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Fall 2023

Fall 8-15-2023

ENG 1001G-011 College Composition I Critical Reading and Source-Based Writing

Glen Davis

Eastern Illinois University

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COMPOSITION AND LANGUAGE
English 1001 (3 Course credit Hours)
Fall 2023

MWF - 9-9:50 a.m. – Coleman 3150
MWF – 11-11:50 a.m. – Coleman 3150
MWF – 12-12:50 p.m. – Coleman 3150

Glen Davis

Office: CH3861

Office Hours: 8:00 -8:50 MWF
10-10:50 MWF
Other times possible by request.

Email: gddavis@eiu.edu

Pronouns: he, him, his

Materials: The Norton Field Guide to Writing 6th ed.
Reading Critically Writing Well 13th ed.
The Little Seagull Handbook with Exercises, 4th ed.
They Say, I Say 5th ed. with readings.

Course description from EIU catalog:

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.

Course learning objectives from EIU guidelines:

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

Absences

As a college student you will be expected to attend every class. You begin this semester with 50 attendance points. They are already in the grade book. 5 points will be reduced from this grade for every day that is missed until there are no points left to lose. (Zero attendance points results in a full letter grade reduction for the class). If you have an excused absence, you must bring me some kind of documentation so that I can correct the attendance grade accordingly.

I take attendance at the beginning of class. If you come in late and I have already taken attendance, you will be marked absent.

If you miss class, **do not E-mail or call me to ask what you missed.** Get in contact with one of your classmates to find out what you missed.

Attendance means more than simply showing up for class. Your participation points account for 15 percent of your grade. In earning this 15 percent, I expect that you will come prepared for class, and ready to participate.

I do not, however, want students showing up to class if they are ill. Use your own judgment. We are still dealing with Covid. If you are quarantined, let me know so that we can work out alternatives for attendance.

Plagiarism

The English Department Statement 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 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

I will not tolerate copying or cheating in this class. If I catch you plagiarizing, I am obligated to report you to the Office of Student Standards. It will certainly result in a failing grade in this class. We will be discussing plagiarism in depth during this class. Each of you will have a thorough understanding of what plagiarism is and how to avoid doing it.

AI and Academic Integrity

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. Written work will be submitted through Turnitin in D2L. Turnitin includes an AI detection tool which indicates the amount of qualifying text within the submission that Turnitin’s AI writing detection model determines was generated by AI. This information may be used, in addition to other evidence, if there are concerns with academic misconduct.

Academic integrity

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

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 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) 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.

Early Alert System

EIU has an early alert system. This means that if I notice you struggling in this course, I will try to contact you personally. If I don't hear back from you, I will use this early alert system. This system will try to contact you through your RA or through someone from the Academic Success Center. This system is designed to help you and is not intended to be punishment.

Grades

Percentage break down:

Participation = 15%
Attendance = 10%
1st Essay = 10%
2nd Essay = 20%
3rd Essay = 30%
Final Exam = 10%
Reflection = 5%

Grades are accessible in D2L.

If I need to adjust the values in the D2L grade book, I will notify the class.

Late Assignments

Assignments will be accepted late, but at a penalty to your grade. All assignments have due dates. All assignments that show up after the due date will be graded as late. Late assignments will lose 10% of the grade value. You will lose an additional 10% for every class period the assignment is late until the grade is a zero.

Assignments

All major essays will be turned in to D2L, in the appropriate drop box. This is the only place I will grade them, and they need to be in Word format. (Pdf, and other word processing files should be converted to Word before uploading). I do not accept papers through email or through other file sharing software.

All assignments should meet the minimum requirements. Do not submit assignments that are not full length or do not include the required sources. I will not grade incomplete assignments. In-class writing will be turned in at the end of class, unless otherwise noted.

I will be using D2L for this class, and all assignments and readings will be posted there. This creates a permanent record of your essays, grades, and comments I make on your essays. Make sure that you check into D2L at least once or twice a week to see if anything has changed there. I often use the “News” feature of D2L to make class announcements.

Conferences

Paper writing is stressful. I prefer to talk about issues with paper writing in person. If you have concerns, questions, or just want to vent about a paper assignment, you may schedule a time to do so. If the regular office hours do not work, we can figure out a time that will.

