

Eastern Illinois University

## The Keep

---

Fall 2021

2021

---

Fall 8-15-2021

### ENG 1001G-006: College Composition I

Lucinda Berry

*Eastern Illinois University*

Follow this and additional works at: [https://thekeep.eiu.edu/english\\_syllabi\\_fall2021](https://thekeep.eiu.edu/english_syllabi_fall2021)



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

---

#### Recommended Citation

Berry, Lucinda, "ENG 1001G-006: College Composition I" (2021). *Fall 2021*. 10.  
[https://thekeep.eiu.edu/english\\_syllabi\\_fall2021/10](https://thekeep.eiu.edu/english_syllabi_fall2021/10)

This Article is brought to you for free and open access by the 2021 at The Keep. It has been accepted for inclusion in Fall 2021 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

# **ENG1001 College Composition I**

## **Critical Reading and Source Based Writing**

(3 credits) Fall 2021

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.

### **Contact information:**

Instructor: Lucinda Berry

Office: Coleman 3741

E-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

Virtual office hours will be held in Collaborate in D2L, and must be scheduled via Microsoft Bookings. Use the link below.

<https://outlook.office365.com/owa/calendar/BerryOfficeHours@pmaileiu.onmicrosoft.com/bookings/>

(Generally, the times available are 4 -5 Mon, 3 to 5 Wed and 12:30 to 1:30 Thurs. Times will be added if these times fill up. If no available time works for you, e-mail me two or three alternative times when you are available. Evening and weekend appointments are often possible.)

### **Required textbooks:**

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*

This is for “technical” issues such as grammar and documentation.

### **YOU ARE REALLY, TRULY, ABSOLUTELY EXPECTED TO STUDY THE MATERIAL ASSIGNED!!!**

You will have the opportunity to ask specific questions for clarification, but I will not spend time reiterating what the textbook says.

You need a notebook for class and a pen with blue or black ink.

### **Required time commitment**

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. 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. Deficiencies in these basic skills may require additional work on your part to catch up. I will suggest exercises in the handbook or refer you to a tutor in the writing center. Following the rules of Standard English will always one of the criteria assessed in assignments.

### **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

### **Required work**

This course requires your completion of **three main assignments**:

- |  |                            |
|--|----------------------------|
| 1) Analysis of <i>The New Yorker</i> cover | Sept 16 (3 pages 150 pts.) |
| 2) Response + Research                     | Oct 21 (5 pages 200 pts.)  |
| 3) Popular Culture examination             | Dec 7 (8 pages 225 pts.)   |

These assignments are due in the appropriate D2L drop box at 11:59 pm on the specified date. Any changes in due dates will be posted in the newsfeed. Due dates will never be made earlier than originally scheduled.

A **group paper/presentation** (150 pts.) due during your scheduled final exam.

**Preparatory assignments** (PA) (200 pts.) and their deadlines are noted in the schedule below. They must be completed and submitted **before class** in order to receive credit. Main assignments will not be graded if you haven't completed the preparatory assignments.

**Daily writings** are preparatory assignments for main assignment 2.

**Discussion** (45 pts.) Engaging with, building on and disputing ideas are central to critical thinking and analysis. Practicing this interaction will contribute to your success. Should the majority of the class prove reluctant to discuss in person, this category will change to required reading quizzes.

**Editing** (30 pts.)

### **Course Policies**

10% of the total possible points is deducted for each day an assignment late.

**Papers will not be accepted more than 3 days past the deadline.  
Preparatory assignments must be completed before you can submit the main assignments.**

Your work is **always** subject to being shared with the class as an example of how an assignment was completed or for peer editing.

No so-called extra credit is available.

If you are dis-satisfied with a grade, submit an explanation in writing pointing out **specifically** what you think I have misjudged or over-looked. Subsequently, we will arrange a meeting to discuss your concerns.

### **Attendance**

No make-up is accepted for unexcused absences. An excused absence requires verification, as specified below:

**Medical absence:** note from a physician directly stating that the student should not be in attendance for medical reason, or notification from the university registrar's office.

**Official university activity:** note on letterhead signed by the faculty or staff member in charge of the activity.

**Emergency work** (for a fire department, at a hospital, in the national guard or a comparable field): note on letterhead signed by supervisor.

Additional situations, such as an automobile accident or fire in your apartment, or having to care for your sick child may arise, so we will have to discuss the problem on a case by case basis. I have no intention of prying into your personal life, but I am skeptical of a vague "family emergency" excuse. My definition of that term doesn't encompass situations such as a trip home because your parents are getting divorced or your uncle is having surgery.

**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.

**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. Submission forms, as well as other information about the Electronic Writing Portfolio, are 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, contact the Office of Student Disability Services. **All accommodations must be approved through OCDS.** Please stop by McAfee Gym, Room 1210, 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/~success](http://www.eiu/~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 McAfee Gym, Room 1301.

**Early Alert:** Students who have a pattern of absences and/or missed assignments will be reported through this system designed to help students get back on track to academic success.

