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ENG 1001G-006: Composition and Language

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ENG 1001: First-Year Composition

Fall 2015 | (3 credits)

Course Description

This is the first of two freshman-level composition courses you will take. The goal in these two courses is two-fold: (1) to help you take the foundational writing skills you developed in high school and use those elements to create texts that are adapted to specific audiences, purposes, and contexts and (2) to help you develop your ability to recognize the structural and persuasive elements that have been employed in the texts you read. By the end of this class, you should be able to

- Employ writing processes that make your documents stronger and more effective
 - Produce rhetorically effective informative, analytical, evaluative, and persuasive prose
 - Evaluate how a text, image, space, etc. has been put together to achieve a specific effect
 - Adapt your written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
 - Find appropriate sources through secondary research, including the use of academic databases
 - Integrate sources ethically and appropriately using at least one recognized citation style
 - Present work in Edited American English
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Required Course Materials

- Faigley, Writing: A Guide for College and Beyond, 3rd edition
 - Goshgarian, The Contemporary Reader, 11th edition
 - Harris and Kunka, Prentice Hall Reference Guide
 - Individual articles as assigned (available as PDFs on D2L)
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Course Requirements

Papers: You will write six papers as part of this class. Specific instructions and evaluation criteria will be provided for each assignment.

(1) Extended definition (750 words): You will write an informative text in which you explain a concept or term about which you are an expert to an audience who is unfamiliar with that concept/term. You will use a range of definition techniques and will incorporate at least one image.

(2) Space/website analysis (1,000 words): You will analyze an organization's professional space or website to determine the messages that organization sends through its visual representation. You will incorporate images in your analysis.

(3) Text analysis (1,000 words): You will analyze the audience, purpose, context, and structure of a written text or speech. You will include an evaluation of the effectiveness of that text or speech.

(4) Op-ed/Letter to the editor (1,000 words): You will write an opinion piece for the *Daily Eastern News* about an issue on the EIU campus. Alternatively, you may write a letter to the editor responding to a previously published opinion piece.

(5) Research paper (2,500 words): You will research a topic from your major or another area of interest. Based on this research, you will write an informative paper that incorporates outside sources, specific information from the piece you have chosen, and your own position.

(6) Writing for the public (variable length): You will receive an individualized assignment that asks you to adapt the topic of your research paper to a specific audience, purpose, context, and genre. You will include an accompanying analysis.

Class discussion: Throughout the semester, we will discuss articles we read as a class. You will receive credit for your contributions to these discussions. The key to being successful in class discussions is to complete your daily reading log and come to class with 2-3 ideas or questions you feel prepared to share.

Homework/Quizzes/Activities: This category includes a range of assignments, including assigned drafts of papers, written responses to readings, in-class or online quizzes, and worksheets. In addition, you will complete various writing activities in class. To receive full credit, this type of assignment must be completed fully and on-time.

Peer review letters: Throughout the semester, you will provide peer review feedback to your classmates. On several occasions, you will take a group member's draft home and write a 2+ page typed response in which you provide specific feedback for improving the paper. I will evaluate the letters you write for completeness, thoughtful engagement, adaptation to audience, clarity, and basic correctness.

Group work: You will be assigned to a group to whom you will be responsible throughout the semester. You will work with group members during in-class activities and peer reviews. Near the end of the semester, your group will present a class session. Part of your group work grade will be earned collectively for the class session you plan and lead. The other portion of your group grade will be based on evaluation (by your team members, me, and yourself) of your contributions to the group.

Assessment

Assignments will be graded holistically in areas such as content, organization, expression, and correctness as adapted to the audience, purpose, and context for which you are communicating. Each assignment will include specific evaluation criteria.

Students have the option to request evaluative feedback (but not a grade) on a draft of the assignment prior to the submission deadline. To do so, students should schedule an appointment during office hours and email a copy of the draft prior to the meeting, so I will have time to review it

prior to our meeting. I recommend that you choose an appointment time that is at least 24 hours before the assignment deadline, so you will have time to make substantive revisions based on my feedback.

The grade breakdown for assignments is below. Note: I reserve the right to make additions and alterations to this assessment breakdown should the need arise. Students will be informed in class and in writing prior to any changes being made.

