ENG 1001G-007: College Composition I

Tim Engles
English 1001G
Critical Reading and Source-Based Writing
12:30-1:45 Tues/Thurs in CH 2120

Instructor: Tim Engles
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Office hours: 11:30-12:30; Tuesdays and Thursdays and by appointment

Required Texts from EIU’s Textbook Rental Service:

Conversations: Readings for Writing (8th Edition)

COURSE POLICIES AND PROCEDURES
(read the following sections carefully; they constitute our contract, and I will request your written agreement to them)

EIU Course Catalog 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. (3 credits)

Course Objectives: This writing-centered course has three main purposes—to continue the enhancement of your writing skills as developed in high school, to introduce you to the demands of writing at the university level, and to bring your writing up to the university level. We will focus on the enhancement of writing skills by examining the relationships between reading, writing, and critical thinking. Hardworking students will gain skill in prewriting, writing, revising, editing, and proofreading strategies, and in proper documentation of sources; these students are also guaranteed to get better grades in future college classes.

Students in this course will increase their abilities to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement critical reading processes to evaluate sources
- Produced writing suited to its purpose, audience, genre, and discourse community
- Recognize how to transfer 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
**Classroom Environment:** In class, I expect all of you to participate in discussions (class participation will be figured into your final grade). The best way to demonstrate that you are active, engaged, and interested is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, please go ahead and ask—chances are that other people have the same question. I will not lecture much in this class; I want us to contribute together to a positive, challenging, and interesting learning environment. If you do not volunteer to respond, there’s a good chance I will call on you, so be sure to pay attention in class.

In the interests of keeping everyone in class focused and undistracted, **be sure to silence your phone and put it away before class begins, and do not check or write text messages during class.** Also, **do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer or tablet in class.** If you happen to be expecting an important or emergency call or text, stepping out to answer it is okay, but be sure to let me know before class begins. Finally, as in all of your classes, refrain from “packing up” during the last few minutes; I will signal when the discussion is finished, and I promise to end each class by the scheduled ending time of our class period.

**Regarding Writing:** This is primarily a writing class, but you will do most of your writing outside of class. Students in this course are required to use Word for writing their papers. If you do not have Word on your computer, you can download it for free from EIU’s web site. Directions for doing so are in the Settings section of your EIU Panthermail account (which you must also use for this course), and you can also find downloading directions here:

https://www.eiu.edu/panthertech/software.php

We will devote many of our class periods to various aspects of writing, and I will respond to your essays with extensive written commentary and suggestions for improvement. **Be sure to save your graded essays.** One of your most important tools for improvement will be the comments and corrections I make in your writing; if you wish to see your writing improve and your grade go up as the semester progresses, you must carefully refer back to these written comments as you write subsequent essays. You will also need your graded essays for a Revised Essay assignment near the end of the semester.

Also, be aware that all papers written for this class (and for other EIU classes) must be original papers written only for this class. You cannot turn in a paper for English 1001 that you also wrote for another class; any student caught doing so will receive an “F” on that paper in this class, and possibly in the other class as well.

Essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late.

**Regarding Reading:** Since one skill you will be developing in this class is the art of textual analysis, you must give the readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes and/or an outline of the reading, and decide for yourself, before coming to class, what each author is trying to
describe and bring to light. Also, to ensure that your final grade reflects your reading effort, I will give frequent pop quizzes at the beginning of class on required readings, and your final average on these quizzes will constitute a healthy percentage of your final grade. Finally, BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without such readings may be marked absent.

**Grading:** Your final course grade will be either A, B, C, or NC (no credit). While a grade of NC is not figured into a student’s GPA, a student who receives a grade of NC must take the course again. The final grade will be determined in the following way (minimum page numbers are listed after each essay):

| Essay 1 (in-class diagnostic—no grade, instructor’s comments only) | 0% |
| Essay 2 (3) | 10% |
| Essay 3 (4) | 20% |
| Essay 4 (5) | 20% |
| Paired Presentation | 10% |
| Revised Paper (5) | 10% |
| Personal Writing Assessment (3) | 5% |
| Peer Reviews | 10% |
| Participation, quizzes, daily writings, attendance: | 15% |

**Missed quizzes and late papers:** At the beginning of many of our sessions, we will have unannounced quizzes on assigned reading material. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced and they cannot be made up (even if you come to class late).

Again, these quizzes are one way to award those who attend class regularly and on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz grade when calculating your grades.

Late essays will be penalized fifteen points for each day they are late.

**Attendance Policy:** Many instructors have noted that the leading cause for student failure, especially among first year students, is skipping class. Therefore, I will take attendance, and I expect you to attend every session on time, prepared to discuss the material listed for that day on the “Daily Schedule.” **Students who do not bring a copy of the assigned reading with them may be marked absent for that day.** Also, if you have more than four undocumented absences this semester, the “Participation, quizzes, daily writings, attendance” portion of your final grade will automatically **drop to zero.**
Finally, you are responsible for all course materials and assignments, whether you attend class or not. Consider getting the phone number and/or email address of one or two other students in class so you can find out about any additional missed assignments before you come to class.

