Summer 6-15-2016

ENG1001G-001: Composition and Language

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Strong writing is like any other kind of strength: it requires regular work-outs for us to be ready for whatever challenges life throws at us. This course is designed to help you maintain your existing strong points, continue building your communication muscles, and develop good habits to continue growing as a writer.

Official Description: College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. The course challenges students to develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources.

Following are the official learning goals for all sections of this course. Students who successfully complete the course 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

In addition, although the following are implied by the objectives above (and these are too subjective for official learning goals), I hope this course will help you:

- Recognize the value of creativity in writing in various contexts, and feel comfortable using your judgment about the appropriateness of creative approaches
- Take full ownership of and responsibility for everything you write, from research papers to tweets
- Learn about the value of good writing in the areas of learning, career, and citizenship

*Textbooks:* *Picture This* (Bang) and *Norton Field Guide to Writing* (Bullock and Goggin)
Grading and Major Assignments*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework, drafts, peer review, mini-essays</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>5%</td>
</tr>
<tr>
<td>Visual Analysis Essay (3-4 pages)</td>
<td>10%</td>
</tr>
<tr>
<td>Poetry Analysis (2-3 pages)</td>
<td>10%</td>
</tr>
<tr>
<td>Informative Essay (5-7 pages) *</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluative Essay (5-7 pages) *</td>
<td>10%</td>
</tr>
<tr>
<td>Persuasive Essay (5-7 pages) *</td>
<td>15%</td>
</tr>
</tbody>
</table>

* Multi-source research essays.

**Final Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70-79.99%</td>
</tr>
<tr>
<td>NC**</td>
<td>69.99% and below</td>
</tr>
</tbody>
</table>

**NC** means "no credit." A grade of NC does not affect GPA, but does mean that the course must be repeated.

**Attendance**: In accordance with SIHL policy, if you are sick you must visit Health Services. You must also contact SIHL staff and your instructors. In the case of our class, it is important that you are in touch with me as soon as you can be. I don’t answer my phone during class, of course, but unless you are too sick to talk or text, you should contact me as soon after class ends as possible so that we can decide on the best course of action. I don’t expect to have to deal with unexcused absences, but should any occur, they will result in a 5% deduction (half-letter-grade) from your final class grade.

**My classroom expectations:**

- Please give whatever we’re doing in class at any given time your full attention.
- When you have a question or comment, please contribute to our learning by speaking up.
- We may discuss some sensitive topics. We’ll talk in class about ground rules for discussion, but the keys are: treat each other with respect, remember that people can disagree but not necessarily be badly intentioned, and should emotions start to run high, take a moment to breathe and think.
- Cell phones silent and put away whenever class is in progress.
- Food and drink are allowed in room 3140 (please clean up after yourself), but not in 3120.
- We will use some of our class time to write. Make good use of this time.

**Late work**: Extensions may be requested with ADVANCE notice in person or by phone or text message, by 9 p.m. the day before the assignment is due. If an extension has been requested, no late penalty applies as long as the new deadline is met. Work that is turned in late without an extension will receive reduced credit at my discretion, down to and including 0 (for example, I award 0 credit for “rough drafts” that are turned in at the same time as the final draft).

**EIU statement on 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.

**English Department Statement 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

**Dr. Vietto’s Statement on Academic Integrity**: Do your own work, including your own editing and proofreading. We will discuss how to avoid plagiarism and how to work with peer readers usefully. If you have any doubts or concerns at any time, ask me before turning in the work you are worried about.
Tentative Deadlines for Major Essays

Please note: This is an overview of the deadlines for the major essays only. Day-by-day assignments, including both reading and writing, will be posted in D2L and announced in class. In addition, some in-class assignments and activities will be graded.

T June 28  Introductions!
W June 29
R June 30

M July 4  Independence Day, no class
T July 5  First draft of Visual Analysis due (beginning of class)
W July 6  First draft of Poetry Analysis due (beginning of class)
R July 7  Second draft of Visual Analysis Essay due (beginning of class) + Topic for Informative Essay due

M July 11  Final draft of Visual Analysis + Second draft of Poetry Analysis due (beginning of class)
T July 12  Final draft of Poetry Analysis due
W July 13  First draft of Informative Essay due (beginning of class)
R July 14  Second draft of Informative Essay due (beginning of class) + Topic for Evaluative Essay due

M July 18  Final draft of Informative Essay due + Sources for Evaluative Essay due
R July 19  First draft of Evaluative Essay due
W July 20  Second draft of Evaluative Essay due + Topic for Persuasive Essay
R July 21  Final draft of Evaluative Essay

S July 24  First complete draft of Persuasive Essay due by 10 p.m. Sunday evening
M July 25
T July 26
W July 27  Second draft of persuasive essay due at start of class
R July 28  Final draft of persuasive essay due at start of class; presentations