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ENG 1001G-002: College Composition I

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ENG 1001 College Composition I
Section 002 Meets TTH 8:00 - 9:15 CH3609
Section 014 11:00 - 12:15 CH2120
Section 026 2:00 - 3:15 CH3290
Instructor: L. A. Berry (Ms Berry or Ms B)
Office Hours: 9:30 to 10:30 & 12:20 to 1:20 TTH
Coleman 3836 Contact me via e-mail: laberry@eiu.edu

Required Text/Materials: Kirszen and Mandell. The Blair Reader
Wysocki and Lynch. Compose, Design, Advocate
Copy of the Daily Eastern News 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.

Course Goals/Outcomes

• Use all aspects of the writing process—invention, research, drafting, getting feedback, revision, and editing
• Evaluate sources' claims, support, credibility, appeals, quality of evidence, quality of reasoning, and assumptions
• Evaluate purpose, audience, genre, rhetorical situation, and discourse community in sources, and use the same principles to guide their written documents
• Produce informative, analytical, evaluative, persuasive, and argumentative prose
• Analyze and evaluate a variety of texts from multiple perspectives
• Recognize how to transfer their writing process, understanding of rhetorical principles, and genre awareness to other writing situations
• Find and retrieve appropriate sources through multiple forms of research—primary, secondary, print, web, databases—and use those sources in written documents
• Evaluate the strengths, weaknesses, biases, credibility, and relevance of sources and types of sources
• Integrate sources ethically, appropriately, and consistently in written documents
• Use effective language and delivery skills through speaking opportunities
• Present work in Edited American English

Consistent with the 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 (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

Assignments in this course require you to:
Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)
Seek and gather data, information, and knowledge from experience & texts. (Critical Thinking Goal 2)
Understand, interpret and critique relevant information & knowledge. (Critical Thinking Goal 3)
Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)
Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)
Create defensible arguments. (Critical Thinking Goal 6)
Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing & Critical Reading Goal 1)
Craft cogent defensible analyses, evaluations, and arguments. (Writing & Critical Reading Goal 2)
Produce essays that are well-organized, focused, and cohesive. (Writing & Critical Reading Goal 3)
Use appropriate vocabulary, mechanics, grammar,
diction, and sentence structure. (Writing & Critical Reading Goal 4) Understand, question, analyze, and synthesize complex textual sources. (Writing & Critical Reading Goal 5) Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing & Critical Reading Goal 6) Collect and employ source materials ethically and understand their strengths and limitations. (Writing & Critical Reading Goal 7) Undertake impromptu presentations, debates, and discussions (Speaking and Listening Goal 2) Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

**EU Policy on Attendance**

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work (110 ILCS 122/); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student’s responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor’s judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

**My Personal Attendance Policy:**

Work done in-class cannot be made up. 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 due to reasons other than those listed as being verifiable. Absences not eligible for make-up privileges will result in the loss of two points.

Tardiness or leaving early will be a one point deduction; so will not having your textbook.

**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/studentconduct/code.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) 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.

Main Assignments (minimum length)
You will complete multiple assignments drawn from these categories. Grades will be averaged with the lowest grade dropped.
Rhetorical analysis, Response or Comparison (3)
Poster or Photo Essay (2)
Movie Review or Op-Ed (2)

You will choose your topic for this project.
Research including visual elements (10)

Participation (discussion/group/reading quizzes)
Portfolio (Includes revision of 3 shorter assignments/self-assessment)

You will receive electronic handouts giving more information on these assignments; details will also be discussed in class.