Assignment	% grade (points)
Definition	5
Space analysis	10
Text analysis	10
Opinion piece / letter to editor	10
Research paper	20
Individualized public writing piece	10
Class discussion	10
Peer response letters	10
Homework/quizzes/activities	
<ul style="list-style-type: none"> 10 points per draft 5 points per quiz 5 points per out-of-class writing 10 points per in-class peer review 	10
Group work	
<ul style="list-style-type: none"> 25 points for leading class 25 points for individual contribution 	5

The grading scale for this course is as follows:

90–100	A
80–89.9	B
70–79.9	C
69.9 and below	NC (no credit)

At the end of the semester, if a student's A, B, or C grade* is within 0.9% of the next highest letter grade, I will use the following to determine whether the grade will be rounded up:

- Student missed no more than three class periods. Student had no more than one instance of significant tardiness or early departure.
- Student met all homework and assignment deadlines. All assignments were complete at the time of submission.
- Student earned a 90% or better for class discussion.
- Student took advantage of optional opportunities to revise or submit drafts for feedback.

* Effort and behavior will not be used to round a grade up from a NC to a passing grade in ENG 1001.

There will be no extra credit or "last-chance" revision options that students can use to raise their grades at the end of the semester.

Revision Guidelines

Some papers may be revised for a higher grade up until the stated last deadline for revisions. If you would like me to re-evaluate an essay, follow these instructions:

1. Read all of the comments carefully. Check with me about comments you do not understand.
2. Start big. Don't bother with spelling until you've revised for organization and content.
3. Complete a **substantive revision** before handing the paper back to me. If you have changed only a few minor elements and/or deleted a few words, you have not made a complete enough revision to improve the paper, and I will not re-evaluate it.
4. Turn the paper in to me along with all previously evaluated versions. At the time you resubmit the paper, schedule an out-of-class appointment to go over my comments.

Repeat these steps as many times as you choose. And don't be afraid to try something new! It may be an excellent improvement to your paper! And if it's not, you can keep the old grade and/or revise again!

Attendance

This class is designed around a community model, and your group members and other classmates will be counting on your contributions during activities and class discussions. In addition, this class incorporates daily opportunities to practice the critical thinking and writing skills that will result in better overall writing. For these two reasons, attendance is crucial. Failure to attend class regularly will result in a reduction in your grade. The specifics:

- You may use up to four days of vacation and sick time as needed. Beginning with the fifth absence, your semester grade will be reduced by 2% per absence. Excessive absences can result in receiving an NC in the course.

- If you must miss a class, you are still responsible for completing homework activities, meeting assignment deadlines, and completing in-class writing assignments. Submit assignments via D2L email or dropbox, as appropriate.
- Submitting drafts and peer reviewing others' work are important tasks and, as such, are worth 10–20 points each. If you must be absent on a peer review day, you should arrange to send your draft to class for peer review and to have classmates send drafts to you for peer review.
- Assignment sheets and most handouts will be available on D2L. Consult with a classmate for notes you may have missed. If there is material from the handouts or notes that you do not understand, please come to my office hours to ask questions. (Pro-tip: "Can you tell me what I missed in class?" is not a good question.)

Deadlines

Due dates for homework and assignments are available in the course modules on D2L.

- Unless otherwise indicated, homework assignments must be completed prior to the start of class. In some cases, D2L-based homework questions may be set to deactivate at 9:30 am on class days.
- Drafts must be submitted by the beginning of class time on the date listed. Late drafts will not be accepted for credit. Alternate submission methods are possible in the event you must miss class on the day a draft is due.
- Unless otherwise noted, the six major papers must be submitted by 11:59 pm on the date listed. Late projects will be docked 5% or 2 points (whichever is greater) each day until they are turned in.

Expected Conduct

We will engage in this class as emerging English Studies scholars and professionals. As with all professional settings, we have a code of conduct in addition to the policies related to attendance and deadlines:

- Class correspondence (e.g., emails, discussion posts, text messages) should be written professionally and clearly. You may receive feedback from me on the style, content, and organization of your emails, texts, etc.
- You are expected to convert your documents as necessary to be able to work on them in class. I will give you advice and out-of-class assistance at your request, but I expect you to have a basic understanding of word processing features and/or the willingness to spend time out of class learning features of software programs that improve the navigability and performance of your documents.
- Keep copies of all work you produce for this class. Do not store assignments only on a single flash drive. If I have given you a hand-written evaluation on an assignment or activity, save that evaluation until you have received your final grade in the course.
- Class time is for doing work related to the course. Limit your use of email, the internet, cell phones, etc. to course-related work during class time.

