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ENG 1001G-012: College Composition I

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ENG 1001-012 Course Policy College Composition 1

2-3:15 TR
Arcola/Tuscola Room

Samantha Poorman
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Office Hours: 9:15-11 am TR or by appointment

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Phone: (217) 402-6255

Texts

- *Little Seagull Handbook*
- *Who Says?*
- *Writing Analytically*
- Readings of your choosing

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

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Daily Procedures

We will begin each class period with a free write in your class journal. Once the writing time is over, we will begin a discussion/overview of the reading and have time for questions and concerns. 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 reflective writing, journal entries, peer reviews, small writing assignments, and group activities. There will be four major writing assignments.

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 visit to go over a paper or clarify something confusing in class can greatly impact your grade, performance, and motivation. You can visit me during my office hours or email me to set up an appointment during another time that may work best for you.

Contacting Me

At the top of the syllabus is listed my EIU panthermail address, my gmail address, and my phone number. Those are the only three ways to contact me outside of class. I do not use the email through D2L and therefore will not respond if you try to contact me through D2L. I would prefer that you use my panthermail email to contact me. The gmail address is only if you need to share a google document with me for feedback, since I know that not everybody uses Word. The phone number needs to be used in “emergencies” only.

What I consider class emergencies are as follows: needing help with something right away and not having the time to potentially wait 24 hours for an email response, having an urgent question, or missing class because of an emergency and not having access to your computer to let me know.

Email Policy

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, want feedback on work, 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 Mrs. Poorman or Samantha, whatever you are comfortable with. 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.”

Your email should look like this:

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Mrs. Poorman,

Your issue, question, or concern here.

Thank you,
Your name

I will respond to all emails within 24 hours, so you should wait that length of time before emailing me again about the same thing. Additionally, if you need help with something last minute, there is no guarantee that I will be able to get onto my computer right away and help you before something is due. If you need help or want feedback, please email me sooner than the day the assignment is due.

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. Try to email me as soon as possible if an emergency comes up. Not emailing me for weeks at a time will not result in me letting you make up any missed work.

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.

Notes on Professionalism & Document Specifications

All writing assignments must be typed. If an assignment isn’t typed, it will not be accepted. The assignments will be due, in paper copy, 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 due date.

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

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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, and then the paper should start.

Journals

As you can see in the materials section of this document, it is recommended that you bring with you a small notebook or journal. This journal will be used throughout the semester for various purposes, most notably, however, as reflection journals after each writing assignment.

I do not want you to write your journal entries as if you are writing to me. Write them for you. I want you to reflect on your writing process, how well you think you are doing, what you think you need to be more successful, how this class and these assignments relate to your life outside of my classroom, etc. These are exploratory and for your benefit. The syllabus has dates for when your journals are due, but you are more than welcome to write in them more than what I ask of you. Please keep in mind that I do need to be able to read them.

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 many class days to grammar or punctuation.

Revision Policy

All major writing assignments can 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. If you cannot get an assignment finished on time, turning in a paper with just your name on it will still allow you to take advantage of this opportunity.

I want deep revision, 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.

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

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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 turned into 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 it 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.

Additionally, if you are failing my class, that is not my fault. If you don’t enjoy writing, that is not my fault. You are responsible for your grade and your success.

Masks are required in all classrooms on campus regardless of vaccination status. Everyone must have a mask on correctly while in class.

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

EIU’s Writing Center can be found in 3110 Coleman Hall. 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.

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The Writing Center offers face-to-face consulting sessions on weekdays and online sessions evenings and Sundays. Their hours of service are Monday-Wednesday 9-3, Thursday 9-5, Friday 9-3, and online Sunday-Thursday from 5pm-9pm.

To schedule an appointment or find more information, you can drop by the center, visit their website (www.eiu.edu/writing), or call 581-5929.

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 McAfee 1301.

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 McAfee 1210, or call 217-581-6583 to make an appointment.

Points Breakdown and Instructions

Grading Breakdown

Participation	100
Discussion, in-class writing, class citizenship, small group work, and informal presentations (this gets totaled at the end of the semester)	
Writing Process Grade	40
10 points available for each peer review session, 4 peer review sessions	
Journals	200
Small Writing Assignments	100
The Argument (100)	
Major Writing Assignments	450
Perception vs. Reality Essay (100) Source-Based Definition & Synthesis Essay (100) Inquiry-Based Research Essay (100) A Composition in 2 Genres (150)	
	<hr/> 890 points

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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 2021

All assignments and due dates are **tentative**

LS = *Little Seagull Handbook*

WS = *Who Says?*

WA = *Writing Analytically*

= Your Choice

Unit 1—Constructing an Essay

8/24: Introduction to the course and each other;

Beginning of semester survey;

Reading (W-3b-3d LS; 273-276 WA)

Introduction to first assignment

8/26: Bring rough draft of essay introduction for peer activity;

Reading (17-29 LS)

8/31: Bring rough draft of body paragraphs for peer activity;

Reading (278-281 WA)

9/2: Bring completed rough draft of essay for peer activity;

Reading (W-3e & 3-f)

Unit 2—Research

9/7: Essay 1, Perception vs. Reality due at beginning of class;

In-class reflection;

Brief overview of library database;

Reading (R1a-R1c LS, Ch. 4 WS);

Introduction to Inquiry-Based Research essay

9/9: **No in-person class meeting;**

Reading (Rd-Ri LS, Ch. 6 WS)

Start researching for essay

9/14: Bring research for essay;

Yellow Sheet journal due;

Revised essays due in class;

Reading (R2 & R3 LS, Ch. 5 WS);

Source credibility activity

9/16: Reading (R4 LS, Ch. 7 & 8 WS);

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Piece together essay, in-class workday

Unit 3—Analysis

9/21: Reading (Ch. 1 WA);

In-class activity over the 5 analytical moves

9/23: Reading (Ch. 2 WA);

In-class activity

9/28: Peer review day, bring 4 copies of rough draft

9/30: Inquiry-Based Research essay due in class;

In-class reflection;

Introduction to the Synthesis essay

10/5: Reading (Ch. 3 WA);

In-class activity

10/7: Reading (Ch. 5 WA);

In-class activity, bring working draft of essay;

Revised essay due;

Yellow Sheet journal due

10/12: In-class workday

10/14: Mini peer review day, bring what you have of essay

10/19: Reading (Ch. 10 WS);

In-class activity, bring same copy from previous class

10/21: Peer review day

Unit 4—Introduction to Argumentation

10/26: Synthesis essay due at beginning of class;

In-class reflection in journal;

Introduction to the Argument

10/28: Group work;

Revised essay due;

Yellow Sheet journal due

11/2: Group work

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11/4: Group work

11/9: Argument Presentations;
In-class reflection

Unit 5—Genre

11/11: Introduction to the final project, A Composition in 2 Genres

11/16: In-class brainstorming activity

11/18: Workday

11/22-11/26: No School, Thanksgiving Break

11/30: Workday

12/2: Workday

12/7: Workday

12/9: Final project due in class;
In-class reflection;
Final Yellow Sheet journal due