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ENG 1001G-016: College Composition I

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ENG 1001-016 Syllabus
College Composition 1
Mattoon/Charleston Rm. Union
MWF 2-2:50
Fall 2020

Instructor: Samantha Poorman

Office: 3840 Coleman Hall

Office Hours: MWF 10-11:30 am & MW 3-4:30 pm or by appointment, **remote meetings only**

Email: sltomson@eiu.edu

“I simply kept my goal in mind and persisted. Persistence is a large part of writing.”

– N. Scott Momaday

Texts

- The Little Seagull Handbook
- Writer/Designer
- Writing Analytically
- Readings of your choosing/class handouts

Materials

A pen or pencil, paper, a small journal or notebook, computer, and other appropriate supplies

Course Description

College Composition I focuses on the process of writing and teaching students what it looks like to write effectively. This will be accomplished through research and the writing of a variety of essays. Essentially, English 1001 is an introduction to critical inquiry that focuses on strengthening your reading, writing, and research skills. While it may sound a bit daunting, this course aims to prepare you for the courses that follow and your future profession.

Student Learning Objectives & Goals

By the end of the semester, students should demonstrate the ability to:

- Successfully use every part of the writing process with their own works
- Read course material critically and offer insight into the meaning of the works through open class discussion
- Revise substantially, according to class expectations
- Offer insights through deep peer review
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents
- Use data and create graphical elements in their writing

- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

Daily Procedures

We will begin each class period with a reflective writing of the assigned reading. Once the writing time is over, there will be time for an open discussion, should anyone have any questions or concerns or simply want to discuss what they wrote. We will then move on to the activity, which will typically be collaborative. It is of the utmost importance that you come to class prepared, because the talking will be done by you and the activities are centered around you and your participation.

Class also consists of reading quizzes, weekly journal entries, and required conferences. There will be five major writing assignments and in the place of a final paper or exam, you will turn in a portfolio of completed works. The first reading quiz is stated on the syllabus, all others will be at random.

Your Instructor

If you need any additional guidance, whether it be over material covered in this course or an issue or concern with your grade, please feel free to talk to me. Even a short meeting to go over a paper or clarify something confusing in class can greatly impact your grade, performance, and motivation. You can conference with me during my office hours or email me to set up an appointment during another time that may work best for you. I am also available briefly before and after class.

Attendance, Late Work Policy, and Expectations

While I expect students to attend every class, I do understand that life happens. However, the only absences that will be classified as “excused” are those mentioned in the EIU Undergraduate Catalog, which are as follows: “properly verified absences due to illness, emergency, or participation in an official University activity.” When there is an absence, students are responsible for getting any missed handouts or information.

I do not accept late work. You cannot turn in assignments after their deadlines. If you have an excused absence, and you are aware of it ahead of time, you need to turn in your work before the class you will miss. If there is an emergency, you must email me what you have finished of your assignment in the email that you inform me you will not be in class. While late work is not accepted, I would recommend turning in something, even completely blank or unfinished, as you are allowed to revise all essays for a better grade.

I do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a writing course and every class period there are in-class activities and writings, so if excessive absences happen (four or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, which

affects your grades. Additionally, the class is about you and your writing, so the expectation is that you will be in class, ready to learn with your peers.

Should you feel ill, have a fever, or any upper respiratory symptoms, it is recommended that you do not attend class. While you are home, whether it be to quarantine or just until you are better, you must keep up with schoolwork and continue to turn in your assignments on time. If you are so ill that you are unable to continue your schoolwork, I recommend that you see a doctor and contact your professors.

Notes on Professionalism & Document Specifications

All class work must be typed and submitted to the appropriate dropbox on D2L. If an assignment isn't typed, it will not be accepted. The assignments will be due on the date noted at the top of the writing assignment sheet and on the syllabus. Revised essays are due one week after the original date in the same location as the first submission.

Writing assignments must be typed in Times New Roman, 12 pt. font, and double-spaced. Any page requirement or other specifications will always be found on the writing assignment sheet. If the assignment sheet does not have a required length, there is not one. For any assignment you turn in for this class, all that's needed at the top of the paper is your name and the date. After your name, provide a title for the document (this should be centered), and then the paper should start.

Journals

Normally, I would have you write in your journals at the beginning of every class period and then hand them in on the due dates listed on your course schedule. Because of current circumstances, each of you will be required to create a blog that will be used as your reflection journals. This will limit the number of hands that touch your belongings and is an effort to keep you safe and healthy.

There is not a required site for you to create your blog through, there are many free sites out there for you to choose from. My only requirement is that the blog you create can be shared with me and does in fact get shared with me on the dates it is due. There will be reading in our texts that help you with writing a blog, but if you have any questions or concerns about creating one, you are always welcome to speak with me and I will help you.

