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ENG 1001G-004: College Composition I

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**COLLEGE COMPOSITION I:
HAVING OUR SAY
ENG 1001G sect. 004, CRN 30473**

**Dr. Jeannie Ludlow
Ms. Michelle Jones
Spring, 2018**

1:00-1:50 pm, MWF

in Coleman 3150

Office: Ludlow 3139 Coleman Hall

Jones 2010 Coleman Hall

E-mail: please use D2L for class-related emails

Mailbox: 3155 Coleman Hall

Office Hours: Ludlow MWF 11-12; T 1:30-4:30

Jones W 2-4, F 12-1

Course Description for ENG 1001G:

From Undergraduate Catalog: "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."

ENG 1001G is a **writing-centered course**. This means that students will write a minimum of twenty pages of polished, revised prose throughout the semester and that the quality of writing will be the primary factor in the final grade.

Course Expectations: A good composition course provides a foundation for success in all other university courses; therefore, we will work on various kinds of writing throughout the semester. Since good writing is based on both good reading and strong critical thinking, we will also explore ways to strengthen your skills in these areas. Please note: even if you are already a very strong writer, you will work to strengthen your skills in this class.

Student Learning Objectives—in this course you will:

1. develop effective writing processes for producing documents;
2. produce informative, analytical, evaluative, and persuasive prose;
3. implement reading processes to evaluate sources;
4. adapt written text to suit the text's purpose, audience, genre, rhetorical situation, and discourse community;
5. recognize how to transfer writing processes, understanding of rhetorical principles, and genre awareness to other writing situations;
6. find appropriate sources through secondary research, including the use of academic databases;
7. integrate sources ethically and appropriately, using at least one recognized citation style;

8. use effective language and delivery skills through speaking opportunities;

9. present work in edited American English.

Special circumstances: Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

Materials:

You are required to do all assigned reading for this course. We have ordered four required texts for this course from Textbook Rental. We will be reading sections of each book; bring to class each day the book or books noted on your schedule. Some required readings will also be available only on-line via D2L or the internet.

TRS TEXTS

Arola, Kristen L., Jennifer Sheppard, and Cheryl E.

Ball. *Writer/Designer: A Guide for Making Multimodal Projects*. Macmillan, 2014.

Braziller, Amy and Elizabeth Kleinfeld. *The Bedford Book of Genres: A Guide, A Reader*. Bedford/St. Martin's, 2014.

Faigley, Lester. *The Brief Penguin Handbook*. 5th ed., Pearson, 2015.

Kirsznner, Laurie G. and Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*. 9th ed., Pearson, 2017.

OTHER REQUIREMENTS

Word word-processing software (download free @ <https://www.eiu.edu/panthertech/software.php>)

Dictionary (online is OK; I recommend www.onelook.com).

Pen (not pencil) for in-class writing.

Reading notebook.

A USB drive or access to online/cloud-based storage, for storing/moving documents.

Access to a reliable computer: if your own computer is not reliable, be sure to give yourself enough time to work in a lab on campus.

The ability to access and use D2L to access assignments, submit written work for grading, and contact your professor and your classmates. If you need help with this, let me know immediately.

**IN ORDER TO PASS THIS CLASS, YOU MUST
COMPLETE FOR GRADING ALL ESSAYS
AND OTHER WRITING ASSIGNMENTS.
EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC
FAILURE OF THIS COURSE.**

GRADES for ENG 1001G are A, B, C, or NC (no credit).

A student who earns NC will be required to take the course again. Grades will be earned as follows:

15% Participation (includes attendance, in-class activities, pop quizzes, discussion based on successful completion of all reading and out-of-class assignments)

5% Reading notebook

15% Three multimodal projects (5% each)

5% Informative essay

10% Analysis essay

10% Evaluative essay

40% Persuasive essay/research paper

Components of the research paper:

5% proposal

10% annotated bibliography

5% draft 1

5% draft 2

5% abstract

10% draft 3

NOTE: There will be no makeups for in-class work. In-class writing or quizzes, if we have them, will usually be the first activity of the day; if you are late to class, you may miss them and will not be able to make them up. Makeups for other assignments may be accepted in cases of hardship or emergency. If you experience hardship or emergency, please let me know as soon as is reasonable.

LATE POLICY: Late work is strongly discouraged.

However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at 1:00 p.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

ATTENDANCE POLICY: You should make your own choices about attending class; do remember that any choice we make comes with consequences. If you want to succeed in ENG 1001G, you will show up.

