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2021

Spring 1-15-2021

ENG 1001G-001: College Composition I

Lucinda Berry

Eastern Illinois University

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Recommended Citation

Berry, Lucinda, "ENG 1001G-001: College Composition I" (2021). *Spring 2021*. 3.
https://thekeep.eiu.edu/english_syllabi_spring2021/3

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ENG 1001 College Composition I

Section 001

Instructor: Lucinda Berry

Office: Coleman 3741

E-mail: laberry@eiu.edu

In-person meetings require an appointment in advance.

I will check and respond to e-mail between 9:30 & 10:30 MWF, between 12:30 & 1:30 TTH. Of course, you can send me a message at other times, but this is just to reassure you not to worry if you don't receive a response immediately.

Don't wait until the last minute to ask questions about work that's due! However, instead of not doing the assignment while you wait for me to respond, you should complete it as best you can. If you have gone off track, I will take into consideration that you asked for clarification and give you leeway in my assessment of the work.

Required textbooks:

Holdstein, Deborah, and Danielle Aquilino. *Who Says?* Oxford University Press, 2017.

This book explains the best practices for assessing sources and incorporating research in the ways required for college level work. On the syllabus, WS? refers to this textbook.

Rosenwasser, David and Jill Stephen. *Writing Analytically*. Cengage, 2019.

This book explains ways to think about a topic in depth and presents patterns for organizing and developing the ideas that result from doing so. On the syllabus, WA refers to this textbook.

Little Seagull Handbook

YOU ARE REALLY, TRULY, ABSOLUTELY EXPECTED TO STUDY THE MATERIAL ASSIGNED IN THESE TEXTS!!! Although you will have the opportunity to ask specific questions for clarification, I will not spend time simply reiterating what the textbook says.

You are expected, both by me and by the organization that accredits this university, to spend 4 to 6 hours per week *outside of class* doing work for this course. Since you all have work for other classes, and many of you have additional responsibilities demanding your time and attention, you must manage your time effectively. Yes, an emergency can come up, but my definition of that term doesn't encompass procrastination, a test for another class you had to study for, or situations such as a trip back home because your parents are getting divorced or

your aunt is having surgery. You simply have to keep up with the work; this is not a course in which the grade is based on exams you can cram for.

A solid grasp of Standard English grammar and spelling are pre-requisites for this course. Whether due to your having “squeaked by” without learning the material, or to your having been poorly instructed, deficiencies in these basic skills may require additional work to catch up. I will suggest exercises in the handbook or topics you can tackle with a tutor in the writing center. Following the rules of Standard English will always be one of the criteria by which your written work is assessed.

Goals/Objectives/Outcomes

Upon completion of this course, you should understand:

- the limitations of the 5-paragraph essay
- what it means to read and write analytically
- strategies for assessing the bias and credibility of sources
- the importance of using sources fully and ethically, not “quote hunting”
- ways to synthesize and “converse with” sources
- the essential roles of revising and editing in producing effective writing

This course requires your completion of **three main assignments**:

- | | |
|---------------------------------|---------------------------|
| 1) Contextualizing observations | Feb 16 (3 pages 150 pts.) |
| 2) Using a lens | Mar 16 (5 pages 200 pts.) |
| 3) Plausible interpretation | Apr 29 (8 pages 350 pts.) |

A group paper/presentation (150) will be due on Apr 8 (Dates are subject to change, but will never be made earlier than originally scheduled).

Shorter assignments (100 pts.) and their deadlines are noted in the schedule below. These will be assessed based on meeting the specified deadline, making logical sense and using conventions of standard English.

Discussion (50 pts.) Engaging with, building on and disputing ideas are central to critical thinking and analysis. Practicing this interaction in person or via discussion thread will contribute to your success with writing analytically.

Policies

10% is deducted for each day an assignment late.

Papers will not be accepted more than 3 days past the deadline.

No extra credit is available.

If you are dis-satisfied with a grade, you may submit an explanation in writing specifying what you think I have misjudged or over-looked. Subsequently, we will arrange a meeting to discuss your concerns.

Attendance: No make-up is accepted for unexcused absences. An excused absence requires verification.

For a verified **medical absence:** provide note from a physician directly stating that the student could/should not be in attendance for medical reason or notification from the university registrar's office. Verified **official university activity:** note on letterhead signed by the faculty or staff member in charge of the activity. Verified **emergency work absence** (work for a fire department, at a hospital, in the national guard or a comparable field): note on letterhead signed by supervisor. **Emergency absence:** Harder to make a general rule about verification, but this category includes situations such as an automobile accident or fire in your apartment, or having to care for your sick child. I am skeptical of a vague "family emergency" excuse.

University Policy on Academic Integrity—Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Departmental Policy 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 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.

Bring *Writing Analytically* to class unless otherwise noted.

