

# Field Guide to Writing at EIU

## Table of Contents

### Title

Academic Honesty .....	2
Guidelines for Evaluating Writing Assignments in EIU English Department.....	4
Freshman Writing Program.....	5
Electronic Writing Portfolio.....	8
The Writing Center.....	12
English Technology Integrated Classroom.....	13
Booth Library.....	14
Advanced Writing.....	17
Extracurricular Writing.....	18
Online Resources.....	21
Quick Facts: B.A. in English.....	21
Quick Facts: Minor in Professional Writing.....	22

This handbook presents the basic information regarding the required English courses at Eastern Illinois University. This guide includes examples of past syllabi and a standard rubric. Students should read the book prior to the beginning of classes to familiarize themselves with current requirements and guidelines.

Writing is an important ingredient in all programs and majors. Students will find well-organized and efficient prose a fundamental element in all fields of study. The required composition courses are designed to guide students who are considering a focus in English or other professional studies.

## **Academic Honesty: What Students Need to Know About Plagiarism**

### **What is plagiarism?**

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.

It might help to think of plagiarism as an issue of intellectual property. Although all new ideas are the result of collaboration, when you plagiarize you're taking something that belongs to somebody else without acknowledgement. Some students argue that it's difficult to keep track of ideas and quotations, however this is where good note-taking skills come in. Learning to take good notes will help you to organize your sources. Making use of documentation sheets is also helpful, as well as paying special attention when your instructor talks about integrating quotations into your paper.

### **What are some of the consequences of plagiarism?**

Your writing instructors, despite appearances to the contrary, are a fairly "with-it" kind of bunch. They surf the net; they know how to download MP3 files with ease; they know that when students plagiarize these days, it's most likely to be from the World Wide Web. Inserting a phrase or sentence into a search engine such as Google has helped more than one instructor catch a plagiarist. Plagiarism is like any other illegal or unethical practice. The more you do it (a sentence here, a phrase there), the more likely you are to do it again, the more likely you are to get caught.

According to the English Department guidelines on plagiarism, "Any teacher who discovers an act of plagiarism has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including 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." Repeated acts of plagiarism can result in expulsion

### **Why do students plagiarize?**

- Procrastination. We've all been there. It's eleven o'clock at night and your five-page argument paper is due at nine tomorrow. You begin to panic, realizing that the one paragraph you've written does not sound intelligent or include any conclusive information. You have an outline somewhere, or had--you suddenly realize you've used it to mop up that *Coke* spill. You click on Netscape and type in "gun control," and a commercial about "how the Internet belongs to everyone" streams through your brain.
- Low authorial self-esteem. You've started working early on the paper and have written three pages that actually make some sense. As you're double-checking a source from the Journal of Urban Violence, it dawns on you that this particular article, written by Professor Ima Brain, sounds so much better, so much more intelligent and sophisticated, than your own meager composition. Surely "borrowing" one or two sentences from the introduction wouldn't be plagiarizing? WRONG.

- Make sure to cite correctly. Be sure to adequately cite any direct quote or summary of another author's research or opinion. Take the time to consult the MLA handbook to find the acceptable documentation for each source.

### **Some advice**

- We know it's easier said than done, but if you start your paper on time, you're less likely to succumb to using other people's work.
- Communicate with your instructors. Ask questions: about direct quotations, about MLA documentation, about paraphrasing. The only stupid question is the one not asked.
- Go to the Writing Center. The friendly and knowledgeable tutors will sit down and talk with you about how to start a paper, how to organize a paper, how to conclude a paper. They will help you with sentence structure and word choice.

### **Plagiarism and our pledge to you**

We pledge to you that nothing is more important to us than you. If you find yourself in an impossible time bind, call us. Look the temptation to take a shortcut straight in the eye—and then call us, or come to our office. Memorize our email address. We are not saying that we can always offer extensions for assignments, but we can help you find some arrangement vastly superior to the trouble you would bring upon yourselves and your family.

### **Suggested Paper Format:**

The contents, thoughts and revisions will be specific and different for each student, MLA provides a general paper format guideline:

- Use standard 8 ½ X 11 unruled, white paper
- Margins: 1 inch for top, bottom and sides
- Double space throughout
- In upper left-hand corner of the first page, include: name, instructor's name, course number and date
- Include page numbers if necessary

### **Resources outside of the classroom:**

The Writing Center 217-581-5929  
The Reading Center 217-581-2518

## **Guidelines for Evaluating Writing Assignments in EIU's English Department**

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
<b><i>Focus</i></b>	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
<b><i>Organization</i></b>	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
<b><i>Development</i></b>	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
<b><i>Style &amp; Awareness of Audience</i></b>	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated

<i>Mechanics</i>	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
<i>Process</i>	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

## **Freshman Writing Program**

As part of their general education requirements, all Eastern students are required to take two writing courses designed to be taken during the first year of college enrollment.

