences.

21 **Final Descriptive/Observational Project** due. Reflect on your writing. Introduce Major Assignment 3: Analytical Writing Project.

26 **Journal entry** notes on possible art piece choices in the Tarble Arts Center for Analysis.

28 **Journal entry** notes on possible art piece choices in the Tarble Arts Center for Analysis. Prepare a draft for October 3.

October

3 **Analytical Writing** workshop. **Analytical Writing Project draft due** for peer review and conferences.

5 **Analytical Writing Project draft due** for peer review and conferences.

10 **Analytical Writing Project final due**. Reflect on your writing. Share your work with peers. Avoiding Plagiarism. Review Mid-Term Portfolio requirements.

12 **Mid-Term Portfolio due**. Introduce Major Assignment 4: Evaluative Writing Project. Quotation, Summary.

17 Complete **Journal Entry** logs in response to media for Evaluative Writing Project. Discuss in peer groups and with class.

19 Complete **Journal Entry** logs in response to media for Evaluative Writing Project. Discuss in peer groups and with class. Prepare a draft for October 24.

24 **Evaluative Writing** workshop. **Evaluative Writing Project draft due** for peer review and conferences.

26 **Evaluative Writing Project draft due** for peer review and conferences.

31 **Evaluative Writing Project final due**. Reflect on your writing. Share your work with peers. Introduce Semester Portfolio and Major Assignment 5: Persuasive Writing Project.

November

2 **Journal Entry** as persuasive essay practice and timed writing. More about quotations, summary.

7 Complete **Journal Entry** notes on persuasive essay topic chosen for your project.

9 Complete **Journal Entry** notes on sources for your persuasive writing project. Prepare a draft for November 14.

14 **Persuasive Writing** workshop. **Persuasive Writing Project draft due** for peer review and conferences.

16 **Persuasive Writing Project draft due** for peer review and conferences.

21 and 23 Thanksgiving Break---No Class!

28 **Journal Entry:** Reflection on your writing to introduce the logistics of the Cover Letter Reflection for your semester portfolio.

30 **Persuasive Writing Project final due.** Reflect on your writing. Share your work with peers. Review Semester Portfolio. Prepare your semester portfolio for December 5 and 7.

December

5 Mandatory Conferences about Semester Portfolio. **Semester Portfolio Due at Conference.**

7 Mandatory Conferences about Semester Portfolio. **Semester Portfolio Due at Conference.**