

Eastern Illinois University

## The Keep

---

Fall 2020

2020

---

Fall 2-23-2021

### ENG 1001G-012: College Composition I

Ann Hart

*Eastern Illinois University*

Follow this and additional works at: [https://thekeep.eiu.edu/english\\_syllabi\\_fall2020](https://thekeep.eiu.edu/english_syllabi_fall2020)



Part of the [English Language and Literature Commons](#)

---

#### Recommended Citation

Hart, Ann, "ENG 1001G-012: College Composition I" (2021). *Fall 2020*. 9.  
[https://thekeep.eiu.edu/english\\_syllabi\\_fall2020/9](https://thekeep.eiu.edu/english_syllabi_fall2020/9)

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Fall 2020 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

## ENG 1001G - 012

### College Composition I: Critical Reading & Source-Based Writing

(Credits 3-0-3) (Graded A, B, C, N/C)

Fall 2020: 2:00 pm - 3:15 pm Tuesday/Thursday

Hybrid: Online + Face-to-Face Schedule Type

Instructor: Ann Hart

Office hours: Online by Appointment

Email: [amhart@eiu.edu](mailto:amhart@eiu.edu)

#### Class Meeting Information

Face-to-Face in Martin Luther King Union ARC/TUS

Online in Collaborate through D2L

### 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.

For the purposes of the Electronic Writing Portfolio, English 1001G is a "writing centered" course. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words of polished, revised prose in addition to informal writing such as discussion posts, emails, notes, drafts, etc.

### Learning Objectives

Students 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

### Textbooks and Readings

*The Bedford Book of Genres: A Guide & Reader*, 2<sup>nd</sup> edition.

*The Little Seagull Handbook with Exercises*, 3<sup>rd</sup> edition.

Other handouts and readings as required.

**Schedule**

<b>Dates (dates are flexible as necessity dictates)</b>	<b>Module Topic</b>	<b>Textbook Readings and Major Writing Assignments</b> BBG = Bedford Book of Genres LSH = The Little Seagull Handbook
<b>August 24-30</b>	<b>Module 1: Introduction to College English</b>	BBG chapter 1
<b>August 31-September 6</b>	<b>Module 2: College Reading and Writing</b>	BBG chapters 2 & 4 LSH pp. 6-8
<b>September 7-13</b>	<b>Module 3: Putting Yourself into Your Writing</b>	BBG chapter 5 LSH pp. 9-29
<b>September 14-20</b>	<b>Module 4: Rhetorical Situations</b>	BBG chapter 3, pp. 215-245 only
<b>September 21-27</b>	<b>Module 5: Analysis</b>	LSH pp. 49-53 <b>Rhetorical Analysis</b>
<b>September 28-October 4</b>	<b>Module 6: Fiction, Poetry</b>	BBG pp. 260-266
<b>October 5-11</b>	<b>Module 7: Creative Nonfiction</b>	BBG pp. 251-259
<b>October 12-18</b>	<b>Module 8: Creative Writing</b>	BBG chapter 6 <b>Creative Writing Project and Artist Statement</b>
<b>October 19-25</b>	<b>Module 9: Literary Analysis</b>	LSH pp. 62-65 <b>Literature Analysis Essay</b>
<b>October 26 - November 1</b>	<b>Module 10: Asking Questions</b>	BBG chapter 11 LSH 66-69, 90-101
<b>November 2-8</b> <i>No class Nov. 3</i>	<b>Module 11: Incorporating Sources</b>	BBG chapter 12 LSH 102-118
<b>November 9-15</b>	<b>Module 12: Argument</b>	BBG chapter 13 LSH 119-169
<b>November 16-22</b>	<b>Module 13: Argument Essay</b>	BBG chapter 14 LSH pp. 43-48 <b>Argument Essay</b>
<b>November 23-29</b>	<b>Thanksgiving Break</b>	
<b>November 30-December 6</b>	<b>Module 14: Multimodal Writing</b>	BBG chapter 15
<b>December 7-13</b>	<b>Module 15: Reflective essays</b>	<b>Persuasive Multimodal Presentation</b>
<b>December 14-18</b>	<b>Finals Week</b>	LSH pp. 70-73 <b>Reflection Essay</b>

## Assignments

Participation/Shorter & In Class Assignment (Various points totaling 600 points)

Quizzes

Short Assignments

In-Class Activities

Rough Drafts

Peer Reviews

### Major Writing Assignments

Rhetorical Analysis Essay 100 points

Creative Writing Project 150 points

Literature Analysis Essay 200 points

Argument Essay 200 points

Persuasive Multimodal Presentation 150 points

Reflection Essay 100 points

## Major Writing Assignments

All Major Writing Assignments must be completed and turned in to pass this course. The Strong Response Essay and the Argument Essay will have a rough drafts. The rough draft must be turned in and reviewed before the final draft will be accepted. Successful revisions will show that you attended to the notes given by your instructor and peer reviewers. Revisions should show reflection beyond low order changes.

## Methods of Evaluation:

The grades for this class will determined by points earned (1500 total points possible) and will be reported based on the standard grading scale. However, per IAI standards, a grade of C or higher is required for advancement to higher level English courses.

100-90%=A

89-80%=B

79-70%=C

69-60%=D

59% or lower=F

## Plagiarism and Copyright

Plagiarism is using someone else's words, work or ideas without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, will be used in this class.

The English Department's 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 original work" (Random House Dictionary)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

### **Extra Credit**

The best way to do well in this class is to complete all of the assignments and participate fully, which will make extra credit unnecessary. Extra credit may be made available as opportunities arise.

### **Late Work Policies**

I generally do not accept late work for in-class discussions, short response, etc. assignments. The point values per assignment are too small for me to try and parse out what a late assignment should be worth. 10% percent per day will be deducted for late Major Writing Assignments. However, at my discretion, late consequences may be waived for unusual or unavoidable circumstances.

### **Attendance Policy**

Our class time is limited so students are expected to be in class on time for every class meeting and stay for the entire class time. Please inform me by email in advance if you will be missing class, need to be late, or will be leaving class early. Regular absences, tardies or leaving early will affect your grade. If you become ill or have to miss class for an extended period of time, please let me know so we can make a plan to help you stay successful in the class.

### **Conduct**

I expect all students to conduct themselves as thoughtful, considerate, mature adult learners. Any student who disrupts the class or behaves inappropriately will be asked to leave immediately, may be logged out by the instructor from meetings, and may be dropped from the course. Examples of disruptive or inappropriate behavior include (but are not limited to): offensive, rude, or angry language, comments, or actions; interrupting discussions or lectures; sleeping; eating; smoking, vaping, chewing tobacco; disregarding instructions; ringing or buzzing cell phones; habitual tardiness. Turn off your cell phone and put it and all unnecessary electronic devices away, including air buds, ear buds, and whatever other devices that will be a distraction. Silence (or whatever) Fitbits, Apple watches, etc. I will ask that they be put away if they are a distraction.

### **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.

### **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](http://www.eiu.edu/~success)) 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 9th Street Hall, Room 1302.

### **The Writing Center**

“The Writing Center of Eastern Illinois University is a place where students can develop as writers and thinkers. We recognize that student writers come to the center with individual needs and individual writing processes, and we are committed to working with students from all disciplines, majors, and academic backgrounds at any stage of the writing process.” I highly recommend you visit the Writing Center in the first three weeks of class with low stakes assignment, so you are comfortable in the environment and familiar with their processes when you go in for a more challenging one.

<https://www.eiu.edu/writing/index.php>.