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## ENG 1001G-011: College Composition I

Zahin Zaima

*Eastern Illinois University*

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**Zahin Zaima**

**ENG-1001-011**

**College Composition I**

**Class Schedule: Monday, Wednesday: 3:00 pm-4:15 pm.**

**Office Hours (Room 3840, Coleman): Monday 4:15pm- 5:15pm, Tuesday 11:00am- 2:00 pm.**

### **Course Policy**

#### **Textbooks:**

*The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg.

*Bedford Book of Genres* by Braziller and Kleinfeld.

*Acting Out Culture* by Miller

#### **Use of Technology:**

Students are expected to not use their mobile/ tablet/ laptop unless classroom activities require use of technology. The instructor will inform students ahead if there is requirement of laptop for classroom activity. If you do not have a personal laptop, you can borrow a laptop from the Technological Center.

#### **Writing:**

Students are required to do their assignments on Microsoft or similar applications. Use Times New Roman and front size 12.

#### **D2L:**

Please keep an eye out on D2L announcements for updates from the instructor. You will need to submit the major assignments in the dropbox in D2L. The submission of the assignments will close at midnight on the day of submission, so make sure you submit before that.

#### **Course Description:**

College Composition I:

*Critical Reading & Source-Based Writing*

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. .

#### **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

### **Course Requirements:**

#### ➤ *Attendance Policy:*

Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score if you regularly attend class and actively contribute to the class discussions.

*Absence:* Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity). This course is a class in writing, one where students will be actively composing work and collaborating with others, so if you miss too many classes (five or more) it will be reflected in the quality of your work and affect your participation grade.

*Tardiness:* Students are allowed to be no more than 5 minutes late for class. Students who arrive late to the lecture absent for more than 5 classes (consecutive or non-consecutive), without prior permission from the professor, will have their Class Participation grade lowered. Please sign the attendance sheet when you come to the class. Any false signatures will result in zero participation grades for all parties involved.

#### ➤ *Class participation*

Students are required to actively participate in class. You will be rewarded with a perfect score if you regularly attend class and actively contribute to the class discussions. Students with social anxiety/ speech impediment/ general anxiety about speaking out loud need to notify the professor in the beginning of the semester to ensure the professor can provide required support/ alternative methods of classroom participation. The classroom is aimed towards being inclusive, to provide equal opportunity for all students with all different needs.

#### ➤ *Late-work submission:*

Late work will result in automatic 30% deduction of points. Exceptions will be granted to students who would notify and seek permission for late submission if there are cogent reasons for late work. Students need to ask for permission at least 3 days ahead of the due date of submission. You may make at most 2 requests of late submission.

➤ *Plagiarism:*

If any student who discovered in an act of intentional and unintentional 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)—the instructor will have 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Plagiarism includes:

- Having others do your work/ paying someone to do your work
- Working in collaboration with others without instruction from the professors.
- Using work done in previous/ another course.
- Downloading work from the internet.

➤ *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 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 McAfee Gym, Room 2611.

➤ *Teacher- Student conferences:*

Students are encouraged to set up conference with the instructor as often as required to help clear up any confusion/ seek out help with anything they may need. The

instructor can be found in their office during office hours. If you need to see them beyond their office hours, send an email to set up an appointment.

- **Email policy:**  
Please use professional and formal language while corresponding with the professor or for any correspondence with classmates if related to course work.
- **The Writing Center:**  
Make sure to make use of the resources you have in the writing center. The Writing Center (WC, Coleman Hall, 3110) is available to you as a free tutorial service. The writing center is open to help any student from any major at any stage of their writing process. The tutors in the Writing Center provide one-to-one conferences to help you with brainstorm, organize, developing supports, and documenting your papers.

However, the Writing Center is not a magic remedy for all writing problems. You should not expect to take an essay there to be proofread and corrected before it is submitted for grading. I recommend taking a draft of your paper to the center at least two days before the deadline

#### **Final Grade calculation:**

#### **5 major writing assignments:**

**Writing Assignment 1** Informative essay: perception vs. reality

**Writing Assignment 2** Research paper with delayed thesis

**Writing Assignment 3** Critical Rhetorical Evaluation of a Newspaper Article

**Writing Assignment 4** Persuasive paper

**Writing Assignment 5** Visual Rhetorical Evaluation of a Music Album Cover

#### **Grading Scale for Formal Documents:**

100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

#### **Overall Grading Scale:**

A, B, C, No Credit

#### **Classroom policy:**

- No chatting amongst each other while class is in progress.
- Use of mobile phone or other devices for entertainment is not allowed.