**COVID-19 Practices & Expectations on EIU’s Campus.**

All students, regardless of vaccination status, are required to wear face coverings during class. Students should not attend class if they are ill and

should consult the student health clinic if they have any COVID-19-like symptoms. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services ([studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [ <https://castle.eiu.edu/auditing/O43.php> ]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

### **Schedule**

What you are expected to prepare for each class is clearly stated here. Telling me “I didn’t know we had an assignment” or “I didn’t know that was due” shows you aren’t paying attention and will not elicit sympathy, let alone deviation from the stated policies.

Aug 24      Explanation of policies and procedures for the course

Aug 26      Before class, study WA 2 – 16 (Up to **The Five Analytical Moves**) and 168 – 172 (up to **Pan, Track and Zoom**). Take notes that will help you discuss:

- how heuristics, writing, and learning are connected
- how analysis differs from other kinds of writing
- if the common denominator of effective analysis comes naturally to you
- examples of the traits of academic ethos
- counterproductive habits you have and if you suggested cures will work
- whether or not the authors are right about the 5-paragraph essay

Aug 31      Before class, study WA 16 – 25 (up to Move 4)  
**DUE before class starts:** (PA) Practice in “Notice & Focus + Ranking” See Figure 1.3 on 17 for the steps to follow. Do this for three of the pictures from the Pictures for Notice and Focus module.

Put all responses in the same document. Prepare for discussion of:

- why you chose the picture from among those available
- what was easy/challenging about noticing, focusing, ranking, freewriting

- what rhetoric is and why it's an essential skill

- Sept 2 Before class, study WA 26 - 36 **DUE before class:** (PA) #1 On 36 -37 and Use the Method on “The Crowd at the Ballgame” by William Carlos Williams (Follow the process shown on 29 - 31). Put both assignments in the same document. You should be able to discuss your understanding of “The Method” and how it is a useful strategy for generating analytical ideas
- Sept 7 Before class, study 70 - 74. **DUE before class:** (PA)Based on this reading, explain, in your own words, why interpretive meaning is socially/culturally determined and why interpretation cannot be separated from context. Then, try to generate some examples of your own to demonstrate these concepts.
- Sept 9 Before class, study 74 - 89. Choose a New Yorker cover to analyze.  
**DUE before class:** (PA) Try This on 81.
- Sept 14 No class meeting. Work on main assignment 1.
- Sept 16 No class meeting. Peer edit by doing “the method” on your classmate’s essay and then writing a paragraph about what the essay communicated to you and what you think the writer’s goals were. Share this document with your classmate and with me via drop box.  
**DUE Essay on New Yorker cover in D2L Dropbox by 11:59 p.m.**
- Sept 21 Before class, study WA 38 - 47 (Up to Passage Based Focused Freewriting.) **DUE before class:** (PA) Try This 2.1 and 2.2 and Assignment #2 on 68.
- Sept 23 Before class, study WA 47 from Passage Based Focused Freewriting to 67. **DUE before class:** (PA) Locate pitch, complaint and moment in the article on freewriting (see Analytical Reading module).
- Sept 28 **DUE Before class:** (PA) Try this 2.6; an analysis of assumptions in each of the statements I’ve given for your daily writings through Sept 23 and an analysis of assumptions of a sentence from three different articles in the *Daily Eastern News*.
- Sept 30 Before class, study WA 98 - 113

Oct 5 Before class, study WA 160 – 167, 172 – 175 **DUE Before class:**  
(PA) Try this 6.2 and 6.3. Be able to discuss:

- what inductive and deductive mean and how they can affect organization

Oct 7 Before class, study WA 178 -188, 202 – 211 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

Oct 12 Conferences

Oct 14 Conferences

Before class on Oct 19th, watch *The Accountant*.

Oct 19 **DUE before class: (PA) WA 82 -92 Do a “Seems to be About, But Could Also Be About” as shown in the chart on 82 about *The Accountant***

Oct 21 Group assignment on *The Accountant*

**DUE: Essay Inspired by free-writing in D2L Dropbox by 11:59 p.m.**

Oct 26 Before class, study WA 213 -230 **DUE Before class: (PA) Write a brief essay comparing the advice in this chapter to how you have previously used sources. Discuss why the conversation analogy makes sense, and explain which of the strategies for analyzing sources seems most challenging and why.**

Oct 28 Before class, study the handouts in the Conversing with Sources module. Look at choices for main assignment II.

Nov 2 Before class, study WA 242 – 255 and *Little Seagull* 102 – 108. Search for some sources for main assignment 3.

Nov 4 Study *Little Seagull* 74 – 78 **DUE before class: (PA) Annotated Bibliography for main assignment 3. Use the first pattern shown.**

Nov 9 WA 271 - 282

Nov 11 WA 288 - 296

Nov 16 Discussion of group projects

Nov 18 More discussion



## THANKSGIVING

Nov 30 Work on oral presentations with your group.  
Dec 2 Work on oral presentations with your group. Peer edit by doing “the method” on your classmate’s essay and then writing a paragraph about what the essay communicated to you and what you think the writer’s goals were. Share this document with your classmate and with me via drop box.

Dec 7 Checklist for presentation  
**DUE:** Main assignment 3: Popular culture examination  
Dec 9 Self-assessment/reflection/evaluations

Presentations will be scheduled during your assigned final exam period.