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.
- 20-point deduction if your cell phone is out. No mitigating circumstances will be considered.
- Major assignments will be submitted in hard copy must be typed; those submitted electronically via Panthermail should be a Word attachment.
- You must schedule at least one conference prior to the 8th week of class; failure to do so results in a 20-point deduction from your grade.
- There is no extra credit.
- If you are dis-satisfied with a grade, 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.
Week 1, 2, 3, 4 Textual analysis

Objectives:
- Practice tactics and strategies for close, careful, critical reading
- Be aware of conventions in a variety of genres of non-fiction and fiction
- Understand and be able to articulate how summary, rhetorical analysis and response to a reading each require a different approach
- Produce a comparison/synthesis of two texts based on examination of both rhetorical strategies and content
- Understand how to effectively and ethically work with written sources
- Understand how to give and use feedback for revision

Schedule
- Aug 23: Go over expectations/in-class writing and oral activities
- Aug 25: Discuss concepts from Blair pp. 8 -11, 14 - 17 (You need to study these pages before you come to class; there may be a quiz!)
- Aug 30: Discuss Compose pp. 140 - 61, and 309, 314 - 17; Bedford 126 -36
  DUE: Essay comparing assigned readings for Aug 23 and Aug 30 (Bring hard copy to class)
- Sep 1: Discuss Blair “Why We Work” 352 -8
- Sep 6: Discuss Blair 18 -27; small group assignment
  DUE: Summary of your choice of another essay from Blair (Bring hard copy to class) related to Curry’s ideas.
- Sep 8: Bring Blair text
  DUE: Rhetorical analysis of the article summarized related to Curry’s ideas. (Bring hard copy to class)
- Sep 13: Blair “I Hear America Singing” 375-6 and “What Work Is” (handout)
- Sep 15: Writing/conference day
  DUE by midnight via Panthermail: Comparison of “Why We Work” and one or both of “I Hear America Singing” and “What Work Is.” Consider content and rhetorical strategies and include personal response. Exceeding the minimum page amount is fine!

Week 5, 6, 7 Visual analysis

Objectives:
- Practice tactics and strategies for understanding visual messages
- Be able to articulate how visual elements can produce an emotional effect
- Produce a visual document
- Understand how to effectively and ethically work with visual sources
- Understand how to describe and review visual material

- Sep 20: Compose 324 - 346 Group work in class
- Sep 22: Discuss Daybreak (Columbian film available at http://youtu.be/PTxK4wGCMc
  DUE: Response to Daybreak Bring hard copy to class, but also send me a copy via e-mail.
- Sep 27: Compose 347-75: Bedford 38 - 47, 77 - 86
  DUE by midnight via Panthermail: Collaborative analysis of war posters
- Sep 29: Tarble Art visit
- Oct 4: Discuss responses to Tarble Exhibit A Dark Matter
  DUE: Response to and rhetorical analysis of exhibit (e-mail)
- Oct 6: Blair 156-7 “Poem in Which Words Have Been Left Out”
**Weeks 8, 9 Numerical analysis**

**Objectives:**
- Practice tactics and strategies for gathering statistical information
- Be able to create appropriate graphs or tables to convey data clearly
- Be able to integrate graphs/tables/charts into documents
- Understand how to effectively and ethically work with numerical sources

Oct 11  Gathering statistical information (handouts)
Oct 13  More on surveys
   DUE: Poster for *Daybreak* or photo essay on chosen topic (e-mail)
Oct 18  *Compose* 272-3
Oct 20  *Bedford* 117 - 25
   DUE: Poster with statistical information tied to Tarble exhibit or poem (e-mail)

**Week 10, 11 Creating a Research Proposal**

**Objectives:**
- Practice a planning process leading to a viable research project
- Be able to assess written sources
- Be able to identify useful interview sources and appropriately contact them

Oct 25  *Bedford* Chapter 5
Oct 27  *Compose* Chapter 1 & 2

Nov 1  *Compose* Chapter 3
Nov 3  *Compose* Chapter 4 & 5
   DUE: Research Proposal (e-mail)

**Weeks 12, 13 Interviewing/contextualizing**

**Objectives:**
- Practice composing interview questions
- Understand how to incorporate oral sources
- Be able to see connections between global topics and the EIU campus

Nov 8  Focus group and individual interviews
Nov 10  Brainstorming connections/sharing research topics

Nov 15  *The Accountant* (American movie)
Nov 17  Collaborative rhetorical/content analysis of *The Accountant*

**Week 14, 15 Research Project Presentations and Portfolio Conferences**