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ENG 1001G-007: College Composition I

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ENG 1001 College Composition I

Sections 05, 06, 07

Instructor: Lucinda Berry

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In-person meetings require an appointment in advance.

I will check and respond to e-mail between 9:30 & 10:30 MWF, between 2:00 & 3:00 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.

(As an example, if you e-mail me at midnight on Monday, my response might be sent at 2:15 on Tuesday. 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 Aquiline. *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 | Sept 17 (3 pages 150 pts.) |
| 2) Using a lens | Oct 22 (5 pages 200 pts.) |
| 3) Plausible interpretation | Dec 10 (8 pages 350 pts.) |

Shorter assignments (250 pts.) and their deadlines are noted in the schedule below. These will be assessed based on meeting the specified deadline, making logical sense and The schedule is subject to change, and any alterations will be announced in class or via D2L.

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

Bring *Writing Analytically* to class unless otherwise noted.

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|--------|---|
| Aug 25 | Explanation of policies and procedures for the course |
| 27 | 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: <ul style="list-style-type: none">▪ 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

Sept 1 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
-

Sept 3 Before class, study WA 21 - 25 **DUE:** TRY THIS 1.6 on page 25 and a list of 5 observations you’ve made about something on campus (buildings, classrooms, your own room, classmates, instructors, dining services, anything else you’ve seen and found notable in some way). You should be able to discuss:

- which observations in 1.6 were most interesting/relevant to you
- your campus observations
- how using the “so what?” strategy differs from constructing a 5-paragraph essay

Sept 8 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

Sept 10 **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?

Sept 15 We will not meet together in class. Work on your essay and study WA 38 – 47
17 **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 9-17 folder. 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

DUE Sept 20: Major essay 1 (See document "Major Essay 1")

- Sept 22 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 9-17 folder **DUE: #2** on 68 You should be able to discuss:
- what the readings from each text have in common regarding rhetorical analysis
 - how the readings in each text differ in their approach to rhetorical analysis
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- 24 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 what you chose for Paraphrase X 3).
- Sept 29 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"
- Oct 1 Before class, study WA Skim the two essays in the appendix of WS? 149 – 174 (You need to be familiar enough with their main ideas to follow my use of them as an example.) **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.
- 6 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"
- 8 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!
- 13 Conferences continue/ continue working on Using a Lens paper)

- 15 Self-editing Study *WS?* 36 - 49
- 20 Principles of research
- 22 **DUE: Final draft** of Using a lens We will discuss more about research.
- 27 *WA* 82 -92 Watch "The Accountant" and do a Seems to be About, But Could Also Be About" as shown in the chart on 82
- 29 Discussion questions/group presentation projects will be distributed. *WS?* 61 – 89.
- Nov 3 No class so you can exercise your right to vote! Please take seriously your responsibility to make an informed choice and participate in democracy.
- 5 Work on oral presentations with your group.
- 10 Oral presentations (online or in person TBA)
- 12 Oral presentations (online or in person TBA)
- 17 Making connections between "The Accountant" and reading topics
- 19 Using writing/discussion to get a good thesis idea
- Nov 24/26 Thanksgiving Break
- Dec 1 DUE: Draft one of Plausible Explanation/peer editing
- 3 Revision editing
- 8 Individual conferences
- 10 Individual conferences
- DUE: Dec 17th Final Draft Plausible explanation