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2020

Spring 1-15-2020

ENG 1001G-003: College Composition I

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Eastern Illinois University

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Recommended Citation

Skinner, Woody, "ENG 1001G-003: College Composition I" (2020). *Spring 2020*. 5.
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English 1001
College Composition I: Critical Reading and Source-Based Writing
MWF 1:00-1:50 in 3140 Coleman Hall

Instructor: Dr. Woody Skinner

Office: Coleman Hall 3040

Email: wwskinner@eiu.edu

Office Hours: Mondays—10:00-11:00 a.m. and 6:00-7:00 p.m.
Wednesdays—10:00-11:00 a.m.
Fridays—10:00-11:00 a.m.

Required Texts and Materials

- *The Bedford Book of Genres: A Guide and Reader*, 1st ed., Braziller and Kleinfeld
- A composition notebook for your process journal

Please bring these materials to class every day unless instructed otherwise.

Course Description

College Composition I focuses on informative, analytical, evaluative, and persuasive 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.

Course Objectives

By the end of English 1001, you will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their 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 effective language and delivery skills through speaking opportunities
- Present work in Edited American English

Course Policies

Attendance

It will be very difficult to succeed in this class if you do not regularly attend. You are allowed up to five unexcused absences; however, absences strongly correlate with lower final grades. After five unexcused absences, I may deduct fifty points, or half of a letter grade, for each missed class.

Tardiness

Please make every attempt to come to class on time. Four instances of tardiness will qualify as one unexcused absence.

Classroom Decorum

Constructive university classrooms require professors and students to respect differences—of background, thought, opinion, and belief. This notion holds special significance in our writing classroom, where you will be asked to routinely engage with your classmates' perspectives and experiences. Therefore, respect will serve as the guiding principle and bedrock expectation of our work together this semester.

On a daily basis, you will be required to bring the appropriate materials to class and to have completed assigned tasks. Focused classroom discussion plays a vital role in the development of critical thinking skills, so you will be expected to participate. Please remember to turn off cell phones and remove headphones before class, as inappropriate use of electronics may result in the loss of participation points. If you must leave early, please let me know at the beginning of class.

Late Work and Make-Up Work

Unless otherwise specified, essays will be due at the beginning of class on the assigned dates. I do not accept late essays unless qualifying circumstances are discussed with me beforehand. If you will be absent from class, you must make arrangements to turn in your essay on time. I do not allow make-up work for missed in-class assignments or homework.

Revisions and Final Portfolios

Because writing presents challenges that are best solved over time, revision practices are crucial to a writer's success. For this reason, you will have the opportunity to revise three (Rhetorical Analysis, Informative Essay, and Researched Argument) of the four major writing assignments; all revisions must be submitted as part of your final portfolio, which is due at 2:30 p.m. on May 6th, 2020.

Policy on Plagiarism

Here is the English department's plagiarism policy: "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."

For our purposes, all intentionally plagiarized assignments will receive a grade of zero, and subsequent instances of academic dishonesty will result in a course grade of F. However, you will not be required to navigate the treacherous waters of plagiarism alone; we will discuss this issue throughout the term and will work together to ensure that you leave the course with a clear understanding of academic theft. If, at any point this semester, you find yourself uncertain about your use of sources, the best strategy is to ask me—*before* turning in your assignment.

Academic integrity

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

Students with Disabilities

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 Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

D2L

You will use D2L to view the syllabus, access supplemental readings, and turn in major assignments, so it will be important for you to familiarize yourself with the D2L platform. If, at any time, you have questions about our online resources or encounter a course-specific problem with D2L, please do not hesitate to contact me.

Essay Formatting

All essays should be submitted in accordance with MLA document style (12 point Times New Roman font, standard headers, a correctly formatted Works Cited page, etc.). Please refer to our D2L site for more information, and feel free to contact me with additional questions.

Electronic Writing Portfolio

English 1001 is a writing-centered course; therefore, essays written in this class may be included in your Electronic Writing Portfolio (EWP). Students who plan to submit one of our assignments to their EWP will be required to meet with me during office hours. Please note that any student who submits an essay from English 1001 will not be allowed to include an essay from English 1002.

Additional Support

Office Hours

Students who take responsibility for their progress have the greatest chance for success—not only in this class but in all university courses. For that reason, I urge you to visit me during office hours. If the demands of your schedule prevent you from meeting during office hours, please contact me to make other arrangements—we will find a time that works well for both of us.

