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Fall 2-23-2021

### ENG 1001G-014: College Composition I

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*Eastern Illinois University*

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#### Recommended Citation

Golladay, Jamie, "ENG 1001G-014: College Composition I" (2021). *Fall 2020*. 11.  
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## **ENG1001: College Composition I**

Fall 2020 MWF 1:00-1:50

MLK Charleston/Mattoon

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### **Required Texts**

- *Bedford Book of Genres*
- *The Little Seagull Handbook*
- Handouts given throughout the course

### **Course Description**

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. We will focus on developing a writing process, developing a sense of writing community in the classroom, and develop audience awareness. You will develop five pieces of writing which reflect these goals and achieve the assignment requirements.

### **Course Requirements**

This class will require several readings, extensive peer review, in-class writing, various in-class activities, online discussions, five major writing assignments, five analytical responses, and a final response to the class. Completing all of these tasks is essential to success.

You will be required to approach assignments actively and thoughtfully, be creative, be present mentally, and participate in the class writing community.

### **Your Instructor**

Please do not hesitate to email me or to visit my office during office hours if you are struggling with course material, assignments, or simply want to touch base. I'm a valuable resource for doing well in this course. This is true of any course. Carry this advice into your other current and future classes.

A note on emailing: I will not respond to informal emails. All emails sent to me or any other instructor should contain a greeting, a formally written body, and a signature. Do not treat such correspondence as you would a text message.

### **Attendance and Late Work**

You will be permitted two unexcused absence for this class; beyond that, your overall grade will be decreased by five points. I need to be notified of any following absences before class via email. If you are not in class the day that something is due, it needs to be turned into D2L

anyway. Major writing assignments will be turned in in class as hard copies, so if you will be missing class, you will have to email me a copy of the assignment and bring me a hard copy on the next day that you are in class. If you are going to miss a peer review day, it is up to you to email me before class so that I can make arrangements for you to peer review a classmate and have your work peer reviewed also so that you do not lose points.

You are permitted one extension to be used at your discretion, but it needs to be cleared with me before the assignment is due. Beyond that, I **WILL NOT** take late work. Plan ahead and get assignments done in the allotted time.

### **Documentation Specifications**

All writing assignments for this class should include a MLA header on the top left side of the first page of the paper that includes: your name, my name, the class (ENG 1002), and the due date of the assignment. They should include a centered title that IS NOT the title of the assignment. They should include page numbers with your last name at the top of every page. They should be in 12 point Times New Roman font. They should be double spaced.

### **Analytical Responses**

You will be asked to write an analytical response to each of the five major assignments in this course. Each analytical response will be a single page, single spaced, and 12 point Times New Roman font with double spacing between paragraphs. These assignments will be due the class period following the due date of the essay that they are associated with, but it's best to be thinking about what you will say throughout the composition process.

In your analytical responses, you should answer the following questions: What did you learn as a writer from this paper? What did you find most challenging about the assignment? Were the discussions that we had in class benefit you in writing this paper? Were our prewriting activities better or worse for you than those you have done in the past? What did you gain from peer review, and was it sufficient, or were you still left with questions? Do you feel like you are a better writer or thinker after completing this paper?

### **Online Discussions**

Once every three weeks, starting on week two, we will have an online discussion on D2L. You will read the required short argument and make a post of 300-500 words, answering one of the questions that I post with the reading and then respond to two class mates in at least 200 words. The purpose of this is to analyze arguments in order to better your genre awareness skills, critical thinking, and to put more argumentative styles in your repertoire.

### **Revision**

You will be given the opportunity to revise all five of the major writing assignments for this course, but I expect significant change to occur to the pieces when revised. Revisions will be due

near the end of the semester. I may make revision a requirement on a case-by-case basis. Keep in mind that only changing grammar or making small and insignificant changes to your work will not earn you a better grade.

## **Classroom Conduct**

Our classroom is a learning environment, and I expect it to be treated as such.

Here are items you should have in class:

- Writing tools
- A class notebook
- Assigned reading material

Here are behaviors that will not be tolerated in class:

- Sleeping
- Extended disappearances during class
- Extensive or excessive tardiness
- Use of electronic devices
- Side conversation
- Rude or offensive language

I reserve the right to ask students to leave for doing any of the aforementioned intolerable acts.

I will also not open the class door after class has begun, and no amount of knocking and disrupting those of us who arrived on time will change this policy. If you anticipate being late, email me ahead of time, and we will work something out if you have a reasonable excuse.

An extra note on the use of electronic devices:

This class is not a social hour. When we have in-class work days, we will be in a lab where it will be permissible to use the provided computers, but otherwise you should not have electronics out. I **will not** be fooled by hiding your cellphone under your desk, and if I see a student using electronics inappropriately in class, I will ask that they be put away on the spot. If I see it again, I will ask you to leave. This is disruptive behavior that isn't benefitting anyone in the room.

## **A Note On Covid-19**

All students will be required to wear face masks in the classroom in accordance with current university policy. Failure to wear a mask will result in being asked to leave the classroom.

If we are required to move classes to an online only setting, Communication will be moved to D2L and Panthermail. Students should look at D2L frequently, checking the news section for updated instructions, and expect to communicate with me directly through Panthermail.

## **Academic Integrity and Plagiarism**

Here is the official statement on plagiarism by the EIU English Department: “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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

In class, we will thoroughly discuss the use of sources in the assigned essays, so I will expect that everyone be very clear on what plagiarism is and how to avoid it; therefore, if I find that plagiarism has occurred in any of the writing that you do for this course, I will not hesitate to fail the assignment and turn the offender into the University Student Standard Board. I take this offense very seriously.