**Regarding tardiness:** This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. If you will not be able to arrive on time because of other commitments, you will need to drop our course and register for another section.

**Email Activity:**

Enrollment in this class requires use of your EIU email account, and you must check it frequently, preferably every day, for messages pertaining to the course. Email is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. Regular use of EIU email is crucial for this course—if you do not send me an email message with your EIU account by Friday, January 13 at 3:00 p.m., I will assume that you have chosen against fully participating in the course, and I will therefore drop you. See **F JAN 13** below on the Daily Schedule for what to include in this message.

**The Writing Center:** Tutoring services at the English Department’s Writing Center are free, and students may drop in any time or schedule appointments during the Center’s working hours. To schedule an appointment, you can drop by the Center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Members of the helpful, friendly Writing Center staff recommend that you schedule consulting sessions ahead of time to ensure you get the time you want and to get a full session (40 minutes), but they also welcome walk-in appointments.

If you have problems with grammar, punctuation, spelling, organization, thesis development, or other parts of the writing process, I strongly recommend that you make use of this free and valuable service. I may recommend that certain students do so. Let me know if you have any questions about the Writing Center.
Office Hours and Conferences: I will be in my office and available to consult with you on Tuesdays and Thursdays from 11:30-12:30. You do not need to make an appointment if you wish to talk with me during my office hours. If these hours are inconvenient for you, I am also available by appointment; let me know if you wish to talk with me, and we'll find a time that works for both of us.

Academic Honesty: I expect you to act with integrity in and out of class, and so does Eastern Illinois University. It is your responsibility to understand fully what plagiarism is and how to avoid it. Note carefully the English Department's official policy statement on plagiarism (of course, the part regarding an “F” would actually be “NC” this course):

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 the Judicial Affairs Office.

Also, keep in mind that this is a "skills course." That is, you are here to develop a skill that will help you perform better in your future college courses, and then in your career. Because the Internet is so accessible, improperly using the writing of others, either in whole or in part, has become increasingly easy and, to some students, tempting. However, it's also easier than ever for an instructor to catch students doing so. Again, remember that the consequences of being caught are severe, but also remember that doing your own writing in this course, while sincerely trying to improve your writing, will definitely help you in future courses. Finally, if you ever wonder whether what you've written borrows improperly from another writer, just ask me to look over your work—students who didn't think they were plagiarizing have been accused of it.

For students with disabilities: If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Student Disability Services (581-6583), please do so as soon as possible.

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.
ENGLISH 1001: DAILY SCHEDULE

This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day’s reading assignment may be marked absent.

Joining = Joining the Conversation: A Guide for Writers
Conversations = Conversations: Readings for Writing
Penguin = The Brief Penguin Handbook

T JAN 10 Introduction to the course

- Sometime after class, and before Friday, January 13 at 3:00 p.m., send an email message from your EIU email account to Dr. Engles at tdengles@eiu.edu (see F JAN 13 below for more detailed instructions)

R JAN 12 Read before class: Gerri Hirshey’s “Tomato Lust” (handout from Tuesday)

- In-class: Essay One, diagnostic writing

F JAN 13 3:00 p.m.: Deadline for sending Dr. Engles an email (tdengles@eiu.edu) with your EIU account. In your message,

- explain which course you’re in (English 1001)
- describe yourself in whatever ways you choose, including your ideas for a future career
- After reading the above “Course Policies and Procedures” carefully on your own, write a statement in this email saying that you have read and agree with them (also, if you disagree with any of them, describe those)
- explain at least two specific problems that you think you have in your writing
- finally, as in ALL college email messages, put your full name at the end of it

Writing to Reflect

T JAN 17 Joining, 99-118 Note that Joining includes directions that refer to a “writer’s notebook.” Although you should take notes in our course, you will not be keeping a formal “writer’s notebook,” so you can skip these directions while doing assigned readings from this textbook.

R JAN 19 Joining, 133-55 In class: discussion of Essay Two Guidelines

T JAN 24 Assignment for today—Find a reflective essay in Conversations that grabs your interest. Read it carefully, and bring to class a typed, one-page, double-spaced explanation of the elements, techniques, features and so on that make it an example of reflective writing, as well as an especially effective example.
R JAN 26  Comma and Plagiarism Workshop; before class, read handouts from Tuesday

T JAN 31  Writing Workshop—the elements of a solid reflective essay; homework for today: keep working hard on your own reflective essay!

R FEB 2  Peer Review Workshop—bring to class a rough draft of Essay Two that is at least five paragraphs long

T FEB 7  Essay Two due at the beginning of class; begin discussion in class of Essay Three

**Writing to Inform**

The rest of our Daily Schedule will soon be in your hands . . .