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Summer 6-15-2021

### ENG 1001G-600: College Composition I

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#### Recommended Citation

Fredrick, Terri, "ENG 1001G-600: College Composition I" (2021). *Summer 2021*. 1.  
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# Course Syllabus

## College Composition I

Summer 2021 | (3 credits)

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### Course Description

College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. This course is graded A/B/C/No credit.

When you have successfully completed this course, you will demonstrate the ability to

- Implement effective writing processes for producing documents
  - Read critically by summarizing, analyzing, and evaluating the structure of a text
  - Produce informative, analytical, evaluative, persuasive, and argumentative prose
  - Adapt written texts to suit the text's purpose, audience, genre, and rhetorical situation
  - Recognize how to transfer your writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
  - Find appropriate sources through secondary research, including the use of academic databases
  - Integrate sources ethically and appropriately using at least one recognized citation style
  - Use revision and editing to improve your own and others' writing
  - Write clear, correct sentences
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### Required Course Materials

#### Course texts:

- Rosenwasser & Stephen, *Writing Analytically*, 8th edition (provided by TRS)
- DasBender, *Language: A Reader for Writings* (provided by TRS)
- Individual articles as assigned (available as PDFs on D2L)

#### Technology needs:

To complete this course successfully, you will need to have access to the following:

- **Regular access to a computer with reliable internet.**
- **D2L.** We will use a range of features, including email, discussion boards, content, and dropbox.
- **Microsoft Word.** You will submit papers as Word files, and I will use reviewing tools (e.g., track changes, marginal comments) to evaluate them. If you do not have Word on your computer, you should be able to access a browser version through your university Office 365 account.
- **Adobe Reader or Adobe Acrobat.** You will need to open and read PDFs.
- **An email account for accessing Google Drive.** We may use Google Drive to complete some team-based activities. This collaborative writing and editing software (and others like it) is increasingly used in professional and educational settings. If you do not have a Gmail account or do not prefer to use your regular Google/Gmail address for school-related material, you may use your EIU email address or another account to access Google Drive.
- **Strongly recommended: Webcam and headphones/speakers** through your computer or phone that you can use for one-on-one conferencing.

If you do not have access to any of the required materials listed above, please contact me right away so we can discuss alternative options. If you're not familiar with the required features of D2L, Microsoft Word, or Google Drive, you may want to use help menus and internet resources. I am also happy to provide assistance in using any technologies that you struggle with; be sure to make requests for tutorials well in advance of assignment deadlines.

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## Course Requirements

The specific projects for this class will include the following:

*Definition/description (primary skills assessed: producing informative prose; adapting to audience, purpose, etc.):* You will choose a concept, object, event, etc. about which you are knowledgeable and create an extended definition. You will use informative prose techniques to create your definition.

*Text analysis (primary skills assessed: reading critically):* Through a series of guided questions, you will break down a published text to analyze and evaluate its structure.

*Research paper (primary skills assessed: (primary skills assessed: producing informative prose; finding appropriate sources; integrating sources ethically; adapting to audience, purpose, etc.):* You will research a topic that affects your local community and write an informative paper about it

*Persuasive paper (primary skills assessed: producing persuasive prose; adapting to audience, purpose, etc.):* You will adapt the information from your research paper to create an opinion piece suitable for publication in a local newspaper or website

*Individual assignment (primary skills assessed: adapting to audience, purpose, etc.):* You will receive a hypothetical audience, purpose, and rhetorical situation that asks you to adapt again the information from your research paper to create a specific document of some kind (e.g., a brochure, proposal).

*Reflective journal (primary skill assessed: developing writing processes, recognizing how to transfer writing processes, etc.):* Most reading assignments will include a written component. The written component may be a reading questions, a group discussion on D2L, or a brief application.

*Quizzes / homework activity (primary skills assessed: reading comprehension, developing writing processes, revising effectively):* You will be asked to answer reading questions that test your reading comprehension of course materials. You will also participate in peer reviews where you help classmates improve their writing.

## **Assessment**

Assignments will be graded holistically on content, organization, expression, and correctness as adapted to the audience and context for which you are writing. Each assignment will include specific assessment criteria.

The grade breakdown for assignments is below. Note: I reserve the right to make additions and alterations to this assessment breakdown should the need arise. Students will be informed in class and in writing prior to any changes being made.