Conferences

Throughout the course there will be required conferences. These may take place during the days and times that class normally would or they may be at other times outside of class. You will be able to sign up for your time slot in the class that falls before the conferences begin. Some conferences will be individual, where it will be just you and me. Others will be group conferences. The sign-up sheet for a group conference will be broken down by area of improvement. Essentially, there will be a list of things that you may think you need the most help with on your paper, so you will write your name under that section and anyone else who also needs help with it will be in the conference with you. These will resemble peer review sessions but be slightly different. You can find more information about conferences on the Conference

handout. Due to current circumstances, all conferences will be virtual. I will send you an invitation to join me at the time of your conference.

The Yellow Sheet

The Yellow Sheet is a piece of paper that will be handed out at the very beginning of the semester. **It is important that you bring this with you to every class period.** The purpose of this paper is that you will learn, through your mistakes and those of your peers, the grammar rules essential for writing a strong, grammatically correct essay. I will give you some examples of grammar rules that commonly get misused by writers or are frequently unknown, but the rest is up to you. When I mark something wrong on your paper, I want you to look it up, put it correctly in your Yellow Sheet, and use it to revise your essay. While the internet is fine for learning about grammar, your *Little Seagull Handbook* also has a section dedicated to grammar (this just so happens to be the yellow section of your text). You are more than welcome to ask me questions about grammar rules you do not understand, and you can look them up even without them being marked on your paper. I want you to **always** add to your Yellow Sheet when you make a mistake of your own. This sheet is so important for you because, as this course is not lecture-focused, we will not be dedicating class days to grammar or punctuation.

Revision Policy

All writing assignments are able to be turned in again for a better grade. While it is not required, I do recommend that you take advantage of this. If you don't feel like you turned in your best work or maybe you had to rush an assignment, you can revise your essay and resubmit it **one week after the original due date.** I do want deep revision though, not merely surface level editing. No revision will result in a 0 or will lower the grade you received on the first copy handed in for a grade. The highest grade will be accepted.

As can be seen in the following section, you have the opportunity to revise your essays again at the end of the semester for your portfolios. To keep yourselves from having to revise all of your essays at once, I recommend that you take advantage of the revision policy and then submit those best-version essays. Your grade will reflect the kind of work you submit to me, so please consider taking advantage of this opportunity.

The Final Portfolio

The final portfolio will consist of your Composition in Three Genres essays, your completed Yellow Sheet, a final reflection, and all of the other major writing assignments that you submitted over the course of the semester. The majority of the portfolio grade will come from how well you do on your Composition of Three Genres project, but a well-created Yellow Sheet and polished versions of your other major writing assignments will make your grade that much better. This portfolio counts for a large percentage of your final grade and will take the place of a final essay or exam.

More information regarding your final writing project, the portfolio, how it should be presented, how you will hand it in, and a grading breakdown will all be handed out around midterm, giving you plenty of time to start brainstorming and preparing.

Extra Credit

Because sound proofreading and editing is an important part of the writing process, you can get extra credit points for being a grammar investigator. Grammatical, proofreading, and editing mistakes are out there in the world—on websites, on menus, on professors' handouts, on flyers, novels you read for fun, etc. When you find a proofreading/editing mistake, you can write a short journal entry about it, but you must be specific about both where you find the error and what it is. The journal must be shared with me the day you finish it. Just let me know what it is for.

Here's how it should be structured:

- Introduce the mistake and where it came from (its source)
- Explain why it is a mistake—what's the problem?
- Explain what the writer needs to do to correct the mistake—how should it really be?

Each time you successfully act as a Grammar Investigator, you earn 5 extra credit points. During the course of the semester, a student can earn a maximum of 50 extra credit points, which means you can act as a Grammar Investigator 10 times.

Class Conduct

Everyone in my class must act as though they are mature, kind citizens. Debate and disagreement are allowed and expected, though they must be conducted in a respectful manner. Anything less than this will not be tolerated and will be grounds for being kicked out of class and a loss of points for the day.

Every single student is required to wear a mask in the classroom. If you do not have a mask on, you will be asked to leave the classroom and go get one. Should you refuse to leave to get a mask or continue to show up without one, you will be taken off of the class roster and no longer be considered a student in my course. We must all do our parts to ensure that those around us are safe.

Email Policy

An email policy may seem a bit ridiculous, but depending on the career you choose after graduation, emails might be your main source of professional communication. The policy below is designed to teach you how to communicate professionally and effectively.

You are welcome to email me when you have a concern, question, or must miss my class. You must email me respectfully and appropriately or I will not respond to you. Put a brief subject in the subject line. If you have a question, simply putting "Assignment Question" in the subject line is appropriate. Begin your email by addressing me as Sam or Samantha. The body of the email should also be brief, but not rude. I won't read anything excessively long or disrespectful. You must end your email with something along the lines of, "Thank you, your name."

Academic Honesty and Plagiarism

The official EIU English Department statement on plagiarism says: "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.”

Plagiarism is very serious and will be treated as such. We will discuss, in detail, what this means and how to avoid it. There will be no excuse for this conduct and, if I find any form of plagiarism, I will take necessary action.