- All major assignments listed on this course policy sheet must be completed in order to pass the course.
 - Scholarly integrity and ethics--students are expected to maintain principles of academic integrity and conduct as defined in [EIU's Code of Conduct](#). Violations will be reported to the Office of Student Standards. If you are in doubt of the appropriate way to identify your source, check with me **before** turning in the assignment.
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Contact Information

You may reach me in one of the following ways:

1. Come to my **office hours in Coleman 3070**: Tuesdays 11–12 and 3:15–4; Wednesdays 10–12 and 1–2; Thursdays 11–12 and 3:15–4. A face-to-face meeting is best for addressing complex questions or concerns; you should also schedule a face-to-face meeting if you would like me to review a draft before submission.
 2. **Email** me through D2L at tafredrick. If you need to send me a large attachment or a link in Google Drive, send it to tfredrickwork@gmail.com. I try to respond to emails within 24 hours Mondays through Fridays. If it has been more than 24 weekday hours since you emailed me, feel free to contact me again.
 3. If you have a question or concern that is time sensitive, you may **call or text** me at (217) 714–6028 during the following times: Monday–Thursday 8:45 am–9 pm; Friday 8:45 am–3 pm; Sunday 5 pm–9 pm. If you text me, please identify yourself by name and course. (The course is especially important for those of you who have multiple courses with me this semester.)
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Writing-Centered Course

Students are required to submit one paper each year to the Electronic Writing Portfolio (EWP). EWP submissions are used by the university to assess how well writing is being taught at EIU, and as such, an EWP submission will **not** affect your grade in any way. However, failure to submit an EWP paper can result in a hold being put on your account, which will prevent you from registering for classes. Any of the six major papers from this class should meet the 750-word requirement for the EWP. If you choose to submit an assignment from this class to the EWP, you must do so by Thursday, December 10. You can find more information on EWP by going to the [Electronic Writing Portfolio webpage](#).

Information for Students with Disabilities

Most accommodations may be easily met in this class. 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 206, or call (217) 581–6583 to make an appointment.

The Student Success Center / Writing Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test 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 Ninth Street Hall, Room 1302.

Students who would like assistance with writing assignments from this or any other course may go to the Writing Center. The Writing Center works with students from all disciplines, majors, and academic backgrounds at any stage of the writing process. To make an appointment, call (217) 581-5929, or go to Coleman Hall, Room 3110.

ENG 1001: Daily Syllabus Overview

* *Please check weekly module for specific homework requirements**

Aug 25	Write introductory post (due 11:59 pm) Send a D2L email with your three preferred themes from the reader
Aug 27	Read: Faigley Ch 1; excerpts of Ch 8 (pp 161–165 & 186–190) Take notes over reading in prep for a quiz
Sep 01	Bring topic Read article for discussion Respond in two brief paragraphs to questions about the reading (bring typed print out) [I do minimal markg]
Sep 03	Bring draft of report Read Straub, “Responding—Really Responding—to Other Students’ Drafts”
Sep 08	Submit definition report, peer review, and post-write to D2L Write one–two paragraphs in response to questions about articles
Sep 10	Read Faigley, Ch 9 (222–236)
Sep 15	Bring images of the space / website you will be analyzing (Note: Read Faigley pp 533–534 before taking pics!) Read article for discussion; complete writing homework
Sep 17	Bring complete draft of image analysis with images embedded
Sep 22	Submit revised image analysis, postwrite, and peer review letter Read <i>Letter from Birmingham Jail</i> (PDF)
Sep 24	Read article for article analysis assignment Write 300-word article summary for a reader who has never read the

	article
Sep 29	Bring draft of rhetorical analysis
Oct 01	Submit rhetorical analysis, postwrite, and peer review
Oct 06	Bring list of five issues impacting campus/EIU students
Oct 08	Email 50-word description of topic for research paper to Dr F Meet for class at south doors of library
Oct 13	Meet for class on third floor of library (at computers by the reference desk) Scheduled conference with Dr F regarding your analysis revisions and/or research paper topic
Oct 15	NO IN-CLASS MEETING
Oct 20	Submit summaries and citations for five research paper sources
Oct 22	Read article for discussion; complete writing homework
Oct 27	Bring complete draft of research paper Scheduled conference with Dr F regarding your analysis revisions and/or research paper topic
Oct 29	Email peer response letters to peer / cc me NO IN-CLASS MEETING
Nov 03	Submit research paper and post-write
Nov 05	Read Faigley, pp 360–362 Read article for discussion; complete writing homework

Nov 10	Bring draft of op-ed / letter-to-the editor
Nov 12	Email peer response letters to peer / cc me
Nov 17	Submit op-ed / letter-to-the-editor and post-write Read article for discussion; complete writing homework
Nov 19	TBA
Dec 01	TBA
Dec 03	Bring draft of individual assignment
Dec 08	Submit individual assignment, post-write, and peer review
Dec 10	TBA