

Fall 8-15-2018

ENG 1001G-012: College Composition I

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ENG1001: College Composition I

Fall 2018 TR 2:00-3:15

Coleman 3210

Jamie Lynn Golladay

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Office Hours: T 11:00-2:00 TH 12:00-2:00 (or by appointment)

Required Texts

- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*
- *The Bedford Book of Genres*
- *The little Seagull Handbook*
- Handouts given throughout the course

Course Description

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. We will focus on developing a writing process, developing a sense of writing community in the classroom, and develop audience awareness. You will develop five pieces of writing which reflect these goals and achieve the assignment requirements.

Course Requirements

This class will require several readings, extensive peer review, in-class writing, various in-class activities, reading quizzes, five major writing assignments, five analytical responses, and a final portfolio. Completing all of these tasks is essential to success.

You will be required to approach assignments actively and thoughtfully, be creative, be present mentally, and participate in the class writing community.

Your Instructor

Please do not hesitate to email me or to visit my office during office hours if you are struggling with course material, assignments, or simply want to touch base. I'm a valuable resource for doing well in this course. This is true of any course. Carry this advice into your other current and future classes.

Attendance and Late Work

You will be permitted two unexcused absence for this class; beyond that, your participation grade will be decreased by five points. I need to be notified of any following absences before class via email. If you are not in class the day that something is due, it needs to be emailed to me.

You are permitted one extension to be used at your discretion, but it needs to be cleared with me before the assignment is due. Beyond that, you have one extra class day to turn in assignments for a ten percent grade reduction and the forfeit of the right to revise before the final portfolio.

Documentation Specifications

All writing assignments for this class should include a header on the top left side of the first page of the paper that includes: your name, my name, the class (ENG 1001), and the due date of the assignment. They should include a centered title that IS NOT the title of the assignment. They should include page numbers with your last name at the top of every page. They should be in 12 point Times New Roman font. They should be single spaced with double spacing between paragraphs.

Analytical Responses

You will be asked to write an analytical response to each of the five major assignments in this course. Each analytical response will be a single page, single spaced, and 12 point Times New Roman font with double spacing between paragraphs. These responses will ask that you answer at least two questions: How did you approach the essay in a way that met the assignment requirements? And, what did you learn from peer reviewing your classmates as well as what did you gain from being peer reviewed? I may add questions according to the assignment that we have just worked on. These assignments will be due the class period following the due date of the essay that they are associated with, but it's best to be thinking about what you will say throughout the composition process.

Final Portfolio

The final assignment for this class will be a final portfolio which will contain three of the five major writing assignments for this course and an analytical essay. The three assignments will need to be included with A. the first draft with my comments attached, B. any revisions that you submitted with my comments attached, and C. a further revised version of the paper. The analytical essay will be a two page piece of writing that discusses your growth as a writer and the most significant changes that you made to each of the three papers included in the portfolio. I will provide more detailed instructions as the assignment nears.

Revision

You will be given the opportunity to revise all five of the major writing assignment for this course, but I expect significant change to occur to the pieces when revised. Revisions will be due two class periods after I return work, which I will clearly mark with a revision due date. I may make revision a requirement on a case-by-case basis. You will also be given the opportunity to further revise three major writing assignments in your final portfolio.

Classroom Conduct

Our classroom is a learning environment, and I expect it to be treated as such.

Here are items you should have in class:

- Writing tools
- A class notebook
- Assigned reading material

Here are behaviors that will not be tolerated in class:

- Sleeping
- Extended disappearances during class
- Extensive or excessive tardiness
- Use of electronic devices
- Side conversation
- Rude or offensive language

I reserve the right to ask students to leave class for doing any of the aforementioned intolerable acts.

An extra note on the use of electronic devices:

This class is not a social hour. When we have in-class work days, we will be in a lab where it will be permissible to use the provided computers, but otherwise you should not have electronics out. I **will not** be fooled by hiding your cellphone under your desk at all, and if I see a student using electronics inappropriately in class, I will ask that they be put away on the spot. If I see it again, I will ask you to leave. This is disruptive behavior, and it isn't benefitting anyone in the room.