Using the Writing Center

Writing Center consultants provide one-on-one conferences with students from any discipline over the entire writing process. The Writing Center is an incredibly useful resource. The sessions offer feedback and guidance about works both in progress and completed. They do not edit student papers—if you take advantage of this service, be prepared to be actively involved in bettering your paper.

The Writing Center is “open” Monday-Thursday 9am-3pm and 6pm-9pm. On Friday it is open from 9am-1pm. They are currently not conducting face-to-face sessions with students so to make an appointment please visit their page on the EIU website or go to their Facebook and click the “book now” button.

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, 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 to 9th Street Hall, Room 1302.

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.

Grading Breakdown

Quizzes	To-Be-Determined
Writing Process Grade 10 points available for each peer review session, 5 peer review sessions	50
Journals	150

Major Writing Assignments **650**

- This I Believe Essay
- Source-Based Definition & Synthesis Essay
- The Argument
- Inquiry-Based Research Essay
- A Composition in Three Genres

Final Portfolio **600**

1450 points + TBD

Grading Scale for Formal Documents:

100-90% = A 89-80 = B 79-70 = C

Overall Grading Scale:

A, B, C, No Credit

English 1001 Syllabus Fall 2020

All assignments and due dates are **tentative**

LS = *Little Seagull Handbook*

WD = *Writer/Designer*

WA = *Writing Analytically*

= Your Choice/ Course Handouts

Monday 8/24

Introductions to Each Other & Introduction to the Course

Wednesday 8/26

W1 & W2 in LS

Pgs 3-11 in WD

Course Policy Quiz by end of day

Friday 8/28

W3 & W4 in LS

NPR activity & Response paper before class

Introduction to This I Believe Essay

Reading Quiz #1 before class begins

Introduction Journal due by end of day

Monday 8/31

Chapter 2 in WD

W10 in LS

In-class Drafting

Peer Review Sign ups

Wednesday 9/2

W16 & R1 (pp. 90-100) in LS

In-class revision activity

Friday 9/4

In-class Peer Review

Conference Sign-ups

Process Journal due by end of day

Sunday 9/6

This I Believe Essay due by end of day

Monday 9/7—Labor Day, No Class

Wednesday 9/9

R2-R4

Synthesis activity

Reading Quiz 2

Introduction to SBE essay

Friday 9/11

In-class drafting & conferences

Monday 9/14

Online D2L class day

Ch. 9 (242-248) WA

MLA Section in WA, pp. 262-263

MLA a-e in LS

Wednesday 9/16

D2L online class day

Ch. 9 (pp. 249-255) WA

APA Section in WA, pp. 257-258

APA a-e in LS

Citation Journal due by end of day

SBE rough drafts due by end of day

Friday 9/18

In-class peer review of SBE essay

Monday 9/21

SBE essay due before class

In-class Reflection Journal, due by end of period

Wednesday 9/23

D2L online class day

Sentence elements activity

Friday 9/25

D2L online class day

Language use activity

Saturday 9/26

Yellow Sheet Journal #1 due by noon

Monday 9/28

Ch. 1 WA

Reading Quiz 3

Wednesday 9/30

Ch. 2 WA

Friday 10/2

Ch. 3 WA

In-class debate (bring computer or smart phone)

Introduction of The Argument

Monday 10/5

Ch. 6 WA

In-class researching & drafting

Conference Peer Review sign-ups

Wednesday 10/7

Ch. 7 WA

Peer Review conference groups 1 & 2

Friday 10/9

Ch. 8 WA

Peer Review conference groups 3 & 4

Monday 10/12

The Argument due before class

In-class Reflection Journal

Wednesday 10/14

Ch. 5 WA

In-class “Thinking Like a Writer” activity

Midterm Reflection Journal due by end of day

Friday 10/16

Fall Break—No Class

Monday 10/19

Ch. 10 WA

Reading Quiz

Wednesday 10/21

Ch. 11 WA

Friday 10/23

Ch. 12 WA

Yellow Sheet Journal due end of day

Monday 10/26

In-class Research & Drafting

Introduction of the Inquiry-Based Research Essay

Wednesday 10/28

In-class Research & Drafting

Progress Report due

Friday 10/30

In-class Peer Review

Monday 11/2

IB Research Essay due

In-class Reflection Journal

Wednesday 11/4

#Written work or image of your choosing

Friday 11/6

#Same piece as Wednesday

Small Text Review, In-class

Monday 11/9

Introduction of the Final Paper

In-class planning & research

Wednesday 11/11

Conferences, in-class

Friday 11/13

Conferences, in-class

Monday 11/16

Rationale due

Wednesday 11/18

Peer review of Genre 1

Friday 11/20

In-class Progress Report, due by end of period

Week 14–Thanksgiving Break, No Classes

Monday 11/30

Drafting of Genre 2

Wednesday 12/2

Peer review of Genre 2

Friday 12/4

In-class drafting of Genre 3

Monday 12/7

Peer Review of Genre 3

Wednesday 12/9

In-class Reflection Journal, due by end of period

In-class conferences

Friday 12/11

Final Project due by end of day