English 1001, Composition and Language, and English 1002, Composition and Literature, are designed to form the cornerstone of Eastern students' communication skills. In addition, English 1000 is offered for students who need extra work to prepare them for 1001, and honors versions of 1001 and 1002 are offered (English 1091 and 1092).

- **English 1001G and 1002G**

Sections of 1001G and 1002G meet either for three 50-minute sessions or for two 75-minute sessions per week. In addition, students are expected to spend approximately two hours outside of class working on course assignments for each hour in class. In 1001G classes, instructors should announce at the outset that the course will not have a final examination; in 1002G classes, announce that a final exam will be given. There will generally be a final paper due at the end of the semester to provide an example of improvements and skill development.

The goals of ENG 1001G and 1002G assume that education is a collective enterprise as well as an individual process. Consequently, each course should include collaborative work, including one or more of the following: peer evaluation of drafts as part of the writing process; small group assignments, during or outside of class; research teams; small group discussions that promote active critical exchanges about readings and ideas; cooperative creative projects; group presentations. Such activities may be presented as part of class participation or the writing process. More formal assignments should be specifically explained in the syllabus.

As part of the University's General Education curriculum, final course grades for English 1001G and 1002G are determined according to an A, B, C, NC (no credit) system. Plus

(+) and minus (-) are not used in final course grades. Students must be writing at a C level in order to pass 1001G and 1002G. Throughout the semester, instructors may use grades of A, B, C, D, and F in evaluating student writing, in accordance with the “Guidelines for Evaluating Writing Assignments in EIU’s English Department.”

### **English 1001G. Composition and Language**

**Description.** English 1001G. Composition and Language. A course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

**Objectives.** Students will receive instruction that enables them:

- To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect an understanding and a command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
- To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
- To develop the ability to evaluate and criticize their own and their peers’ writing.
- To develop the ability to understand and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

**Guidelines.** All students with an ACT English score of 15 or above (13 on the old ACT) are placed in English 1001G. Students with ACT scores below the cut-off—or with no ACT scores on file—are placed in English 1000, Fundamental English, a non-credit writing course with emphasis on drafting, sentence construction, paragraph unity and development, and appropriate command of editing skills. Students may have scored high enough on the ACT to be placed in English 1001G but nonetheless be weak in grammar and mechanics. For such students, sentence-level problems may be best treated on a one-on-one basis with the instructor and/or with Writing Center tutors, rather than in large-scale classroom activities. Please note, however, that The Writing Center is available for tutoring students at all skill levels and should not be seen solely as a place for remediation.

The minimum writing requirement of English 1001G is 5000 words. The number of student texts may vary because some instructors assign fewer final texts and require more revisions of drafts. The major focus should be on expository and persuasive writing and should include writing done both in and out of class. Instructors should respond critically to their students’ writing and address both strengths and weaknesses. The final course grade will be determined primarily by performance on the writing assignments, with the most weight given to writing done later in the semester. Instructors may schedule individual conferences as necessary throughout the semester.

## **English 1002G. Composition and Literature**

**Description.** English 1002G. Composition and Literature. A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. As in 1001G, attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G.

**Objectives.** Students should receive instruction that enables them:

- To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
- To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
- To develop the ability to evaluate and criticize their own and their peers' writing.
- To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.
- To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

**Guidelines.** All students enrolled in English 1002G should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination. Please make this prerequisite clear to all students.

The minimum writing requirement of English 1002G is approximately 5,000 words. As in 1001G, the number of student texts may vary as some instructors assign fewer final texts and require more revisions of drafts. In addition to the assigned student authored texts, essay tests do fulfill part of the writing requirement. Instructors will include a research component (e.g., an evaluative essay employing documented library and electronic secondary sources). Instructors should respond critically to their students' writing and address both strengths and weaknesses. Instructors may administer quizzes and tests on the readings, and the final exam should require students to write at least one essay. The final course grade will be determined primarily by performance on the writing assignments, with the most weight given to writing done later in the semester. Schedule individual conferences as necessary.

## **Electronic Writing Portfolio**

### **General Policy on Submissions to the Electronic Writing Portfolio**

- The first essay/document will come from a writing-centered course in the General Education curriculum, ENG 1001G, ENG 1002G, ENG 1091G, or ENG 1092G (generally completed before the student has earned 30 hours).
- The second essay/document will come from a writing-intensive course at the 2000 or 3000 level or from an introductory, writing-intensive course in the major field (generally completed when the student has earned between 30 and 59 hours).
- The third essay/document will come from an upper-division, writing intensive General Education course or from a 3000 or 4000 level writing-intensive course in the major (generally completed when the student has earned between 60 and 89 hours).
- The fourth essay/document will come from the Senior Seminar (generally completed after the student has earned 90 hours)

### **Interpretation of General Policy on Submission to the Electronic Writing Portfolio**

The language describing the Electronic Writing Portfolio outlines when students should ideally be submitting documents to the portfolio. What follows are answers to questions that have frequently been asked concerning the EWP policies.