The Writing Center

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Grading

Assignment	Point Value
Rhetorical Analysis Essay (3 –4 pages)	100 (10%)
Informative Essay (5-6 pages)	150 (15%)
Researched Argument Essay (7-8 pages)	200 (20%)
Recast Project	50 (5%)
Recast Presentation and Rationale (2 pages)	100 (10%)
Reflective Narrative Essay (3-4 pages)	100 (10%)
Research Steps (33.3 points x 3)	100 (10%)
Process Journal (8 Entries)	100 (10%)
Participation (class discussions, quizzes, exercises, and informal writing) and Peer Support (paired work, group activities, and peer review)	100 (10%)
Total Points	1,000

Percentage Score	Final Grade
90-100	A
80-89	B
70-79	C
0-69	NC

Schedule

The following schedule is tentative; I reserve the right to make adjustments for the benefit of the class.

Unit One: Rhetorical Analysis

Week One	Monday, the 13th	Wednesday, the 15th	Friday, the 17th
January 13 th -17 th	Introducing English 1001	Understanding Genres	Evian Discussion
Intro to the Course	Syllabus, Course Policies, and Expectations	“One Event, Two Genres” (p. 17 and on d2l)	Rhetorical Analysis Essay Introduced
The Writing Process	Diagnostic Writing: Your		Homework for next
Rhetorical Situations	Writing Process	Homework for Friday: <i>Read pp. 189-195.</i>	week: <i>View rhetorical appeals video (D2L), jot down definitions of key terms, and bring them to class.</i>
Week Two	Monday, the 20 th	Wednesday, the 22 nd	Friday, the 24 th
January 20 th -24 th	Class Canceled: Martin Luther King Jr. Day	Logos, Pathos, and Ethos	“Adam and Steve” Discussion
Analyzing Persuasive Genres		Michelin activity	Process Journal: Prewriting
Rhetorical Appeals		Homework for Wednesday: <i>Read pp. 198-208.</i>	Homework for Next Week: <i>Read pp. 247-255.</i>
Prewriting			
Week Three	Monday, the 27 th	Wednesday, the 29 th	Friday, the 31 st
January 27 th -31 st	“Today’s Homes” Discussion	“Advertisements R US” Discussion	“Stay-at-Home Dad” Discussion
Guided Drafting	Collage activity	In-Class Drafting: Body Paragraphs	In-Class Drafting: Sharpening Thesis Statements
Essay Structure			
Body Paragraphs	Homework for Wednesday: <i>Read “Advertisements R Us” (D2L).</i>	Homework for Friday: <i>Read “Stay-at-Home Dad” (D2L).</i>	Homework for next week: <i>Work on Rhetorical Analysis workshop draft.</i>
Thesis Statements			

Week Four February 3rd-7th	Monday, the 3rd Process Journal: Drafting	Wednesday, the 5th Rhetorical Analysis Workshop Draft Due	Friday, the 7th Small-Group Workshop
Process Journal	Peer Review Procedures	Small-Group Workshop	
Small-Group Workshop	Homework for Wednesday: <i>Read pp. 480-484, and finish Rhetorical Analysis Workshop Draft.</i>	MLA Checklist	
MLA Guidelines		Homework for Friday: <i>Review pp. 485-496, and post revision list on D2L.</i>	Homework for next week: <i>Finish Rhetorical Analysis Essay.</i>

Unit Two: Research and Informative Writing

Week Five February 10th-14th	Monday, the 10th Rhetorical Analysis Final Draft Due	Wednesday, the 12th Wade Discussion Topic Selection	Friday, the 14th Class Canceled: Lincoln's Birthday
Informative Genres	Informative Essay Introduced		
Research Topics	Research Step #1 Introduced— Research Topic Homework for Wednesday: <i>Read pp. 137-140.</i>	Homework for next week: <i>Select topic for your informative essay.</i>	

Week Six February 17th-21st	Monday, the 17th Research Step #1 Due	Wednesday, the 19th	Friday, the 21st
Conferences	One-on-One Conferences	One-on-One Conferences	One-on-One Conferences
			Homework for next week: <i>Finish Research Step #1, and read pp. 596-601.</i>

Week Seven	Monday, the 24th	Wednesday, the 26th	Friday, the 28th
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February 24th-28th	Research Step #2 Introduced—Gathering and Evaluating Sources	Library Day (Research)	Research, continued
Library Visit			“Right to Preach” Discussion
Gathering Sources	Fraser Discussion		
Analyzing Informative Essays	Refining Topics: Elevator Pitches Homework for Wednesday: <i>Read pp. 625-628, and gather sources for Research Step #2.</i>	Homework for Friday: <i>Read “The Right to Preach on a College Campus” (available on D2L).</i>	Homework for next week: <i>Finish Research Step #2.</i>

