

Eastern Illinois University

The Keep

Fall 2021

2021

Fall 8-15-2021

ENG 1001G-010: College Composition I

Tammy Veach

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2021



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

Recommended Citation

Veach, Tammy, "ENG 1001G-010: College Composition I" (2021). *Fall 2021*. 12.
https://thekeep.eiu.edu/english_syllabi_fall2021/12

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.

**ENG 1001-G, COLLEGE COMPOSITION I:
CRITICAL READING & SOURCE-BASED
WRITING FALL 2021, SECTION 10**

Instructor: Tammy Veach

Office Hours: By appointment, online – request an appointment by emailing me

Email: tfveach@eiu.edu

Textbooks: Braziller & Kleinfeld, *The Bedford Book of Genres, 2nd Edition*
Miller, *Acting Out Culture, 4th Edition*
Bullock, Brody & Weinberg, *The Little Seagull Handbook, 3rd Ed.*

COURSE DESCRIPTION:

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. It is a 3-semester hour, writing centered course in which students will produce a minimum of 5,000 words of polished prose over the course of the semester.

PLACEMENT GUIDELINES:

Passing grade in English 1000 or direct placement into ENG 1001. Students having EITHER a minimum high school GPA of 3.00 or a minimum ACT-English score of 18/ SAT-Writing score of 430 will be placed in ENG 1001. Students who have BOTH a high school GPA below 3.00 AND a 17 or below on ACT-English (420 or below SAT-Writing) will be placed in ENG 1000.

LEARNING OBJECTIVES – Students 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

COVID-19 PRACTICES AND EXPECTATIONS ON EIU'S CAMPUS: The University is asking all of us to take precautions to prevent the spread of COVID-19. 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. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. 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 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. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>

INFORMATION FOR STUDENTS WITH DISABILITIES: <https://www.eiu.edu/disability> 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 McAfee, Room 1210, or call 217-581-6583 to make an appointment or click the above link for more information.

RESOURCES FOR STUDENTS

- **The Student Success Center**—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center <http://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 McAfee, Room 1301
- **The Writing Center**— <https://www.eiu.edu/writing> Located at 3110 Coleman Hall, this free service provides one-to-one conferences with consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. It is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. This fall, the Writing Center will be offering face-to-face consulting sessions on weekdays and online sessions evenings and Sundays.
- **The Early Alert System**--I will use this system if you appear to be struggling in class, and you haven't responded to my emails (especially if you've missed several assignments). Your RA (for those living on campus) or someone from the Academic Success Center will try to contact you to offer help. This system isn't designed to "get you in trouble," but to help you avoid trouble.

SPECIAL INFORMATION ABOUT THE EWP: As a graduation requirement, you must submit 3 essays to be included in your Electronic Writing Portfolio; you may choose to submit an essay from this class to help fulfill that obligation. Please go to www.eiu.edu/~assess/ewpmain.php for complete information.

LATE/MAKE-UP WORK:

- Essays submitted late without an acceptable excuse will be assessed a penalty worth 20% of the assignment value, to be applied after the grade is calculated. For example, a late essay worth 100 points that earned an 85%, 85/100 points or a B, will then be assessed a penalty of 20 points (20% of the assignment's value), thus ending up with a final grade of 65/100, or a D.
- In-class activities may be made up **ONLY** if you have a legitimate excuse and have provided acceptable verification; otherwise, your score will be 0 for the missing quiz or assignment.
- If you fail to turn in an essay or assignment on time or miss class for a legitimate reason, it is your responsibility to contact me explaining the situation and to receive further instructions.
- Excuses are granted only for **serious and verifiable** reasons, NOT for matters of personal convenience, **nor for illnesses or emergencies for which you have failed to provide verification**. Merely emailing to explain why you missed class or why your assignment will be late does **NOT** constitute verification of the legitimacy of your excuse. **I reserve the right to determine what is/is not a legitimate excuse.**
- **No assignments will be accepted more than one week after the due date unless there are**

exceptional circumstances that you have discussed with me; a zero will be recorded.

- **PLEASE NOTE: “My Internet wasn’t working” or “I had trouble sending it through D2L” are not acceptable excuses.** If you wait until the last minute to submit your work, you’re taking a risk that there might be a technological glitch that will interfere with turning in your work on time. Allow yourself time to pursue an alternative in case your technology fails you. For example, if the Internet in your apartment isn’t working, allow yourself enough time to save your work on a flash drive, go to Booth Library, and submit your work from their computer lab before the deadline at 11:59, at which time the drop box will close; or if D2L isn’t working properly for you, allow enough time to send the assignment via Panthermail **BEFORE THE DEADLINE!!** If the timestamp on your email is after the deadline, it will count as a late assignment.

