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# ENG 1001G 007: College Composition I

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Dr. Jamila D. Smith  
ENG 1001G-3 credit hours-12:30pm-1:45pm  
College Composition I: Critical Reading and Source-Based Writing  
Fall 2017

**Office: Coleman Hall 3775**  
**Office Hours: 10:00am-11:00am TR**  
**3:15pm-5:00pm Tuesdays**  
**3:15pm-4:30pm Thursdays**  
**Email: [jdsmith9@ciu.edu](mailto:jdsmith9@ciu.edu)**

**\*\*Please don't contact me via D2L, as I often don't receive those emails.\*\***

### **Course Description**

College Composition I: Critical Reading & Source-Based Writing 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. Focus will center on the writing process, writing projects, and the revision of writing projects. Collaborative peer-evaluation of works-in-progress are central to the writing process. While a writing-centered course, students in 1001 will also participate in speaking-intensive opportunities for evaluation. These include individual presentations, group presentations, large and small group discussions, among others.

### **Learning Goals**

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

\*The minimum writing requirement of English 1001G is 5,000 words (approximately 20 pages) of finished prose produced through multiple writing projects. Each student must complete at least ten pages of finished writing that uses multiple sources.

### **Required Texts**

*The Blair Reader, 9<sup>th</sup> Edition*

*Prentice Hall Reference Guide, 9<sup>th</sup> Edition*

*Writer/Designer: A Guide to Making Multimodal Projects*

\*Handouts will be distributed and posted to D2L as required reading for in-class and homework assignments.

### **Special Needs**

Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.

### **Cell Phones**

Please put your cell phone on silent or vibrate during class time.

### **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.

### **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, 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.

### **The Writing Center**

I encourage you to use 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.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

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.

### **Course Guidelines and Expectations**

1. As this is an interactive course, participation is required. You help create this atmosphere by asking questions during class discussion and group work, and by responding thoughtfully to other people's comments and responses. Participation is worth **35 points** of your grade and includes self-directed discussion, questions posed during class, ability to answer questions indicative of close textual reading, and being alert during class sessions (**i.e., no cell phone activity, sleeping, disruptive conversations, or use of laptops/Ipads/tablets, etc for anything other than work for my class**). Points will be deducted for behaviors indicative of anything other than full participation, and at my

discretion, you may be required to leave class. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. Attendance is obviously a prerequisite for participation, so if you have more than four (4) un-excused absences, you will lose 5 points per class session you miss.

2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please send it via email, PRIOR to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 10 minutes late to class with no prior notification, you will be marked absent.
3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed, double-spaced, Times New Roman 12 pt. font. Please proofread and edit all papers. **NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED** unless you are following the extreme circumstances section above. Do not put extra space between paragraphs. Student information (name, class title, assignment) is single-spaced, in the top left-hand corner of your paper. Additionally, you are expected to bring the proper supplies with you to class each session, including the text we're reading.

**Caveat:**

If class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class lectures. The quiz will be worth 15 points and will be taken from the final project.

**Assignments**

**1.Diagnostic Assessment-** This is not a formal essay, but rather a way for me to assess your writing. In 500 words (1 page and a half/double spaced), please respond to the following: What are the essential elements for success in ENG 1001, and what is your role in achieving them? Everyone will receive 5 points for completing the assignment. Due **August 24<sup>th</sup>**

**2. Three Major Essays-** Critical Reading & Source-Based Writing 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. Focus will center on the writing process, writing projects, and the revision of writing projects. Collaborative peer-evaluation of works-in-progress are central to the writing process. While a writing-centered course, students in 1001 will also participate in speaking-intensive opportunities for evaluation.

Each week, we will increase our understanding of essay writing through a series of writing prompts, references to popular culture, course readings, and discussions (both in small and large groups). I believe a major part of the writing process is reading and rewriting. Therefore, you

will have ample opportunity to improve writing through draft writing, revisions, and peer critique.

**Essay One DUE:** September 28<sup>th</sup> (25 points)

**Essay Two DUE:** October 26<sup>th</sup> (35 points)

**Essay Three DUE:** November 14<sup>th</sup> (20 points)

**3. Process Journals-** Reflexivity involves thinking about what has happened so far to plan for the next step. It is a means of systematizing your thoughts to improve practice. As such, your task is to journal about the process of reading and writing.

Reading: Please discuss your reading experience in each of the three genres--fiction, poetry, and critical essay. You may choose to write about your connections (or disconnections) to the assigned and self-selected readings, questions you have of the authors, and/or your growth as a critical reader. You **MUST** include a minimum of 3 entries **PER GENRE**.

Writing: Focus should center on the following questions: 1. What am I learning about myself throughout the writing process? 2. What areas of my writing/reading need improvement and what effort am I putting forth? 3. How is (or isn't) peer evaluation helpful to my writing process? What sections (words, paragraphs, phrases) from the readings need further clarification? You do not have to answer all questions for each entry. They are merely meant to help guide your thinking. You will, however, need to write or type throughout the semester (during/after reading and writing, class discussions, writers' workshops, etc). You **MUST** include a minimum of 10 entries. **25pts DUE November 16<sup>th</sup>**

**4.Final Project-**Throughout the semester, we will build our understanding and expertise with the research process, culminating in a final project that showcases all you've learned. More details are forthcoming. **DUE December 12<sup>th</sup> at 12:30pm.**

### **Schedule of Readings**

*\*Homework (reading and writing) is assigned at my discretion and its completion is a requirement for the next class session.*

*\*\*It is your responsibility to stay up to date with journal entries.*

For this course, I've decided that we won't adhere to a rigid schedule of readings. My process is simply based on ensuring all students are understanding the material prior to moving on to a new set of readings. We will cover multiple authors, so I'd like you to be open to flexibility during our time together.

### **Here are a few important dates for you to log:**

8/24-Diagnostic Assessment DUE

9/28-Essay One DUE

10/26-Essay Two DUE

11/14-Essay Three DUE

Week Fourteen-Thanksgiving Break

12/12-Final Projects DUE at 12:30pm

**Evaluation**

Participation	35 points
Diagnostic Assessment	5 points
Essays	80 points (total)
Process Journal	25 points
Final Project	55 points
Total	200 points

**Grading**

190-200=A    189-180=B    179-170=C    169-160=D    160 or below=F

**\*\*Dr. Smith's Advice\*\***

If at any point throughout the semester you are confused or unclear about the expectations of the course, course material, a grade you've received, or any other matters, I strongly encourage you to speak with me during office hours. It is my hope that all students succeed in this course, but I can only help if I'm aware of a problem.