Week Eight	Monday, the 2nd	Wednesday, the 4th	Friday, the 6th
March 2nd-6th	Research Step #2 Due	“Spin the Bottle” Discussion	Research Step #3 Due
Drafting	Research Step #3 Introduced—Integrating Sources		Library Visit: For All the People Exhibit
Quoting, Paraphrasing, and Summarizing	Signal Phrases and Parentheticals		
Citing Sources	Homework for Wednesday: <i>Read pp. 661-670.</i>	Homework for Friday: <i>Finish Research Step #3.</i>	Homework for Next Week: <i>Complete workshop draft of Informative Essay, and post it on D2L discussion board.</i>

Week Nine	Monday, the 9th	Wednesday, the 11th	Friday, the 13th
March 9th-13th	Informative Essay Workshop Draft Due		Informative Essay Final Draft Due
Workshop	Small-Group Workshop	Small-Group Workshop	Process Journal: Workshop
Revision	Homework for Wednesday: <i>Post your revision list on D2L discussion board.</i>	Homework for Friday: <i>Update your revision list.</i>	Researched Argument Introduced
			Homework for the 23rd: <i>Finalize topic for Researched Argument essay.</i>

Unit Three: Researched Arguments

Week Ten March 16 th -20 th	Monday, the 16th Class Canceled: Spring Break	Wednesday, the 18th Class Canceled: Spring Break	Friday, the 20th Class Canceled: Spring Break
Spring Break			

Week Eleven March 23 rd -27 th	Monday, the 23rd Academic Arguments Overview	Wednesday, the 25th “What Your Stuff Says about You” Discussion	Friday, the 27th Dickinson Discussion
The Purpose of Academic Arguments	Process Journal: Brainstorming Your Argument	Evaluating Arguments	Sound Reasoning vs. Logical Fallacies
Evaluating Arguments		Homework for Friday: <i>Read pp. 223-228.</i>	Homework for next week: <i>Read for argument structure.</i>
Annotated Bibliographies	Homework for Wednesday: <i>Read pp. 527-537.</i>		

Week Twelve March 30 th -April 3 rd	Monday, the 30th Slow Reading for Argument Structure	Wednesday, the 1st Process Journal: Sources and Citations	Friday, the 3rd Small-Group Argument Sharing
Argument Structure		“Villains in Film”: Diagramming Its Structure	Thesis Statement Exercise
Parts of an Argument	Homework for Wednesday: <i>Read pp. 706-713.</i>	Homework for Friday: <i>Complete outline of your argument.</i>	Homework for next week: <i>Work on Researched Argument draft.</i>
Counterarguments			

Week Thirteen April 6 th -10 th	Monday, the 6th Topic Sentences	Wednesday, the 8th Draft Inventory Activity	Friday, the 10th Guided Drafting
Guided Drafting	Guided Drafting	Guided Drafting	
Thesis Statements and Topic Sentences	Homework for Wednesday: <i>Work on Researched Argument draft.</i>	Homework for Friday: <i>Finish Researched Argument draft.</i>	Homework for next week: <i>Post revision list to D2L discussion board.</i>
Workshop			

Week Fourteen April 13th-17th	Monday, the 13th	Wednesday, the 15th	Friday, the 17th
	Researched Argument Workshop Draft Due	In-Class Revisions	Researched Argument Final Draft Due
Revision	Workshop	Mini-Conferences	Recast Assignment Introduced
Mini-Conferences		Process Journal: Revision	
Recast Assignment	Homework for Wednesday: <i>Work on final draft of Researched Argument</i>	Homework for Friday: <i>Complete final draft of Researched Argument.</i>	Homework for Monday: <i>Review pp. 497-500, explore the Recast resources on d21, and begin working on your project.</i>

Unit Four: Recast

Week Fifteen April 20th-24th	Monday, the 20th	Wednesday, the 22nd	Friday, the 24th
	Process Journal: Recasting	Discuss Kipp's Rationale	Discuss Ganow Rationale
Sample Recast Projects	Recast Project Examples	Guided Drafting: Rationales	Reflective Narratives Introduced
Sample Rationales			
Drafting Rationales	Homework for Wednesday: <i>Read pp. 237-242.</i>	Homework for Friday: <i>Read pp. 476-480.</i>	Process Journal: Reflecting on Your Process Homework for next week: <i>Finish Recast and Rationale.</i>

Week Sixteen April 27th-May 1st	Monday, the 27th	Wednesday, the 29th	Friday, the 1st
	Recast Project and Rationale Due	Recast Presentations	Recast Presentations
Recast Presentations	Recast Presentations	Homework for Friday: <i>Work on Reflective Narrative.</i>	Homework for next week: <i>Work on Reflective Narrative.</i>
Recast Rationales	Homework for Wednesday: <i>Work on Reflective Narrative.</i>		

Finals Week

May 4th-8th

Final Portfolios

Reflective Narratives

Wednesday, the 6th

**Final Portfolios and Reflective
Narratives Due at 2:30 p.m.**