- The number of hours when a student submits to the EWP is based on when a student *should have* completed that number of hours under typical circumstances. For example, students, who have completed nearly 30 hours, may still submit their second document to the EWP the semester they have a writing-intensive course.
- Based on placement evaluations, some students may be required to complete two or more courses before enrolling in English 1001G or 1002G. Those students should provide their first submission to the EWP from a writing-intensive course taken before they complete 30 hours and should provide a document from English 1001G or 1002G as their second submission. Registration blocks will not be placed on these students until they have completed the applicable coursework.
- Students who complete the equivalent of English 1001G and/or 1002G elsewhere will not be required to submit the first essay to their portfolio. This policy includes students who submit CLEP credit for English 1001 and/or 1002 and students who transfer credit from one or both of those courses from another institution.
- Students who transfer in hours from another institution will begin submitting to the EWP at the point appropriate to the number of hours they transfer. For example, a student transferring in 32 hours of credit would be exempt from the first submission, but would submit documents for the next three levels. All transfer students will submit the last two documents irrespective of the number of hours transferred.
- Departments will determine the appropriate level of an introductory course in that major, so some students may find that an introductory course in the major is 1000-level while other students may

find it at the 2000- or 3000-level. Any writing-intensive course that is designated as introductory for the major will be accepted for the second level submission to the EWP.

- Students who take a 1000-level writing-intensive course (other than English 1001 and 1002) after they should have completed 30 hours may submit a document from that course for their second submission.
- Students who take an incomplete in a writing-centered or writing-intensive course will have until the end of the semester following that in which they complete the course to submit a document from that course.
- Students who started at Eastern under a catalog prior to 2000, but who declare the 2001 or a later catalog, will have to meet the EWP requirements as they would apply to a transfer student of the same level. These students will need to fulfill the graduation requirements of the catalog they declare. Students who have already completed a 2-hour senior seminar will need to take a 3-hour senior seminar to fulfill the general education requirements.
- Since students may take the senior seminar after they have earned 75 hours, they or anyone choosing this option may submit their document from this course the semester they are enrolled in the course. They do not have to wait until they have 90 hours to turn in this submission.
- Students who are dismissed from the institution and then re-admitted who have had their registration blocked because they failed to submit a document after an appropriate level will have that block removed so that they may register. This block will only be lifted once, and students must meet the new deadline for submission, which is the end of the first semester a re-admitted student enrolls.
- Documents written in writing-active courses do not qualify for submission to the EWP; only documents prepared for writing-centered or writing-intensive courses may be submitted.

## To Submit to the Electronic Writing Portfolio

### Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see [www.eiu.edu/~assess](http://www.eiu.edu/~assess) for a list of courses). Save the document in rich text format (RTF) labeled *last name .rtf* (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card**.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be

considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

**Primary Trait Analysis for Writing Matrix  
for Individual Submissions to the Electronic Writing Portfolio**

	<b>4 Highly Competent</b>	<b>3 Competent</b>	<b>2 Minimally Competent</b>	<b>1 Not Competent</b>
<b><i>Focus</i></b>	Clear focus established and maintained; evidence of distinctive voice and/or appropriate tone	Consistent focus of purpose; evidence of voice and/or suitable tone	Some focus; evidence of attempt to communicate with an audience	Limited or no awareness of purpose and/or audience
<b><i>Organization</i></b>	Careful organization that enhances presentation	Logical organization	Some organization; lapses in focus and/or coherence	Random and/or weak organization
<b><i>Development</i></b>	Depth and complexity of ideas supported by rich, engaging, and/or pertinent details	Depth of idea development supported by developed, relevant details	Minimal idea development; repetitious and/or underdeveloped details	Little or no idea development; few and/or unrelated details
<b><i>Style</i></b>	Sophisticated and varied sentence structure and length that enhance effect; precise and/or rich language	Controlled and varied sentence structure; appropriate, effective language	Correct sentence structure that is simplistic and/or awkward at times; simplistic and/or imprecise language	Incorrect and/or ineffective sentence structure; incorrect and/or ineffective syntax and diction
<b><i>Mechanics</i></b>	Virtually no errors in mechanics	Few errors in mechanics relative to length and complexity	Some errors in mechanics, but not enough to interfere with communication	Errors in mechanics that are disproportionate to length and complexity and interfere with communication

Approved Spring 2000 by Electronic Writing Portfolio Subcommittee of Writing Across the Curriculum Committee and CASL