I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are counted absent, you earn an F in participation that day. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) before the next class session and for checking D2L to find any handouts, information, etc., that you missed. Please do not interrupt the whole class to ask about something you missed.

E-mail guidelines: (NOTE: this is good advice for e-mailing all your instructors) When you communicate

with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect professionalism in your communication. I assure you that your professors will see you as more professional if you see yourself as more professional. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Ludlow," etc.) and be signed with your name or a recognizable nickname. Your e-mails should be written with complete words and in complete sentences, not in textspeak ("Can I schedule an appointment with you?" not "Can I C U?"). I check my e-mail two times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

CLASSROOM BILL OF RIGHTS AND

RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The instructors have the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The instructors have the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their instructors as partners in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that their instructors are not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the instructors and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the instructors, from other students, from the Writing Center, the Student Success Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

ACADEMIC INTEGRITY: In this course, we will comply with EIU's academic integrity policy (see your catalog). I have no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to):

1. **quoting** from a source without citing that source and/or without using quotation marks
2. **paraphrasing** from a source without citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
 - a. **copying** another's work from a quiz or assignment
 - b. turning in work that **someone else wrote** for you
 - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/~judicial.

PARTICIPATION

Participation consists of regular attendance and productive participation in class discussions and in-class activities. The items in **bold** are the most important.

A = almost perfect attendance and almost never late; **active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious **critical thought** and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;

B = almost perfect attendance and almost never late; **consistent participation in class discussions and activities, even when confused or struggling with ideas**; professional behavior in class (including not carrying on "side" conversations); using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;

C = consistent attendance with full preparation of course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professor; consistent "follower" role in group activities; OR consistent enthusiastic participation in discussions and activities, **with no explicit evidence of full preparation of course materials**; professional behavior in class and in all communications about class; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;

D = frequent tardiness; unprofessional, rude, or inappropriate behavior in class or on discussion boards (including, but not limited to, doing homework for other classes, "side" conversations, etc.);

F = absence; disruptive behavior in class or on discussion boards; frequent attention to cell phones, laptops, tablets, and other electronic devices for non-class-related activities.

WRITTEN WORK

Please submit your written/composed work for class via D2L. Essays should be in Word (.doc or .docx format) and will be submitted to D2L dropbox. Multi-modal projects will be submitted in the format that makes most sense for the

assignment. If D2L gives you problems, please let an instructor know right away. All essays must be typed, double-spaced, in 11- or 12-point font.

GRADING OF WRITTEN WORK

In this class, you will participate actively in the grading of your written work. Learning to evaluate your own writing will make you a stronger writer. Most grades will be calculated and distributed during scheduled, required conferences with the instructors. Always save your graded essays for future reference; instructors make mistakes, and if I have mis-entered your grade in the gradebook, I'll need to see your graded essay to correct that error.

ESSAY #1 Informative writing

For this assignment, you will write an informative essay about any topic of your choosing. If you cannot choose a topic, you will write an informative essay describing a particularly effective learning/educational experience you have had. You should draw on the ideas in our course readings for this essay.

ESSAY #1 Multimodal project

For this assignment, you will turn your informative essay into a visual text (a poster, a meme, a chart, a webpage, a comic strip, etc.). As you create your visual text, use Arola, Sheppard, and Ball's *Writer/Designer* as a resource. See especially, chp. 1 "The Visual Mode" and the first part of chp. 5 "But How Do I Make a Multimodal Text?" Note: do not use a meme generator—this project is all yours.

General Course Outline

*subject to revision

Weeks 1-3 Informative writing

DUE in this unit: reading notebook, one multimodal project, and informative essay (975 words [approx. 3 pp.])

Weeks 4-6 Analytical writing

DUE in this unit: reading notebook, one multimodal project, and analytical essay (1300 words [approx. 4 pp.])

Weeks 7-9 Evaluative writing

DUE in this unit: reading notebook, one multimodal project, and evaluative essay (1300 words [approx. 4 pp.])

Week 10 Spring Break

Weeks 11-17 Persuasive writing, using sources

DUE in this unit: reading notebook, project proposal (200 words maximum), annotative bibliography of research (at least 4 sources; annotations should be about 150 words each), first draft of essay (1950 words [approx. 6 pp.]), abstract (200 words maximum), second draft of essay (for peer review), final draft of essay.

NOTE: We will meet during our Final Exam period, Wed., 5/2/18, 12:30-2:30 pm. You will have a graded activity during this time, which will be related to your persuasive essay/research project.