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## ENG 1001G-008: College Composition I

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*Eastern Illinois University*

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## **ENG1001: College Composition I/003**

Fall 2022 MWF 2:00-2:50  
Coleman Hall 3210 and 3140

Jamie Lynn Golladay  
3871 Coleman

Office Hours MWF 11:00-12:00 MW 1:00-2:00 or by appointment  
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### **Required Texts**

- *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 four 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, four major writing assignments, four analytical responses, a final response to the class, and a revision portfolio. Completing 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 other 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**

In this document, you can find every assignment and due date in the course. I will also provide a separate due date list on D2L for your convenience. Therefore, you can only seek an extension on an assignment before it's due date. Once the due date has come, you are likely to be denied.

If you are not in class the day that something is due, it needs to be turned into D2L or emailed to me. Major writing assignments will be expected as hard copies, so 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.

Peer review is time sensitive. In order to be reviewed, you must provide a rough draft at the beginning of peer review, even if not present in class that day. And, you cannot retroactively review classmates after the assignment is due.

You are permitted one five-day extension on an essay for free, to be used at your discretion. All you have to do is ask for your freebie before the essay's due date. 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 1001), and the due date of the assignment. You should choose a centered title that IS NOT the title of the assignment. Include page numbers with your last name at the top of every page. Font should be in 12-point Times New Roman. Essays should be double spaced.

## **Analytical Responses**

You will be asked to write an analytical response to each of the four major assignments in this course. These will be one-page reflections on our essays. I require a full, single spaced page for full credit. You can include the MLA Header. I like the practice. And, you can also put an extra space between paragraphs. But, fill the page up.

In your analytical responses, you should answer some of 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 beneficial to 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? Did writing this paper alter your perspective on anything?

## **Online Discussions**

We will have five discussions over D2L throughout the course. You will read the required short argument or other material and make a post of 300-500 words, answering one of the questions that I post with the reading and then respond to two classmates in at least 200 words. The purpose of this is to analyze arguments in order to improve genre awareness skills, critical thinking, and to put more argumentative styles in your repertoire.

## **Brief Description of Writing Assignments**

Trolley Problem Essay: You will be asked, to produce a two page argument defending your personal stance in the trolley problem. I welcome satirical arguments as long as they are consistent and well produced and unoffensive. I also welcome writing the essay as an argumentative story, as long as the argument is clear. No research is welcome in this essay; nary a quote.

Parts Essay: This essay asks you to choose a topic that can be catalogued into clear parts and discuss the relationship between one of those parts and the whole. This essay will be a researched based argument. This will be an exercise in the importance of topic selection and forethought and the limits of research.

Test of Time Essay: You will be asked to look up the headlines one hundred years before you were born, to the day. You will pick a well circulated newspaper to analyze from that date, or as close as possible. You will analyze the paper for readability to the modern person. Looking at a minimum of three references that either have fallen into obscurity or remain stamped into public awareness, you will make an argument about public memory; what about, is up to you and your findings.

Picket Sign Essay: This assignment will require you to familiarize yourself with a non-contemporary cause that sparked protest, at any point in history that you want to look, wherever on the planet you like. You will write an argument about the cause and impact of one specific protest, not a whole movement or revolution. And, you will also create a picket sign for that protest and discuss your artistic choices for the visual argument in the essay itself. This picket sign will later be a part of a presentation to the class. Quality counts when it comes to thought and effort.

## **Revision and Final Portfolio**

At the end of the semester, we will create a portfolio of our essays and revise them. This means that every student has the ability to revise every essay for a better grade at the end of the semester. You must have turned an essay in order to revise it in the portfolio. So, remember throughout the semester that you should always turn in an essay even if it's not your best or most complete work. We'll work on it; that's what school is for. Just don't not try. (And, do as I say, not as I do regarding double negatives.)

## **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
- Self awareness

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 acts listed above.

I reserve the right to stop letting you into class if you are repeatedly late.