Questions

I check my email several times a day, and I will be checking D2L regularly. If I do not reply to your questions immediately, please be patient. I do have obligations outside of this class, and sometimes I simply need more time.

I often do not reply to emails that don't seem to require an answer (emails notifying me that you will be missing class for example). Some students find this odd. If you require an answer, ask a question.

Allow time for me to reply and ask questions early rather than at the last minute. If my reply arrives so late that it keeps you from completing an assignment on time, you are welcome to ask for an extension.

If for some reason you think that I missed seeing your email, email me again. I will not be offended by the reminder if you have not heard from me in a normal amount of time.

Please use Panthermail for emails. I check my email often but can only reply to emails in Panthermail using my phone.

Electronic Writing Portfolio (EWP)

Submissions from 1001 and 1002 are encouraged. Any of the three essays you will write for this class should meet the EWP requirements. I would recommend submitting the final essay, but the portfolio is yours and you must decide what to submit. If you have questions about your essays and submitting to EWP, please let me know. There is also a website for EWP:

<https://www.eiu.edu/assess/ewpmain.php>

Dates for adding/dropping classes: Students with questions about these deadlines should contact the Registrar [(217) 581-3511, (217) 581-3831, records@eiu.edu].

- Aug 25: Last day to add a class
- Sep 1: Last day to drop a course with no grade
- Sep 1: Last day to withdraw from all classes with full tuition and fees refund
- Sep 18: Last day to withdraw from all classes with 50% tuition and fees refund
- Nov 3: Last day to withdraw from a class

Schedule

(Schedule may change as needed)

	Required Reading	Assignments
Week 1	Chapter 1 (begins page 3) “Norton Field Guide” Essay 1 instructions Thinking About Paper Topics (lecture notes) You, Me, Contractions (lecture notes)	
Week 2:	Chapter 29 (begins page 345) “Norton Field Guide” Evaluating Sources (lecture notes)	Proposal 1
Week 3:	Chapter 51 (begins page 555) “Who Says” Plagiarism (lecture notes)	Plagiarism quiz
Week 4:	Chapter 46 (begins page 491) “Norton Field Guide” Research (lecture notes)	Group Revision
Week 5:	Chapter 53 (begins page 564) “Norton Field Guide” Citation (lecture notes) Essay 2 Instructions	Essay 1
Week 6:	Chapter 47 (begins page 501) “Norton Field Guide” Grading Rubric	
Week 7:	Chapter 48 (Begins page 524)“Norton Field Guide” In-text citation (lecture notes) Credible Sources (lecture notes) More Style Issues (lecture notes).	Proposal 2
Week 8:	Chapter 31 (begins page 367“Norton Field Guide” Group revision Worksheet	Group Revision
Week 9:	Chapter 32 (begins page 372) “Norton Field Guide” Group Revision Letter Example	

Week 10:	Chapter 50 (begins page 542) “Norton Field Guide” Peer Reviewed Sources (lecture notes)	Essay 2								
Week 11:	Chapter 37 (begins page 410) “Norton Field Guide” Finding Sources (lecture notes) Library resources (lecture notes)									
Week 12:	Chapter 20 (begins page 258) “Norton Field Guide” More Style Issues (lecture notes)	Proposal 3								
Week 13:	Chapter 13 (begins page 164) “Norton Field Guide” Including Research in Essays (lecture notes)	Group Revision								
Week 14:	Chapter 25 (begins page 309) “Norton Field Guide” Markup Symbols (lecture notes)									
Week 15:	Chapter 59 (begins page 694) “Norton Field Guide”	Essay 3								
Week 16:	Chapter 35 (begins page 391) Norton Field Guide”	Reflection Essay								
Final Exam	<table border="0"> <tr> <td>Class meeting time</td> <td>Final exam time</td> </tr> <tr> <td>9:00</td> <td>12/12 8:00</td> </tr> <tr> <td>11:00</td> <td>12/13 10:15</td> </tr> <tr> <td>12:00</td> <td>12/13 12:30</td> </tr> </table>	Class meeting time	Final exam time	9:00	12/12 8:00	11:00	12/13 10:15	12:00	12/13 12:30	
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Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback