

Spring 1-15-2018

ENG 1001G-003: College Composition I

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ENG 1001 College Composition I Section 003 - Spring 2018

Meets TTH 12:30 - 1:45 CH3160

Instructor: L. A. Berry (Ms Berry or Ms B)

Office Hours: 11:00 to 12:15 & 2:00 to 3:15 TTH

Coleman 3741 Contact me via e-mail: laberry@eiu.edu

Required Text/Materials: Palmquist, Mike *Joining the Conservation*, 2nd Edition.

Post-it™ notes/notebook/folder for assignments

Catalog Course Description:

Graded (A, B, C, N/C) College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative writing and introduces students to college-level research. The course challenges students to develop a sound writing process, produce cogent writing, strengthen analytical reading skills, and work with sources.

Learning Objectives

- Develop effective writing processes for producing documents (WRC -1, CT-2 - 6)
- Evaluate sources' claims, support, credibility, appeals, quality of evidence, quality of reasoning, and assumptions (WCR - 5 & 6, CT 1, 3 - 5, RC - 1)
- Produce informative, analytical, evaluative, persuasive, and argumentative prose (WCR - 1-7, CT 1- 6)
- Recognize how to transfer their writing process, understanding of rhetorical principles, and genre awareness to other writing situations (WCR 1 - 7)
- Find and retrieve appropriate sources through multiple forms of research—primary, secondary, print, web, databases—and use those sources in written documents (WCR 5 - 7, CT 4 - 6)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
- Use effective language and delivery skills through speaking opportunities (SL 1 - 4)
- Present work in Edited American English (WCR-4)

Policy on Credit Earned at Eastern Illinois University: One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

Attendance Policy:

Properly verified medical absence requires a note from a physician *directly stating that the student could/should not be in attendance for medical reasons.*

Properly verified emergency absence requires documentation that, had the student attended class as scheduled, *he or a close relative would have been put in a life-threatening situation.*

Properly verified official University activity absence requires documentation *on letterhead signed by the faculty or staff member in charge of the activity.*
Properly verified emergency work absence requires documentation *on official letterhead signed by the supervisor of the emergency work.*

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable.

Absences not eligible for make-up privileges will result in the **loss of two points.**

Tardiness or leaving early will be a **one point deduction.**

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.

In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.

University Policy on Writing Portfolios: Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

University Policy on 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). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

University Policy on 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.

Main Assignments (minimum length)

Relevance of Fairy Tales in Modern Life (5) Analysis	20%
Is This Product Viable? (4) Persuasion & Evaluation	20%
Forgotten History Revealed (5) Reporting Information	20%
What is Art? (6) Definition	20%
Each category will have an oral component as part of your participation grade.	20%

You will receive information about these assignments in class. If you miss class without an excused absence, you'll have to get a classmate to fill you in.

Final grade: 100-90 = A, 89-80 = B, 79-70= C, Below 70 = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the advice in writing subsequent papers.

Policies/Penalties:

- ✚ Late papers lose 10% for each day (or portion thereof) past the deadline
- ✚ 10-point deduction if your cell phone is out. No mitigating circumstances will be considered.
- ✚ Major assignments submitted in hard copy must be typed; those submitted electronically via Panthermail should be a Word attachment.
- ✚ You must schedule at least one conference prior to the 8th week of class; failure to do so results in a 20-point deduction from your grade.
- ✚ There is no extra credit.
- ✚ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the requirements of the assignment. I will consider the merit of your argument in deciding whether to change the grade.

Scroll down for more!

General Schedule of Activities

Weeks 1 -3 (Jan 9, 11, 16, 18, 23, 25)

Study Chapter 7 "Writing to Analyze" pp. 211 - 260

Chapter 3 on critical & active reading strategies pp. 50, 51, 55 - 73

"How Can I Work on a Group Presentation" 599 - 602

You will be given an electronic document that includes brief versions of Cinderella, Little Red Riding Hood, Hansel and Gretel, Jack and the Beanstalk, and the Three Little Pigs. You will be asked to access the longer Grimm Brothers version of one of these. Later, you will be given two or three secondary sources on these fairy tales. You will summarize and respond to these sources using techniques on pp. 75 - 79. In small group and class discussions, we will consider the following questions: How are gender roles portrayed? What role does the family play? What moral values are promoted? What kind of society do the characters live in? What conditions and behaviors in these tales actually exist in modern life?