I will ask you to leave for being on electronic devices in lieu of participating in class. I'm building a community, and electronics isolate you away from that group. This includes headphones on in-class work days. We will have a class playlist to listen to during those times.

## **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	6
Analytical Response I	3
Analytical Response II	3
Analytical Response III	3
Analytical Response IV	3
Peer Review I	3
Peer Review II	3

Peer Review III	3
Peer Review IV	3

#### Online Discussions

Discussion 1	2
Discussion 2	2
Discussion 3	2
Discussion 4	2
Discussion 5	2

#### Major Writing Assignments and Final

Trolley Problem Essay	10
Parts Essay	10
Test of Time Essay	10
Picket Sign Essay	10
Revision Portfolio	15
Final Analysis	5

100 Points

## **Class Schedule**

### **Week 1**

Monday, Aug. 22

- Go over syllabus
- Introduce ourselves

Wednesday, Aug. 24

- Introduce Trolley Problem Essay

Friday, Aug. 26

- Discuss methods of composition
- In-class exercises

### **Week 2**

Monday, Aug. 29

- Discussion 1 Due
- Reflect on discussion

Wednesday, Aug. 31

- Parts of Arguments

Friday, Sep. 2

- In class writing time

### **Week 3**

Monday, Sep. 5

- Labor Day No Class

Wednesday, Sep. 7

- Trolley Problem Peer Review

Friday, Sep. 9

- Trolley Problem Peer Review

### **Week 4**

Monday, Sep. 12

- Trolley Problem Essay Due
- Introduce Parts Essay

Wednesday, Sep. 14

- MLA Workshop

Friday, Sep. 16

- MLA Workshop

### **Week 5**

Monday, Sep. 19

- Discussion 2 Due
- Genre awareness discussion

Wednesday, Sep. 21

- Definitely sign up for topics
- Prewriting activities

Friday, Sep. 23

- In-class writing time and research activity

### **Week 6**

Monday, Sep. 26

- Peer Review

Wednesday, Sep. 28

- Peer Review

Friday, Sep. 30

- Revision activities

## **Week 7**

Monday, Oct. 3

- Parts Essay Due
- Test of Time Essay Introduced

Wednesday, Oct. 5

- Group brainstorming activity and prewriting activities

Friday, Oct. 7

- Fall Break No Class
- Analytical Response II Due

## **Week 8**

Monday, Oct. 10

- Discussion 3 Due
- Genre awareness discussion

Wednesday, Oct. 12

- Group activity

Friday, Oct. 14

- In class writing time

## **Week 9**

Monday, Oct. 17

- Peer Review

Wednesday, Oct. 19

- Peer Review

Friday, Oct. 21

- Revision activity

## **Week 10**

Monday, Oct. 24

- Test of Time Essay Due
- Picket Sign Essay Introduced

Wednesday, Oct. 26

- Discuss Visual Arguments

Friday, Oct. 28

- Analytical Response III Due
- Brainstorming activities

## **Week 11**

Monday, Oct. 31

- Discussion 4 Due
- Research outline activity

Wednesday, Nov. 2

- Discuss Presentations

Friday, Nov. 4

- In class writing time

## **Week 12**

Monday, Nov. 7

- Peer Review

Wednesday, Nov. 9

- Peer Review

Friday, Nov. 11

- Revision Activity

## **Week 13**

Monday, Nov. 14

- Picket Sign Essay Due
- Go over final weeks of class

Wednesday, Nov. 16

- Revision Activities

Friday, Nov. 18

- Analytical Response IV Due
- Group Brainstorming

## **Week 14**

THANKSGIVING BREAK

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## **Week 15**

Monday, Nov. 28

- Discussion 5 Due
- Class reflections

Wednesday, Nov. 30

- More revision activities

Friday, Dec. 2

- In-class writing time

## **Week 16**

Monday, Dec. 5

- Presentations

Wednesday, Dec. 7

- Presentations

Friday, Dec. 9

- Revision Portfolio Due

## **Finals Week**

Final Analysis Due Monday, December 12 on D2L before Midnight