## Students' Frequently Asked Questions about the EWP:

- Q: Which students need to submit to the EWP?  
 A – All students choosing the 2001 –2002 catalog and later must submit to the EWP. Students in earlier catalogs should see their advisor or consult their catalog's graduation requirements for information on which students need to submit to the EWP.  
 A – Students have until one semester after taking a writing-intensive course to submit an essay. Some instructors have set internal class deadlines that supersede the previous rule; see your instructor for a specific class deadline.
- Q: Where can I find the General Guidelines for submitting?  
 A – For guidelines, see page 46 of the 2003-2004 undergraduate catalog and the assessment website at [www.eiu.edu/~assess](http://www.eiu.edu/~assess).
- Q: How will I know which essay to submit?  
 A – Consult with your instructor to make sure the document is one that would be considered competent with the necessary revisions.
- Q: Where can I find a current list of Writing Intensive Courses?  
 A – See the assessment website for a current list of courses at [www.eiu.edu/~assess](http://www.eiu.edu/~assess) or consult the course descriptions in your catalog,.
- Q: How long will it take to get my receipt?  
 A – It should take approximately one to two weeks to process your EWP. Students should check the PAWS system to verify that the submission has been correctly posted to your record.
- Q: Where can I get more information on EWP?  
 A – You may contact your advisor, the staff at CASA (581-8384), or the assessment website at [www.eiu.edu/~assess](http://www.eiu.edu/~assess)

## Important Electronic Writing Portfolio Information

### **If you are a graduating senior:**

**Spring Semester 2006: April 14, 2006** is the last day to submit to be considered a Spring 2006 submission. Documents submitted beginning April 10 will be considered Summer 2006 submissions.

### **Hours for Submission: 8:30 - 12:00 & 1 - 4:00 Monday - Friday**

A student completes and **prints** the submission form on-line. The writing sample is given to the course professor along with the form. If the writing sample is approved, the professor will sign the submission form and the student is responsible for bringing both the form and the writing sample to 3001 9th Street Hall.

A receipt will be sent to the student's campus e-mail address approximately 2 weeks after submitting the form and writing sample to the CASA Office. A student should not consider the submission complete until the e-mail verification has been received. Submissions will also be posted to the PAWS system.

Documents will be accepted one full semester after a student completes a course.

## The Writing Center

Located in COLEMAN HALL Room 3110

For appointments or questions call  
The Writing Center/Grammar Hotline

581-5929

### Overview

Eastern's Writing Center is staffed by trained graduate assistants who tutor students on all types of writing-related activities. The Center is open five days a week during the year and four during summer session; students can drop in or can call ahead to make appointments. You may want to check our current hours. We also encourage faculty to send academic referral forms to us or to send along with the student a list of things to work on.

What we don't do is proofread or focus on grammar and mechanics as issues separate from the writing process. Instead we try to deal with a writing project as a whole, from inventing ideas, to finding an appropriate thesis and structure, and then to editing for style and conventions/mechanics of writing. We offer an on-line sample of the materials we may use in tutorial sessions. We adhere to strong tutorial ethics. This more positive or constructive approach helps to remove the feeling that coming to the Writing Center is a sign of failure which stigmatizes the students who walk in or are sent to us.

In addition, we are here to help faculty and students to achieve their goals. Our services supplement, reinforce and review classroom instruction. The principle behind a good Writing Center is that two people need help: the teacher, because teaching writing is hard work and most teachers have all they can do to keep up; the student because learning to write is hard work and a little one-on-one instruction on top of classroom information can be an enormous help.

We provide the following additional resources:

- a library on the theory and practice of teaching writing, including four or five relevant journals.
- a library of writing textbooks and style manuals for student and faculty use.
- a file of exercises and study guides on writing-related issues, from invention techniques to how to write a resume or job letter.

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### Goals and Purposes of the Writing Center

The Writing Center at Eastern Illinois University has been established to help students improve their writing skills and to serve as an additional resource for faculty who may want to refer their students to us. The instruction provided in the Writing Center supplements classroom instruction--it does not replace it. Some of the areas that we most frequently discuss with students include:

- |   |  |
|---|--|
| 1. developing invention techniques            | 7. improving clarity   |
| 2. identifying and creating thesis ideas      | 8. improving grammar skills  |
| 3. improving organizational skills            | 9. improving spelling  |
| 4. improving audience awareness               | 10. developing methods of revision                                     |
| 5. developing sentence and paragraph patterns | 11. improving proofreading skills                                      |
| 6. improving unity and coherence              | 12. improving writing skills for English as a Second Language students |

## Some of Our Other Purposes . . .

- To provide a pleasant, supervised environment for students writing outside the classroom or in conjunction with the classroom. The environment includes competent professional assistance as well as resource and reference materials.
- To provide a place for teacher certification students to observe supervised individual instruction first-hand, in accordance with clinical experience requirements.
- To provide an opportunity for graduate assistants to accumulate practical, supervised teaching experience.
- To provide regular workshops for graduate assistants on such issues as tutoring problems, discussing tutoring methods and materials, and developing theoretical, practical, and ethical instructional base for future teaching experience.
- To provide outreach programs in the form of workshops, presentations, the Grammar Hotline, and to provide diagnostic analysis and instruction to students preparing to take or retake the Writing submit an essay. Some instructors have set internal class deadlines that supersede the previous rule; see your instructor for a specific class deadline.