We will look at techniques for interpreting patterns, determining significance and framing a subject. You will practice making analytical claims supported with evidence from a text, and synthesizing analyses from multiple sources.

Topics for your essay/presentation:

- Why does a theme from these tales persist in modern culture?
- Which fairytale(s) could be turned into a successful video game?
- What formula did Disney use to make their still popular versions?
- How do these tales compare to fairy/folk tales in a non-European culture?
- How could these tales be used to promote diversity, not exclusion?

Presentations will be given on Jan 23 and 25

Rough drafts due Jan 25

Papers due Jan 30

Weeks 4-6 (Jan 30, Feb 1, Feb 6, Feb 8, Feb 13, Feb 15)

Study Chapter 8 "Writing to Evaluate" pp. 274 - 311

Chapter 10 "Writing to Convince or Persuade" pp. 377 - 422

You will be given a brief description of a product. The first step of your assignment will be to write a brief report in which you explain who the target audience for the product is, where you would reach that audience and why that audience would want to buy the product.

Next, you will work in a small group and evaluate the products each individual has examined to decide which you think has the best chance for success. Once this product is chosen, as a group you will create an advertising campaign and a pitch to investors.

Each group will make their pitch to the rest of the class, class members will write a letter explaining why or why not they have decide to invest.

Individual report on product due Feb 6
Group advertising campaign due Feb 13
Pitches given Feb 13 and 15
Investor letters due Feb 20

Weeks 7 to 10 (Feb 20, 22, 27 Mar 1, 6, 8, 20, 22)
Study Chapter 6 "Writing to Inform" pp. 159 - 200 (Pay particular attention to "The Legacy of Antigay Discrimination" pp. 165 - 170 as a sample assignment.)
Chapter 11 "Beginning Your Search" 436 - 451
Chapter 12 "Locating Sources" 454 - 477

These events in American history and social movements are not widely known or have been misconstrued. They also have some connection to current events and movements.

American anarchists (Emma Goldman)
Bonus Army (1932)
Farmer's Alliance
National Farm Worker's Association (Cesar Chavez, Dolores Huerta)
Negro League Baseball
Prison Uprisings in the Mid-20th Century (San Quentin, Folsom, Attica)
Puerto Rico as an American territory
Red-lining in American cities
Socialism in the U. S. (Eugene V. Debs, Katie Richards O'Hare)
Urban uprisings of the 1960's (Detroit, Newark, Watts)
Woodrow Wilson's Segregation of Federal Government

You will conduct research to create an academic essay and make a poster presentation to raise awareness of one of these.

Annotated Bibliography due Feb 27
Rough draft due Mar 8
Final Draft due Mar 22
Presentations Mar 20 and 22

Weeks 11 to 15 (Mar 27, 29, Apr 3, 5, 10, 12, 17, 19, 24, 26)
Study Chapter 3 "Photo Essays" 119 - 132 "Conduct an Observation" 135 -141
"How Can I Create a Multimodal Essay? In Chapter 17 565 - 574
"Conduct a Survey" pp. 349 -353
Various articles via electronic handout

You will write a personal definition of art and test the validity of the definition by determining whether it encompasses a variety of works generally accepted as art while still making distinctions between art and other categories.

You will research and make an oral/visual presentation about an individual artist. (I'll have you draw a name from a bowl.)

You will view works exhibited at Tarble Arts Center and decide how they fit in your definition.

Oral presentations will be given Mar 5, 10, 12

Tarble Arts Visit Apr 17

Rough Draft Due Apr 26

Final Draft Due Apr 30