- Please try to ensure you use the restroom before class time. In case of emergency, please feel free to walk out of the classroom to use the restroom. We are all adults here. You do not need to seek permission from the instructor to go to the restroom.
- No eating during class time.
- You may drink water/ other nonalcoholic beverages during class.
- Be respectful of each other and the instructor.
- Harassment of others will not be tolerated, so violators will be asked to leave the classroom, and a report will be filled in the Office of Student Standards.



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**ENG-1001-011**

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### **Syllabus (Tentative)**

#### **Unit 1 Informative essay: perception vs. reality**

##### **M 22 August**

Introduction. Explain course expectations, syllabus. (Homework: read W-3 Writing Processes from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinber and Chapter 1 Rhetorical Situations & Choices from *Bedford Book of Genres* by Braziller and Kleinfeld.)

##### **W 24 August**

Discuss W-3 Writing Processes from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg and Chapter 1 Rhetorical Situations & Choices from *Bedford Book of Genres* by Braziller and Kleinfeld. Exercise on writing thesis statement after reading a paragraph about a topic. Introduce first assignment.

##### **M 29 August**

Pitch ideas for the first assignment. [Homework: read Introduction: How We Read and Write About Culture (and How We Ought To) pg. 1-13 from *Acting Out Culture* by Miller]

##### **W 31 August**

Discuss: "Introduction: How We Read and Write About Culture (and How We Ought To)" pg. 1-13 from *Acting Out Culture*. Exercise from page 4.

##### **M 5 September**

No class for Labor Day

##### **W 7 September**

Peer review of the first assignment. (Homework: read Chapter 12: Evaluating and Choosing Sources from *Bedford Book of Genres* by Braziller and Kleinfeld).

#### **Unit 2 Research paper with delayed thesis**



**M 12 September**

Discuss Chapter 12: Evaluating and Choosing Sources from *Bedford Book of Genres* by Braziller and Kleinfeld. Students are introduced to using Booth library website.

Deadline to submit Writing Assignment 1 Informative essay: perception vs. reality

**W 14 September**

Field trip to the booth library (Homework: read Chapter 13 Integrating & Documenting Sources from *Bedford Book of Genres* by Braziller and Kleinfeld.)

**M 19 September**

Discuss Chapter 13 Integrating & Documenting Sources from *Bedford Book of Genres* by Braziller and Kleinfeld. Students are introduced to MLA citation system. Exercise on MLA citations.

**W 21 September**

Pitch ideas for the second assignment. (Homework: read Learning in the Shadow of Race and Class pg. 274-282, Get Up, Stand Up: Social Media Helps Black Lives Matter Fight Power pg. 424-430, Nextdoor Rolls Out Product Fix It Hopes Will Stem Racial Profiling pg. 431-437 from *Acting Out Culture* by Miller, “‘God Don’t Never Change’: Black English from a Black Perspective” by Geneva Smitherman)

**M 26 September**

Discuss Learning in the Shadow of Race and Class pg. 274-282, Get Up, Stand Up: Social Media Helps Black Lives Matter Fight Power 424-430, Nextdoor Rolls Out Product Fix It Hopes Will Stem Racial Profiling pg. 431-437 from *Acting Out Culture* by Miller, and “‘God Don’t Never Change’: Black English from a Black Perspective” by Geneva Smitherman

**W 28 September**

Peer review of the second assignment

**M 3 October**

Conference with instructor on progress

**Unit 3 Critical Rhetorical Evaluation of a Newspaper Article****W 5 October**

Conference with instructor on progress (Homework: read W-8 Rhetorical Analyses from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg.)

Deadline to submit Writing Assignment 2 Research paper with delayed thesis

### **M 10 October**

Discuss W-8 Rhetorical Analyses from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg. Introduce third assignment.