### **English Technology-Integrated Classrooms**

Electronic technology and writing are linked in contemporary society, and if students are to succeed in college and in later life they need a firm foundation in both appropriate software and in emerging new media. The English Technology-Integrated Classrooms (ETIC) reflect the pedagogical move toward the integration of the technological resources into the actual, practical day-to-day instruction and learning in language, primarily but not limited to EIU's first-year writing sequence, English 1001G (Composition and Language) and English 1002G (Composition and Literature). Skills emphasized are an understanding of the basic components of a major word processing and web-based programs; the ability to navigate the Internet in order to identify, evaluate, and cite electronic sources for research, including but not exclusively library data bases; and the development of a critical awareness of the multiple roles technology plays in fields involving writing.

**The English Technology-Integrated Classrooms** are the result of a productive and ongoing collaboration among department, college, and university-among faculty, technology support staff, administrators, and students. With the support of the College of Arts and Humanities, EIU's Center for Academic Technology Support, and Information Technology Services, the English Department maintains and develops these classrooms. The classrooms are intended to provide the richest possible environment for writing, reading, and critical thinking.

#### **ETIC Classrooms**

The English Technology-Integrated Classrooms might best be seen as one facility with two pairs of physical components. That is, four classrooms (Coleman Hall 3210 & 3140 and Coleman Hall 3120 & 3130) comprise two paired components. Coleman Hall 3210 & 3120 each contain networked computers for students, and Coleman Hall 3130 & 3140 each contain one networked

computer (nominally the instructor's). This physical layout is an integral part of the ETIC's function and purpose, and the use of paired components offers to teachers flexibility in their instructional methods and to students variety in their learning. If learning to write and to improving one's writing is a process of entering communities of discourse, of voices and writers, then the dynamics of ETIC's design contribute directly to the dynamics of learning.

In CH 3210 & 3120, students work at tables designed to accommodate both collaborative and individual work. Both rooms have networked laser printers.

CH 3140 & 3130 are paired, respectively, with 3210 & 3120; and in these classrooms, teachers have direct access via a Citrix server to class material they use in 3210 or 3120. These classrooms contain regular student seating which provides some flexibility to the physical arrangement.

In addition, all four rooms have access to an integrated overhead LCD projector which allows the projection on-screen of anything on the monitor. The use that instructors make of this setup is varied: demonstrations of resources and software, large- and small-group discussions of student writing and course assignments, student demonstrations and presentations.

### **Hardware and software resources**

The central feature of the computer technology in the English Technology-Integrated Classrooms is the Citrix MetaFrame Access suite which provides students and faculty access to educational and software resources for study and work on their own schedules. The system offers security and identity management by providing authenticated access. In the classrooms, students work on Citrix "thin clients" using the Windows XP operating system. An additional server provides student and faculty with document file storage and access.

The Internet offers worlds of resources to teachers and students. We are incorporating software specifically designed to integrate into our classes group conferencing and real-time discussions (and other writing and communications functions via the Internet) that will broaden our web-based capabilities. In other words, we continue to integrate the Web fully into our learning technologies.

## **Booth Library**

### **Loan Policies and Fines**

#### **Charge-out and Returns**

- A current EIU I.D. card is required to charge-out materials.
- A receipt is given when books are returned. Keep your receipts at least 30 days.
- Library patrons are charged a monetary fine for overdue and lost library materials. Your official academic records will be withheld until all fines have been resolved through Circulation Services.
- Off-campus students must provide the Housing Office a local address to receive bills and overdue notices.

#### **Saves and Renewals**

If a book you want is already charged out, you may request it be saved by contacting Circulation Services. You will be notified when the book is available.

## Interlibrary Loan Lending Policy

Mailing Address :	Interlibrary Loan Department Booth Library Eastern Illinois University 600 Lincoln Avenue Charleston, IL 61920-3099
ILL Librarian:	Bradley Tolppanen
ILL Phone:	217-581-6074
ILL Fax:	217-581-6066
E-mail address:	<a href="mailto:booko@eiu.edu">booko@eiu.edu</a>
OCLC code:	IAD
Ariel IP Address:	139.67.85.37

### Materials we loan or photocopy

- Books
- Master's theses
- Microfilm and fiche periodicals
- Microfilm and fiche newspapers
- National and Illinois State government documents
- Technical reports
- Videotapes
- Maps
- Photocopies of journal articles and pages from books (print or microform)

### Materials we do not loan

- Audiotapes, cassettes
- CDs without books
- Records
- Slides, filmstrips
- Bound and unbound periodicals
- Bound and unbound newspapers
- Reference books

### Methods of Requests

We accept requests via OCLC, ILLINET, E-mail, ALA forms and Ariel.