## **Using the Writing Center**

EIU’s Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. To schedule an appointment, you can drop by the center or call 581-5929.

I cannot stress enough that this is a fantastic resource for writers at all levels and at every stage in the writing process. Even if you don’t know where to get started on a writing assignment, all you need is the assignment sheet, and the lovely people in the center will help you figure out where to go from there. As an added incentive, I will offer a 2% higher grade on any of the five major writing assignments if they are turned in with a stamped session form from the center.

## **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, 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.

## Grading in This Course

A: 100-90%

B: 89-80%

C: 79-70%

D: 69-60%

F: 59-0%

### Presentation and Smaller Writing Assignments

|                         |    |
|-------------------------|----|
| Presentation            | 50 |
| Analytical Response I   | 30 |
| Analytical Response II  | 30 |
| Analytical Response III | 30 |
| Analytical Response IV  | 30 |
| Analytical Response V   | 30 |
| Peer Review I           | 25 |
| Peer Review II          | 25 |
| Peer Review III         | 25 |
| Peer Review IV          | 25 |
| Peer Review V           | 25 |

### Online Discussions

|              |    |
|--------------|----|
| Discussion 1 | 25 |
| Discussion 2 | 25 |
| Discussion 3 | 25 |
| Discussion 4 | 25 |
| Discussion 5 | 25 |

### Free Writes

|              |    |
|--------------|----|
| Free Write 1 | 20 |
| Free Write 2 | 20 |
| Free Write 3 | 20 |
| Free Write 4 | 20 |
| Free Write 5 | 20 |

### Five Major Writing Assignments and Final

|                             |     |
|-----------------------------|-----|
| Trolley Problem Paper       | 100 |
| State of Affairs Essay      | 100 |
| Nonhuman People Project     | 100 |
| Historical Solidarity Essay | 100 |
| Photographic Op-Ed          | 100 |
| Final Analysis              | 150 |

1200 Points

# Class Schedule

## Week 1

Monday, Aug. 24

- Go over syllabus
- Introduce ourselves

Wednesday, Aug. 26

- Introduce Trolley Problem Paper

Friday, Aug. 28

- Discuss and brainstorm paper

## Week 2

Monday, Aug. 31

- Peer Review

Wednesday, Sep. 2

- Peer Review

Friday, Sep. 4

- Discuss the difference between Revision and Editing
- Discuss FW1

## Week 3

Monday, Sep. 7

- Labor Day No Class

Wednesday, Sep. 9

- Trolley Problem Due
- Introduce State of Affairs

Friday, Sep. 11

- Discuss D1
- Begin MLA and *Little Seagull Handbook* introduction

## Week 4

Monday, Sep. 14

- Analytical Response 1 Due
- Discuss quoting and paraphrasing

Wednesday, Sep. 16

- Sign up for topics
- Begin outlining essay

Friday, Sep. 18

- In-class work

## **Week 5**

Monday, Sep. 21

- Peer Review

Wednesday, Sep. 23

- Peer Review

Friday, Sep. 25

- Discuss FW2
- Revision activity

## **Week 6**

Monday, Sep. 28

- State of Affairs Due
- Introduce Nonhuman People Project

Wednesday, Sep. 30

- Genre awareness activity

Friday, Oct. 2

- Analytical Response 2 Due
- Discuss D2
- Discuss and sign up for topics

## **Week 7**

Monday, Oct. 5

- Introduction/conclusion activity

Wednesday, Oct. 7

- Group brainstorming activity

Friday, Oct. 9

- In-class work

## **Week 8**

Monday, Oct. 12

- Peer Review

Wednesday, Oct. 14

- Discuss FW3
- Peer Review

Friday, Oct. 16

- Fall Break No Class

## **Week 9**

Monday, Oct. 19

- Nonhuman People Project Due
- Introduce Historical Solidarity Essay

Wednesday, Oct. 21

- Preliminary research activity

Friday, Oct. 23

- Analytical Response 3 Due
- Discuss D3
- Sign up for topics

## **Week 10**

Monday, Oct. 26

- Annotated bibliography activity

Wednesday, Oct. 28

- Discuss quoting and paraphrasing

Friday, Oct. 30

- In-class work

## **Week 11**

Monday, Nov. 2

- Peer Review

Wednesday, Nov. 4

- Peer Review

Friday, Nov. 6

- Discuss FW4
- Revision activity

## **Week 12**

Monday, Nov. 9

- Historical Solidarity Essay Due
- Introduce Photographic Op-Ed

Wednesday, Nov. 11

- Genre awareness activity

Friday, Nov. 13

- Analytical Response 4 Due
- Discuss D4
- Discuss alternative research methods

## **Week 13**

Monday, Nov. 16

- Peer Review

Wednesday, Nov. 18

- Peer Review

Friday, Nov. 20

- Discuss FW5
- Problem/solution session

## **Week 14**

THANKSGIVING BREAK

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## **Week 15**

Monday, Nov. 30

- Photographic Op-Ed Due
- Introduce Presentations
- Introduce Final Response

Wednesday, Dec. 2

- Improv practice

Friday, Dec. 4

- Analytical Response 5 Due
- Discuss D5
- In class-work

## **Week 16**

Monday, Dec. 7

- Presentations

Wednesday, Dec. 9

- Presentations

Friday, Dec. 11

- Final Response Due