### **W 12 October**

Pitch ideas for third assignment. (Homework: read E 5 Editing Commas from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg, Homework: read W-16 Reading Strategies from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg)

### **M 17 October**

Discuss E 5 Editing Commas from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg. Exercise on editing commas. Discuss: W-16 Reading Strategies from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg.

### **W 19 October**

Peer review of the third assignment. (Homework: read Discuss W-6 Giving Presentations from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg, E 6 Editing Words That Are Often Confused from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg)

### **M 24 October**

Discuss W-6 Giving Presentations from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg. Discuss E 6 Editing Words That Are Often Confused from *Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg. Exercise on editing word that are often confused. (Homework: read W-7 Arguments [pg 43] from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg)

## **Unit 4 Persuasive paper**

### **W 26 October**

Introduce what is argument? Discuss W-7 Arguments [pg 43] from *The Little Seagull Handbook with Exercises* by Bullock, Brody, and Weinberg. Introduce the fourth assignment.

Deadline to submit Writing Assignment 3 Critical Rhetorical Evaluation of a Newspaper Article

### **M 31 October**

Pitch ideas for the fourth assignment. Introduce classroom debate exercise.

## **W 2 November**

Group work for the debate/presentation

## **M 7 November**

Classroom debate. Evaluation of the in-class debate

## **W 9 November**

Peer review of the fourth assignment. (Homework: read Visual Rhetoric from Purdue Owl [Visual Element: Overview, Visual Element: Textual Elements, Visual Element: Color, Visual Element: Images] [https://owl.purdue.edu/owl/general\\_writing/visual\\_rhetoric/index.html](https://owl.purdue.edu/owl/general_writing/visual_rhetoric/index.html)).

## **Unit 5 Visual Rhetorical Evaluation of a Music Album Cover**

## **M 14 November**

Discuss Visual Rhetoric from Purdue Owl (Visual Element: Overview, Visual Element: Textual Elements, Visual Element: Color, Visual Element: Images.

[https://owl.purdue.edu/owl/general\\_writing/visual\\_rhetoric/index.html](https://owl.purdue.edu/owl/general_writing/visual_rhetoric/index.html). Exercise of visual analysis of Image. Introduce the fifth assignment.

Deadline to submit Writing Assignment 4 Persuasive paper

## **W 16 November**

In class exercise of visual rhetorical analysis of videos. Pitch ideas for the fifth assignment.

## **M 21 November**

Fall Break

## **W 23 November**

Fall Break

## **M 28 November**

Watch videos on Writing Across Border videos at home

<https://www.youtube.com/watch?v=Cv3uRPsskv0>

<https://www.youtube.com/watch?v=vabyE1a2I7E>

Research on how communication: verbal/ nonverbal (physical)/written, vary across different cultures.

## **W 30 November**

Peer review of the fifth assignment.

## **M 5 December**

Presentation on how communication: verbal/ nonverbal (physical)/written, vary across different cultures.

## **M 7 December**

Deadline to submit writing assignment 5 Visual Rhetorical Evaluation of a Music Album Cover

### **Annotations**

Braziller, Amy, Kleinfeld, Elizabeth. *Bedford Book of Genres* (genre-based). 2<sup>nd</sup> ed. 2020.

Bullock, Richard H, et al. *The Little Seagull Handbook: With Exercises*, 3<sup>rd</sup> ed. 2017.

Miller, James S. *Acting Out Culture*, 4<sup>th</sup> ed. 2018.

Smitherman, Geneva. “‘God Don’t Never Change’: Black English from a Black Perspective.” *College English*, vol. 34, no. 6, 1973, pp. 828–33, <https://doi.org/10.2307/375044>. Accessed 5 May 2022.

*Visual Rhetoric*. The Writing Lab and OWL at Purdue and Purdue U, [https://owl.purdue.edu/owl/general\\_writing/visual\\_rhetoric/index.html](https://owl.purdue.edu/owl/general_writing/visual_rhetoric/index.html). Accessed May 5 2022.

“Writing Across Borders Part 1”. YouTube, Uploaded by Towson WritingCenter, Sep 28, 2018, <https://www.youtube.com/watch?v=Cv3uRPsskv0>

“Writing Across Borders Part 2”. YouTube, Uploaded by Towson WritingCenter, Sep 28, 2018, <https://www.youtube.com/watch?v=vabyE1a2I7E>