### Average Turnaround time

Our average turnaround time is 2 working days. We make every possible effort to process all requests promptly.

### Loan Period

The loan period is 30 days.

### Renewal

One renewal allowed, for 30 days. Submit renewal requests three (3) days before due date. All books are subject to recall.

### Charges

There are no charges for Illinois libraries or out-of-state libraries with whom we have reciprocal agreements. Libraries not covered in the above list are charged a fee. Please consult the Interlibrary Loan Department ([booko@eiu.edu](mailto:booko@eiu.edu)) for details.

**Affiliations**

ILLINET, CODSULI and LVIS libraries.

**Packing and Insurance Requirements for mailing**

We accept Jiffy bags. Insurance is required for all returns. We will send via FedEx if borrower has indicated their account number in request.

**Suspension of Interlibrary Loan Service**

Interlibrary loan service will not be available to borrowing libraries from December 16 through January 2 of each year due to the closing of Booth Library for the Christmas holidays.

[Top](#)

## Library Technology Services

**Welcome!**

Library Technology Services, located on the 4000 level of [Booth Library](#), provides a variety of resources to the [Eastern Illinois University](#) community. Our remodeled facility includes Booth's expanded Media Collection, the continuation of our Reserve Media Collection, a glass enclosed Computer Lab with 62 PC workstations, the latest AV-equipment in our media listening lab, three private Media Listening Rooms with surround sound, and eleven private Group Study rooms! If you have any questions, please contact one of the Library Technology Services staff.

**Booth Library Media Collection:**

This collection includes sound recordings, videotapes, DVDs, laser discs, films, slides, CD-Roms, kits and software programs. As described in the [Circulation Policy](#), sound recordings are available to Eastern patrons for one week. Videos, DVDs, films, and laser discs circulate for 2 weeks to faculty and one day to students and staff. You may look up video and music items from our catalog at [ILLINET Online](#), or come into the library and browse through our open stacks. Faculty may have videos delivered to their department office by filling out our [Online Reservation Form](#).

**Computer Lab:**

Booth Library's open computer lab now has 62 Gateway computers loaded with Windows XP, Office XP, Internet Explorer, Netscape Communicator and all utilities needed to help you with your studies. The lab has two scanners available in the adjacent media lab and access to color or black and white laser printers. The computers are available on a first-come-first-serve basis. Outside the lab we have fully wired study tables which can accommodate your laptops and connect you with the Local Area Network at EIU.

*Online catalog:*

Booth Library's [ILLINET Online catalog](#) is searchable from any of the computers in the lab.

*Software:*

All computers have Office XP which includes Word, Access, Excel, and PowerPoint. Both popular browsers, Netscape Communicator and Internet Explorer are available.

*Hours:*

Hours for the Computer Lab are the same as Booth Library's [hours](#).

*Printing Options:*

Color or black and white laser printing is available by using your Panther Card to charge the printing to your student account. Black and white copies are 8 cents per page and color copies are 16 cents per page.

**Media Lab Plus Private Listening and Study Rooms:**

Library Technology Services has a 50 unit media lab with the latest audio-visual equipment including DVD, VHS, laser disk, CD, and cassette players. The lab also has typewriters for patron use and two media scanning stations. Three private Media Listening Rooms have been created, each with a 27" TV setup from VHS, CD, or DVD. These media rooms are equipped with Dolby SurroundSound Systems. Check at the

service desk to see if this room is available for your group of up to six people to view a movie. Eleven Group Study Rooms are available on the 4000 level as well. Check with a staff member if you have any questions about our rooms and services

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#### **Media Reserves:**

If a non-print item needs to be accessed by a number of students, faculty may place it on reserve in Library Technology Services, where it will be circulated on a limited charge-out basis.

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#### **Staff:**

- [Nackil Sung](mailto:cfnks@eiu.edu), Head, Library Technology Services, [cfnks@eiu.edu](mailto:cfnks@eiu.edu), phone 581-6094
  - [Sandra Nees](mailto:csskn@eiu.edu), Library Operations Assistant, [csskn@eiu.edu](mailto:csskn@eiu.edu), phone 581-6936
  - [Brian Hyder](mailto:csbmh@eiu.edu), Microcomputer Support Specialist II, [csbmh@eiu.edu](mailto:csbmh@eiu.edu), phone 581-6091
  - [Lisa Childress](mailto:cslmc@eiu.edu), Library Technical Assistant II, [cslmc@eiu.edu](mailto:cslmc@eiu.edu), phone 581-2800
  - [Tina Jenkins](mailto:cscfj@eiu.edu), Library Technical Assistant II, [cscfj@eiu.edu](mailto:cscfj@eiu.edu), phone 581-2800
  - [Josh Koontz](mailto:jckoontz@eiu.edu), Microcomputer Support Specialist I, [jckoontz@eiu.edu](mailto:jckoontz@eiu.edu), phone 581-6091.
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## **Reference**

Reference Services provides professional help to patrons in their search for information.