GRADING: English department standards will be used to determine grades on all written work, rather stringent guidelines that evaluate not only the quality and development of your ideas, but also your style, organization, grammatical proficiency, etc. While you will also be graded on quizzes and online collaborative activities, the quality of your writing will largely determine your grade in this class. In calculating your semester grade, I will use a 90-80-70% scale. I anticipate assigning a total of 1,000 points, thus 900 - 1,000 for an A, 800-899 for a B, 700 - 799 for a C, but I reserve the right to make changes (such as adding or removing essays and quizzes) that may affect the semester point total, though I will still grade on a 90-80-70% scale. English 1001-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively 700 points) to pass this class. NOTE: IN ORDER TO PASS THIS CLASS, YOU MUST TURN IN ALL MAJOR WRITING ASSIGNMENTS WITHIN 1 WEEK OF THE DUE DATE; FAILURE TO DO SO RESULTS IN AN AUTOMATIC GRADE OF NC (NO CREDIT) FOR THE SEMESTER.**

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 850 points** -- You are required to submit all work on your essays, from beginning to end -- notes, brainstorming, rough drafts (save a copy of each rough draft before new revisions), and final draft. Writing prompts with specific instructions will be available on D2L when each essay is assigned.
 - Essay 1, EVALUATIVE (WITH REVISION), 750-1.250 words (3 – 5 pages), 100 points
 - Essay 2, TEXTUAL ANALYSIS (POETRY), 1,000-1,500 words (4 – 6 pages), 150 points.
 - Essay 3, VISUAL ANALYSIS, 1,000 – 1,500 words (4 – 6 pages), mandatory peer review, 150 points.
 - Essay 4, PERSUASION, 1,000 – 1,500 words (4 – 6 pages), research/outside sources required, 200 points
 - Essay 5, COLLABORATIVE RESEARCH, 2,500 – 3,000 words (10 – 12 pages), outside sources required, 250 points (125 group grade, 125 individual grade)
- **DAILY GRADE – Quizzes, in-class writing or activities, peer evaluation, participation in class discussions, etc. 100 points** – your performance on those activities and quizzes, your class attendance and attentiveness in class are all factors used to determine your daily grade. Obviously, you can’t participate in daily activities if you’re not in class, but this is about so much more than just showing up to class – you’re expected to be an active, engaged member of the classroom community. I DO notice when you’re on your cell phone, falling asleep, talking to others instead of paying attention, etc., and such behaviors WILL impact your daily grade. Disruptive or disrespectful behavior will not be tolerated, and you will be asked to leave class. Repeat violations will be reported to the Office of Student Standards for further review, which may lead to sanctions up to and including permanent removal from class.
- **PRESENTATION OVER RESEARCH PAPER, 50 points (25 group, 25 individual):** You and your collaborative research group will give a 10-15 minute presentation over your research.

GRADING OF ESSAYS/ TEACHER COMMENTS: You will receive detailed comments from me on all major writing assignments -- not only to explain the grade you received but to help you improve as a writer. Be sure to read the comments and to discuss them with me if you have any questions. Because of the length of time I devote to reading and commenting upon your essays, expect them to be returned no sooner than 1 week after I receive them, longer for essays incorporating outside sources.

CONFERENCES, FEEDBACK ON ROUGH DRAFTS, ETC.: Because my office is not large enough to safely maintain social distancing, all office hours will be held online by appointment. Please don't wait until the last minute to ask for my advice or to request a conference. I may not be able to respond if you're contacting me the day before your essay is due; I will answer as many questions as possible but may not be able to accommodate all questions or conference requests due to time constraints. Please consider the Writing Center in Coleman Hall 3110 as another option.

CONTACTING ME: I encourage you to approach me any time you have questions about class – via Panther mail or d2i. Please include your name in your message. I will typically respond to your message within 24 hours of receiving it on M – R. I typically don't respond to email messages on the weekend (Friday – Sunday), but will respond to it on the following Monday.

ACADEMIC INTEGRITY: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct, which can be found at <http://www.eiu.edu/judicial/studentconductcode.php>. Violations will be reported to the Office of Student Standards.

ENGLISH DEPARTMENT'S 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 original work' (*Random House Dictionary of the English Language*) -- has the right and the 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 Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Acceptable help with your writing: consulting with me; getting online advice from your classmates (who are instructed to respond to your work following specific guidelines and limitations) through peer review activities; seeking tutoring from the ENG department graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (consulting, not proofreading). While it is certainly helpful to seek the feedback of others when you write, please don't ask your family, friends, the English major on your floor, or anyone else, to "fix" your paper for you. Feedback is useful, but having someone else do the work for you impedes your development as a writer and violates EIU's academic integrity standards.

Unacceptable help with your writing: You must turn in your own work. It is unacceptable to take any of these obvious shortcuts: having someone write or rewrite all or a portion of your essay, having someone else identify and correct your grammatical mistakes for you; taking anyone else's ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which any portion has come from anyone else's essay (including fraternity and sorority files or from an Internet site, term paper company, or any other

"cheater" source), or submitting without permission an essay you wrote for another class, past or present.. Remember: I enforce my department's plagiarism policy to the fullest and impose similar penalties for all incidents involving academic integrity violations.