- Jan 12 Explanation of policies and procedures for the course
- 14 Before class, study WA 2 – 16 (Up to **The Five Analytical Moves**) and 168 – 172 (up to **Pan, Track and Zoom**) You should be able to discuss:
- how heuristics, writing, and learning are connected
 - how analysis differs from other kinds of writing
 - whether or not the common denominator of effective analysis comes naturally to you
 - examples of the traits of academic ethos
 - which counterproductive habits you have and how you think suggested cures will work
 - whether or not the authors are right about the 5-paragraph essay
- Jan 19 Before class, study WA 16 – 21 (up to Move 3) & WS? 7 – 13 **DUE:** "Notice & Focus + Ranking" (see Figure 1.3 on 17) on one picture from the folder; a paragraph composed following the rules for freewriting on 21. Discuss:
- why you chose the picture from among the possibilities available
 - what you found easy/challenging about noticing, focusing, ranking and freewriting
 - what rhetoric is and why it's an essential skill

- Jan 19 Before class, study WA 16 – 21 (up to Move 3) & WS? 7 – 13 **DUE:** “Notice & Focus + Ranking” (see Figure 1.3 on 17) on one picture from the folder; a paragraph composed following the rules for freewriting on 21. You should be able to discuss:
- why you chose the picture from among the possibilities available
 - what you found easy/challenging about noticing, focusing, ranking and freewriting
 - what rhetoric is and why it’s an essential skill
- Jan 21 Before class, study WA 21 - 25 **DUE:** TRY THIS 1.6 on page 25 You should be able to discuss:
- which observations in 1.6 were most interesting/relevant to you
 - how using the “so what?” strategy differs from constructing a 5-paragraph essay
- Jan 26 Before class, study starting from Move 4 WA bottom of 25 – 36. **DUE:** Look at Figure 1.7 on p. 35. Using the same data and analytical moves shown, come up with different interpretive leaps.
Do Notice and Focus + Ranking (Fig. 1.3 p. 17) to accumulate more data based on your own observation. You may want to find a clearer picture of Whistler’s painting on-line so you can zoom in on details. You should be able to discuss:
- whether or not Rosenwasser and Stephen (authors of *Writing Analytically*) have convinced you “The Method” is a useful strategy
 - differences you notice in how “the method” is used with the examples: Gladwell on “Listening to Khaki” p. 28 and “Doing the Method on a Poem” pp. 29 – 31.
 - why the authors say you can’t conclude the woman in Whistler’s painting is in mourning or waiting to die herself
 - what it means for associations to be governed by context and why you should be careful to moderate personal reactions
 -
- Jan 28 **DUE:** #1 on 36 – 37. Be able to discuss why this assignment was easy or challenging; if you were stymied by any steps of the method, why do you think that happened?
- Feb 4 **DUE at class time:** Try This 2.1 and 2.2 p. 47 and Paraphrase X 3 (Figure 2.2 p. 45) in regard to a sentence or paragraph from one of the articles in the 3-16 module. You should be able to discuss:
- your responses for Try This 2.1 and 2.2
 - problems/successes with the act of creating multiple paraphrases
 - how discovering implications through this process could lead to a topic or thesis
- Feb 9 & 11 We will not meet together in class. Work on your essay and study WA 38 – 47 **DUE Feb 16: Major essay 1** (See documents in Major Essay 1: Contextualizing Observation module in D2L)

- Feb 16 Before class, study WA Figure 2.3 on p. 48, and 53 (from Situate the Reading Rhetorically) – 55 Study WS? 7 – 13 Locate the pitch, the complaint and the moment in one of the articles in the 3-16 folder
- Feb 18 **DUE:** #2 on 68
- Feb 23 Before class, study WA 56 – 63 **DUE:** Try this 2.6 and an analysis of assumptions in a statement from one of the articles in the 9-17 folder (use a different statement than you chose for Paraphrase X 3).
- Feb 25 Before class, study WA 63 – 67, 70 – 78 You should be able to discuss:
- how Whiston uses readings from Tannen as a lens, and how this differs from ways you may have used sources in the past.
 - what is meant by interpretive context, why it's important, and how it differs from bias
 - why both the “fortunate cookie” and the “anything goes” approaches to interpretation are problematic
 - why implications are not the same as “hidden meanings”
- Mar 2 **DUE:** A short essay (2 – 4 paragraphs) in which you consciously use a lens to examine one or more of the readings from the readings folder. Don't worry if you struggle with this; just do your best based on the readings from WA.
- Mar 4 Before class, study WA 178 -188 and WS? 90 – 99 Be able to discuss:
- the benefits of a delayed thesis
 - how an analytical thesis differs from an argumentative thesis
 - what a good thesis is and how you come up with one
 - how Rosenwasser and Stephens's advice about thesis statements differs from what you have previously been told
 - what inductive and deductive mean and how they can affect organization
 - what is accomplished by a “quote sandwich”
- Mar 9 Use the method on WA 137 -138 for peer editing / Conferences: You must submit your draft to me prior to your scheduled meeting time with a brief explanation (could be just a list) of what you are struggling with and what you think you are succeeding at. You will sign up for a twenty-minute meeting. Whether in-person or virtually to be determined based on various factors!
- 11 Conferences continue/ continue working on Using a Lens paper)
- Mar 16 Watch *The Accountant* (link in D2L)
DUE: Major Essay 2: Using a lens
- 23 Discussion questions on *The Accountant* Information on doing research
- 25 WA 82 -92 Do a “Seems to be About, But Could Also Be About” as shown in the chart on 82 regarding *The Accountant*

Mar 30	Discussion of group projects
Apr 1	Work on oral presentations with your group.
Apr 6	More about research/goals of two final assignments
8	Work on oral presentations with your group.
13	Oral presentations (online)
15	Oral presentations (online)
Apr 20	Self-assessment of oral presentations
Apr 27	Conferences
29	Conferences
	DUE: Plausible Explanation