- Reference assistance is available all hours the library is open.
- The Reference staff provides advice on research techniques and the use of information resources.

Reference materials are those most frequently consulted as sources of information or as guides to other resources. Booth Library provides a number of resources in both print and electronic formats.

The Reference room contains book titles in all subject fields. Reference books must be used in the library. Some reference books are kept at the Reference Desk. An EIU I.D. is necessary to use these materials.

The library subscribes to nearly 100 online databases which provide access to information in all subject fields. To access them, click on [Magazines, Journals and More](#) on the library homepage or *Magazines* on the menu bar that appears at the top of each page. There are 44 computers available in the Reference room for use in accessing the above databases as well as [ILLINET Online](#), our library catalog. These resources may also be accessed from the numerous other computers available in the library, from all campus computer labs, and on any computer with an Internet connection.

### **Advanced Writing**

### **English 1091, 1092**

Courses are designed to expand effective expression, clear structure, adequate development, critical thinking, analytical expression and documentation of sources based on literary texts. The courses are still writing intensive but will include and require class discussion and presentations. Prerequisite: Admission to the University Honors College and refer to the school catalog for specific classes.

## Extracurricular Writing

### *Daily Eastern News*

“The Daily Eastern News is the 9,100-circulation paper for Eastern Illinois University in Charleston, Ill.

The paper reaches all students at Eastern through circulation in residence halls and on-campus buildings. Non-students in the community can pick up the paper at numerous off-campus locations.

The DEN is free to all students and is read daily by many.

All staff writers and editors are Eastern students...”

<http://www.thedailyeasternnews.com/>

### *The Warbler Yearbook*

”*The Warbler Yearbook* is an annual publication serving Eastern Illinois University in Charleston, IL. The purpose of *The Warbler* is to capture and chronicle student life throughout the year at EIU.

This year's theme is **inside the box**.

We are always looking for writers, designers, photographers and new ideas so why now become a part of our awesome staff!! Check out our [contact](#) page for more information on how to become a part of *The Warbler* team.”

### **Other Student Media, Journalism Department**

- *Minority Today*, a monthly newspaper
- *Heartland* magazine
- *MPI Reporter*, newsletter of Mid-America Press Institute Foundation
- *Reporter*, a newsletter serving high school journalists

For more information, see the Student Media Page

<http://www.eiu.edu/~journal/text/media/media.html>

### **English Club, Sigma Tau Delta, the Vehicle**

English Club is open to all students, regardless of major, who have interests in literature, language, and writing. English Club holds student poetry readings, sponsors readings by faculty members and panels by faculty members on career planning and graduate school, coordinates group trips to theatre productions locally (Charleston and Champaign), and organizes other social and academic activities of interest to its members.

For more information about English Club, contact Dr. Suzie Park ([sapark@ux1.cts.eiu.edu](mailto:sapark@ux1.cts.eiu.edu)), Dr. John Martone ([jpmartone@eiu.edu](mailto:jpmartone@eiu.edu)), or Dr. Terri A. Frederick ([tafredrick@eiu.edu](mailto:tafredrick@eiu.edu)).

The Upsilon Gamma chapter of Sigma Tau Delta, the national English honor society, was founded at Eastern in 1932. It grew out of the Writer's Club, and has always promoted the study of literature, creative writing, and fellowship among English majors. Each year Sigma Tau Delta produces *The Vehicle*, a campus literary magazine, sponsors an essay contest for high school students, and has a book sale to raise funds for other projects.

If you have any questions, contact Dr. Carol Stevens [cdstevsn@eiu.edu](mailto:cdstevsn@eiu.edu).

### **Social Science Writing Award**

“Regardless of major, students who write strong research papers in upper-division social science courses, including history, should consider submitting them for recognition and cash awards. Participants are encouraged to revise papers before submitting them. Students need not be enrolled at Eastern during the semester when the awards are made. Papers, preferably between 10 and 30 pages and written from the previous spring semester to the recent fall semester, should be submitted to the Chairperson early in the spring semester. For criteria for selection and guidelines, see poster-handout distributed throughout Coleman Hall or contact your advisor.”

### **The Department of Sociology and Anthropology’s *Journal of Student Research***

<http://www.eiu.edu/~soc1/socResearch.htm>

### **The Women’s Advocacy Council’s Essay Contest**

”Each year, in the month of March, the Women's Advocacy Council sponsors programs in celebration of [Women's History and Awareness Month](#). Programming is currently underway for March 2006.