<b>Assignment</b>	<b>% grade</b>
Definition/description	10
Text analysis	10
Research paper	25
Persuasive paper	15
Individualized assignment	10
Reflective journal	20
Quizzes / homework	10

The grading scale for this course is as follows:

90–100	A
80–89.9	B
70–79.9	C
69.9 and below	NC

Graded assignments earn late penalties of 5% or 2 points (whichever is greater) for every day they are late.

In some cases, a student may receive a "redo" on an individual assignment if that assignment does not meet the minimum requirements for that assignment. The student must then complete the assignment by the assigned deadline to receive a number grade on the assignment.

At the end of the semester, if a student's grade is within 0.9% of the next highest letter grade, I will use the following to determine whether the grade will be rounded up:

- Student met all deadlines for graded assignments. All assignments were complete at the time of submission.
- Student submitted all homework assignments (e.g., reflective journals, discussion posts, peer reviews)
- Student took advantage of optional opportunities to revise or submit drafts for feedback.
- Student took regular, timely advantage of opportunities for additional practice (e.g., practice exercises, office hour sessions with Dr. F).

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## **Deadlines**

Unless noted, homework and graded assignments will be due at 11:59 pm on the deadline indicated in the weekly modules. (Exceptions will be noted on each week's D2L module.) The assignments build on one another, and it's important that you have time to review the feedback for one homework assignment or project before trying the next project. For this reason, please try to meet all deadlines. If you submit an assignment late, send me a message to let me know, so I can go into the dropbox or discussion board to evaluate it.

**Late projects will be docked 5% or 2 points, whichever is greater, per day until they are submitted. Remember that all graded assignments must be submitted in order to pass the course.**

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## **Expected Conduct**

This class focuses on communicating effectively in professional settings. Communication within many organizations now takes place online, and this class will offer you plenty of opportunity to

practice. Participation looks different in an online environment than a face-to-face environment, but active, positive interaction remains an important part of successful classes and professional organizations. To that end, I direct your attention to the following course policies:

- Meet deadlines established for the course.
- Log into D2L at regular intervals (at least four times per week) to see if there are emails, discussion board posts, or assignment feedback that you should respond to. You may also set up notifications to be sent to you via email, text message, or Pulse app.
- In this course, you will use D2L, Microsoft Word, and Google Drive, and you may be asked to use features that are new to you. Be willing to look at online tutorials to develop the software skills you need to complete projects effectively. If online tutorials aren't helping, reach out for help.
- Communicate regularly with teammates, clients, and me. When receiving a message that you cannot address substantively at this time, send an acknowledgment that you have received the message and indicating when you will respond substantively.
- Write all class correspondence (e.g., emails, discussion posts, text messages) professionally according to the expectations of the business world. An effective email will include the following:
  - A subject line that indicates the specific topic/purpose of the message
  - A direct greeting using the person's preferred name. If you don't know how they prefer to be greeted, use their title (or Ms./Mr.) plus their last name.
  - Concise discussion of information and/or questions
  - Reference to any attached files and what should be done with them
  - A closing that includes goodwill (e.g., Thank you for your time, Have a good weekend) and then your name

If circumstances arise that may impact your ability to maintain our course policies, address the situation as you would in the workplace—professionally, courteously, and in advance.

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### **Academic Integrity**

Students are responsible for knowing Eastern Illinois University's regulations and policies regarding academic honesty as defined in EIU's Code of Conduct. Plagiarism, even if unknowing or accidental, can result in your failing the course and in further action by the university. Please note also the English Department's statement on 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 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 assignment 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.

If you are in doubt of the appropriate way to identify a source, check with me before turning in the assignment. If you have any questions regarding appropriate handling of sources, collaboration, or past work, talk with me before turning in an assignment.

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### **Contact Information**

My contact information is available on the front page of our course under News.

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### **Writing-Centered Course**

Any individual written text-based assignment of 750 words or more may be submitted from this class to the Electronic Writing Portfolio (EWP). Depending on length, the text analysis or proposal assignments may be suitable submissions in this course. If you choose to submit an assignment from this class to the EWP, you must do so by Thursday, July 22.

### **Information for Students with Disabilities**

Most accommodations may be easily met in this class. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call (217) 581-6583 to make an appointment.

### **The Academic Success Center / Writing Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Academic Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Academic Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1336.

Students who would like assistance with writing assignments from this or any other course may meet online with a Writing Center consultant. The Writing Center works with students from all disciplines, majors, and academic backgrounds at any stage of the writing process. To make an appointment for an online session, go to [www.eiu.edu/writing](http://www.eiu.edu/writing).