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### ENG 1001G-005: College Composition I

Lucinda Berry

*Eastern Illinois University*

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ENG 1001 College Composition I (3 credit hours)

Sections 005 (9:30 - 10:45TTh), 006 (11:00 - 12:15), 007 (12:30 - 1:45TTh)

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

Office Hours: 9:00 to 9:30 & 1:45 to 2:45 TTH

W 9:00 to 10:00

Other hours by appointment

Coleman 3741 Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

**Required Text/Materials:** Palmquist, Mike *Joining the Conversation*, 3rd 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:**

- Read a range of texts, studying relationships between assertion and evidence, patterns of organization, verbal and nonverbal elements
- Develop effective writing processes (WRC-1, CT-2 - 6)
- Produce informative, analytical, evaluative, persuasive, and argumentative prose (WCR - 1-7, CT 1- 6)
- Recognize how to transfer the writing process, understanding of rhetorical principles, and genre awareness to other writing situations (WCR 1 - 7)
- Locate and evaluate the claims, support, credibility and appeals of primary and secondary research materials, including journal articles, essays, books, databases, and informed stakeholders (WCR - 5 & 6, CT 1, 3 - 5, RC - 1)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
- Use effective oral language and delivery skills (SL 1 - 4)
- Present work in Edited American English (WCR-4)

**Responsibilities:**

The teacher structures assignments requiring students to practice strategies and techniques discussed in class or covered in readings, honestly assesses these efforts and provides feedback about where improvement is needed.

The student must engage in the activities of the class, keep up with the readings and daily writings as preparation for these activities, and think independently in an engaged and serious way.

All members of the class must conduct themselves in a professional, courteous manner during all interactions: face-to-face, electronically and even behind one another's backs!

**Key Terms: Critical thinking:** practicing skills that enable you to take charge of what goes on in your mind instead of unconsciously absorbing ideas from family, peers, the media and other influences

**Meta-cognition:** awareness of your thinking when undertaking a task as opposed to “going through the motions” or trying to get by using a memorized procedure

**Synthesis:** a means of showing commonalities among numerous sources

**Attendance Policy:**

**Unexcused absences:** You may miss two classes without receiving any formal penalty (though it is clearly in your interest to attend every class and participate actively).

Every unexcused absence after the first two results in a five-point grade penalty. Attendance is taken by way of “stamped in” class assignments.

**Excused absences:** 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 not properly verified.**

Tardiness or leaving early will result in a **two-point deduction.**

**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.

**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](http://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.

**Early Alert Policy:** Students who have excessive absences or who fail to turn in assignments should expect me to use the Early Alert System. This sets in place notification to your advisor and your resident hall assistant who will contact you to discuss underlying problems.

### **Main Assignments (minimum length)**

Informative essay (4)	20%
Problem/Solution (8 in multiple genres)	20%
Profile/summary of interview source (3)	10%
Synthesis of three sources (3)	15%
Analysis (4)	22%
Daily assignments/participation	13%

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
- Cell phones must be muted and stowed in your backpack.
- Instructions/explanations will not be repeated due to your inattentiveness.
- Assignments completed outside of class must be typed; those submitted electronically via Panthermail must be a Word attachment.
- You must schedule at least one conference prior to the 8<sup>th</sup> week of class. You will lose credit for class participation if you fail to do so. Bring all work you have done for the class along with you and be able to discuss what you believe are your strengths and challenges.
- There is no extra credit.
- If you are dis-satisfied with a grade, you may 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.

### General Schedule of Activities/Daily assignments

You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; outline or take notes. Remember, your education consists largely of the work you do independently; what we do in class is a means of focusing and monitoring your progress. All assignments noted here must be typed.

Aug 20            Introductory activities

Aug 22            DUE: For each of the pictures of the rooms on 125 to 135, write a one-paragraph description.

Also answer questions on 136.

Study Critical & active reading strategies Chapter 3

Aug 27            DUE: Choose a place to observe closely; it may be on campus or off, crowded or solitary, as long as it gives you the chance to use your senses to learn more about the scene. You can choose to observe a scene with a lot of activity (a dining hall at lunch, the rec center in the evening) or a scene without much activity (the campus lake at dusk, an empty commons area in the dorm). Write at least a page, including specific details.

Read *Group Brainstorming* 98

"Gaudi's Great Temple" (electronic handout)

Aug 29            DUE: Answer the following regarding "Gaudi's Great Temple" in a paragraph or more.

1. How do the first and final paragraphs provide a framework for the article?
2. How is description used?
3. What is effective about the quotations Abend uses?
4. In addition to informing readers about Sagrada Familia, what topics does Abend reflect on? In other words, how does this particular information about the basilica fit into wider contexts?

Study Chapter 7: Writing to Inform

Sept 3            DUE: Choose a topic from the ones you and your group brainstormed last Tuesday. Use the section on 456 *Generate Potential Research Questions* to make a list of at least 6 research questions in connection with that topic. Reflecting and reporting will be the main processes underpinning your essay.

Study Chapter 12 Beginning Your Search

Sept 5            DUE: For your chosen topic, put in writing a discussion of the scope the material you plan to cover and who you intend to address as an audience, the timeliness of your topic, what you need to learn, evidence you'll need. See 460.

Sept 10           DUE: Annotated bibliography with minimum of three sources in MLA or APA style. See 470 - 1. Bring textbook to class.

Sept 12           DUE: Two potential first paragraphs for your essay  
Study 105-109

- Sept 17 Peer editing (Instructions via electronic handout)
- Sept 19 DUE: Informative Essay  
Turn in your final draft, followed by peer comments, followed by your first draft.  
Attach all of this together with a paper clip. Set up groups.  
Study Chapter 10 Writing to Solve Problems
- Sept 24 Study Chapter 4 Working with Sources  
Sept 26 DUE: Group Contract
- Oct 1 DUE: List of stakeholders and how to reach them (one per group)  
Study Chapter 13 Working with Genres
- Oct 3 DUE: Definition of Problem (one per group)  
Study: Chapter 14 Conducting Field Research
- Oct 8 DUE: Profile/ summary of interview source (one from each group member)  
Oct 10 Study Chapter 18 Drafting and Designing
- Oct 15 Interviewing  
Oct 17 Drafting (in class)
- Oct 22 Editing (in class)  
Oct 24 DUE: Problem/Solution essay Study: Chapter 8 Writing to Analyze
- Nov 5 Discuss frameworks for analysis  
Nov 7 Refine questions for analysis
- Nov 12 Read and look at notes on: "Deadly Force: A Conservative Political Writer  
Takes on a Quickly Evolving Issue" 276 -9  
Nov 14 Due: Rhetorical analysis of an editorial
- Nov 19 Read "Restorative Justice in Chicago Public Schools" 305-314  
Nov 21 DUE: Answers to questions on 314
- Dec 3 Peer editing of analysis/ work on group presentations (on your own)  
"How Can I Work on a Group Presentation" 599 - 602  
Dec 5 Peer editing of analysis/ work on group presentations (on your own)

Presentations will be given during your scheduled final time:

For section 005: Monday December 9 10:15 to 12:15

006: Wednesday December 11 8:00 to 10:00

007: Wednesday December 11 12:30 to 2:30