Please note that the F gained through plagiarism or academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level, and thus your grade, to the C level -- or even higher! -- the honest way!

I wish each of you the best of luck this semester and point out that only those of you who fail to do the necessary work will be affected by most of these policies. For the rest -- together we will work hard, and I hope we'll also have fun. I hope not only to challenge you, but also to encourage you, to inspire you, and to delight in your success. Welcome to class! I look forward to a great semester with you!

ENG 1001, Veach – Fall 2021 Tentative Schedule
Section 010 (3:30 – 4:45 p.m. MW) in MLK Union, Arcola-Tuscola Room
Office hours available online by appointment

Reminders:

- Reading assignments must be completed BEFORE coming to class on the date listed; bring book(s) to class on assignment days.
- Since this is a tentative schedule, expect changes as needs arise.
- Abbreviations of textbooks used: BBG (*The Bedford Book of Genres*), AOC (*Acting Out Culture*), LSH (*The Little Seagull Handbook*), H (handout to be sent via Panther mail and will also be available in D2L)

Week 1

T 8/24 Introduction to Course and Policies; standards for evaluating writing assignments at EIU
R 8/26 Review of good writing; Bring LSH to class

Week

T 8/31 Essay 1, Evaluative, rough draft written entirely in class. **Essay 1 draft due by end of class.**
R 9/2 Discuss Essay 1 in-class drafts; revision strategies: Bring LSH to class; check email for other materials

Week

T 9/7 In class work on Essay 1; bring LSH to class
R 9/9 **ESSAY 1 DUE IN D2L DROPBOX BY 11:59 p.m.** Begin critical reading/poetry unit. "Tips for Understanding/Analyzing Poetry" (H). Also read the poem "Those Winter Sundays" (H) to discuss in class.

Week 4

T 9/14 Read "Snapping Beans" and "The Elder Sister" (both H).
R 9/16 Read "Junior Year Abroad" and "Traveling Through the Dark" and Essay 2 assignment (all H)

Week 5

T 9/21 Read "Still I Rise" and "'Race' Politics" (both H)
R 9/23 Read "Dulce Et Decorum Est" (H). Discuss sample essay, "Images of Hell on Earth" (H).

Week 6

T 9/28 Essay #3 assigned. View *The Lion King* excerpts
R 9/30 No Class – view *The Lion King* (1994 version) if you missed class Monday, or use the time to view a movie from the approved list for Essay #3. **Essay #2 Due in D2L DROPBOX BY 11:59 p.m.**

Week 7

T 10/5 Discuss *The Lion King* as it pertains to Essay 3 assignment, and sample essay (H)
R 10/7 Writing workshop day – bring LSH to class

Week 8

T 10/12 Peer review of Essay 3: email a copy of your latest draft to your assigned peer review group prior to class
R 10/14 **Essay #3 Due in D2L dropbox by 11:59 p.m..** Essay 4 (Persuasion) assigned. Background on Persuasive writing and a review of documenting outside sources (LSH 90-118; 119-169)

Week 9

T 10/19 Practice at Persuasion activity
R 10/21 NO CLASS: Research Day

Week 10

T 10/26 Sample persuasive essays: "Preparing Minds for Markets" (AOC 283-294) and "Learning in the Shadow of Race and Class" (AOC 274-282)

R 10/28 Writing workshop – bring LSH to class and check email for handouts

Week 11

T 11/2 **Essay #4 (Persuasion) Due in D2L Dropbox by 11:59 p.m.!** Group research paper assigned, groups chosen. More on research writing and MLA documentation style. BBG 315-390

R 11/4 **Group topic and division of labor due.** Evaluating & Choosing Sources, BBG 330 – 348 and LSH 92-105

Week 12

T 11/9 **Preliminary List of Sources/ Source Evaluations Due.** Integrating sources: Quoting, paraphrasing, and avoiding plagiarism. BBG 350-371; LSH 105-118

R 11/11 **Plagiarism Quiz.** Discuss sample research paper (H – check email). **Final progress check before Conferences**

Week 13

T 11/16 Discuss presentation component of your group research project (BBG 429-433 and 202 – 206)

R 11/18 Mandatory group conferences; in-class work with your group when not in conference

Week 14 11/23 AND 11/25 – THANKSGIVING RECESS, NO CLASSES

Week 15

T 11/30 In-class work on group papers and/or presentations.

R 12/2 **Essay 5 (Group research assignment) due at start of class.** In-class work on presentation.

Week 16

T 12/7 **Group Presentations Due, Groups 1 - 3**

R 12/9 Last Class. **Group Presentations Due, Groups 4 – 6.**

Week 17

T 12/14 2:45 – 4:45, Final Exam Session TBA