As part of our March 2006 celebration of Women’s History & Awareness Month, the EIU Women’s Studies Program invites students to submit essays or scholarly papers that incorporate a feminist perspective to our writing contest.

Papers written during 2005 (spring, summer, or fall semesters) and spring 2006 are eligible.

A cash award will be presented to the contest winner(s) at our annual awards reception at the Tarble Arts Center during Women’s History & Awareness Month in March.

Deadline for entries is 2:00 p.m., Monday, February 6, 2006. ”

<http://www.eiu.edu/%7Ewsminor/wham.html>

### ***Agora, A Journal of the English Department***

<http://www.eiu.edu/~agora/>

Karamou

<http://www.eiu.edu/%7Ekaramu/>

### **Contests through the *Writing Center Newsletter***

<http://www.eiu.edu/~writing/newsletter.htm>

## Registered Student Organizations

<http://www.eiu.edu/~slo/rsolist.htm>

## Technology Workshops and Help

### Booth Library Workshops

“Library Services traditionally offers technology workshops each semester. All workshops are free of charge. Workshops will be offered in our e-classroom, room 4450, on the 4000 level of Booth Library. Each session is limited to 24 participants and registration is on a first-come, first-served basis.

Use the menus below to view information about workshops. Call the library administration office, 581-6061, to reserve space in these workshops.”

<http://www.eiu.edu/~booth/resources/sched.htm>

### ITS Help Desk

“Information Technology Services launched its new, universal Help Desk, effective with the start of the Spring 2003 semester. The ITS Help Desk consolidates all ITS client support and assistance services into one unit, centrally located at the Gregg Triad Open Computer Lab, with expanded staffing, enlarged scope, greater accountability, and a renewed commitment to service.

Whether you are a student needing a password reset for your EIU e-mail account, a faculty member searching for WebCT support, a staff employee whose PC is malfunctioning or any member of the university community in need of any kind of help with your computer, you can get assistance by stopping by the easily accessible Gregg Triad location or simply calling 581-HELP (4357). “

## Online Resources @EIU and Elsewhere

### ETIC Home Page

### Student Panther Information Network (SPIN)

Campus news, helpful links, access to email and more.

<http://spin.eiu.edu/>

## Quick Facts: B.A. in English

### What does an English major offer?

- the pleasure of literary study
- training in valuable language skills
- congenial social and academic activities

### What career opportunities are there for an English major?

- Professions: law, medicine, business, government, library, clergy

- Education: teaching in K-12, college, and school administration
- Professional Writing: technical writing, publishing, advertising
- Communication: television/radio, journalism, public relations
- Human Services: social services, Peace Corps, foreign service
- 

The study of literature and language disciplines the mind as it teaches skills in critical thinking, data collection, and communication valued in a wide variety of worthwhile careers.

#### **What programs are offered in English?**

- Bachelor of Arts in English
- Bachelor of Arts in English with Teacher Certification
- Bachelor of Arts in English with Teacher Certification and a Minor
- Superior students in each option, whose GPAs are 3.5 or higher, are eligible to participate in the English Department Honors Program.

#### **What Minors are offered in English?**

- Professional Writing
- Creative Writing

These Minors may be combined with the English Major, or may be pursued independently.

#### **What are the extracurricular activities offered to the English major?**

- Sigma Tau Delta, the international English Honor Society for majors with high academic standing
- *The Vehicle*, a literary magazine of student work, edited by students
- The English Club, sponsoring academic and social events throughout the year

#### **What other activities are sponsored by the English Department?**

- readings and lectures by nationally-known writers and scholars
- essay and creative writing contests for students
- visits to theatre productions and literary events
- job training and career development workshops

Please see the Student Pages of the English Department Website for More Information

<http://www.eiu.edu/%7EEnglish/student/ba.htm>

### **Quick Facts: Minor in Professional Writing**

#### **Why Minor in Professional Writing?**

The Minor in Professional Writing is designed to increase students' writing skills and to provide writing experiences which will demonstrate those skills to prospective employers.

To a greater degree than many people realize, the ability to write well is an important component of success in many professions. Engineers, architects, doctors, and lawyers, for example, spend many hours each week writing.

The ability to communicate specialized information to a general audience is a highly marketable skill. For this reason, the Minor in Professional Writing is especially useful to students who combine it with a major in a technical or scientific field.

#### **Who hires people who write well?**

Business and industry need people who can write and edit stockholder reports, grant proposals, operating manuals and instructions, company newsletters, publicity, and advertising.

Magazines, business publications, and trade journals need writers who can explain scientific or technical concepts and specialized language to an average reader.

The government employs writers and editors to prepare training manuals, brochures, reports, and other communications in fields such as health, agriculture, the military, and space exploration.

Many companies hire consultants and instructors to identify communication problems and teach writing to company personnel.

Please see the Student Pages of the English Department Website for More Information

<http://www.eiu.edu/%7EEnglish/student/ba.htm>