Academic Integrity and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: "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."

In class, we will thoroughly discuss the use of sources in the assigned essays, so I will expect that everyone be very clear on what plagiarism is and how to avoid it; therefore, if I find that plagiarism has occurred in any of the writing that you do for this course, I will not hesitate to fail the assignment and turn the offender into the University Student Standard Board. I take this offense very seriously.

Using the Writing Center

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. To schedule an appointment, you can drop by the center or call 581-5929.

I cannot stress enough that this is a fantastic resource for writers at all levels and at every stage in the writing process. Even if you don't know where to get started on a writing assignment, all you need is the assignment sheet, and the lovely people in the center will help you figure out where to go from there. As an added incentive, I will offer a 2% higher grade on any of the five major writing assignments if they are turned in with a stamped session form from the center.

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) 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 9th Street Hall, Room 1302.

Grading in This Course

A: 100-90%

B: 89-80%

C: 79-70%

D: 69-60%

F: 59-0%

Participation and Smaller Writing Assignments

Participation	25
Analytical Response I	40
Analytical Response II	40
Analytical Response III	40
Analytical Response IV	40
Analytical Response V	40
Peer Review I	25
Peer Review II	25
Peer Review III	25
Peer Review IV	25
Peer Review V	25

Five Major Writing Assignments and Final

How To Narrative	100
Everyday Object Project	100
Album Cover Analysis	100
Business Evaluation	100
Victor's History Argument	100
Final Portfolio	150

1000 Points

ENG1001 Course Syllabus

Tentative Schedule

CDA : *Compose, Design, Advocate*

BBG : *Bedford Book of Genres*

LSH : *The Little Seagull Handbook*

: article/handout

WEEK 1

Tuesday 8/21

Introduction activities. Discuss Syllabus

Discuss what we know about writing and what we want to know

Scourge of Relatability for Thursday

Thursday 8/23

Syllabus Quiz

Discuss reading

In-class introductory writing assignment

Selective workshopping

WEEK 2

Tuesday 8/28

Introduce How To Narrative

Genre Analysis

Class Discussion

Prewriting activity with partners

Thursday 8/30

Class Discussion

Outlining

Discuss paper topics and begin drafting

WEEK 3

Tuesday 9/4

Draft due

Peer review workshop

Thursday 9/6

Peer review workshop

WEEK 4

Tuesday 9/11

How To Narrative due

Introduce Everyday Object Project

Discuss our surroundings and the things around us
that we take for granted

What do we know?

What do we want to know?
Genre awareness activity

Thursday 9/13

Plagiarism discussion
Analytical Response I due
Working with Resources and Citations activity
Discuss results if time allows

WEEK 5

Tuesday 9/18

Brainstorming activity
Discuss topics
Assignment: find three sources to bring in to class

Thursday 9/20

Research activity using sources chosen by students
(Bring a highlighter)
Begin outlining and drafting

WEEK 6

Tuesday 9/25

Everyday Object Project draft due
Peer review activity
Work on revision

Thursday 9/27

Everyday Object Project due
Introduce Album Cover Analysis
Genre analysis
Discuss criteria
Assignment: Choose an album to write about and listen to it
Create an outline to bring to conferences

WEEK 7

Tuesday 10/2

Conferences
Analytical Response II due

Thursday 10/4

Conferences

WEEK 8

Tuesday 10/9

Work on Album Cover Analysis
Reverse outlining activity

Thursday 10/11

Album Cover Analysis draft due
Peer review activity
Revise

WEEK 9

Tuesday 10/16

Album Cover Analysis due
Discuss Analytical Responses and how they are effecting
our outlook on writing and peer review
Introduce Business Evaluation
Brainstorming activity

Thursday 10/18

Analytical Response III due
Discuss ethos, pathos, and logos
Genre analysis
Research discovery activity
Assignment: choose a business that you frequent to write about
Compose an annotated bibliography

WEEK 10

Tuesday 10/23

Peer review annotated bibliography
Discuss audience awareness
Audience awareness activity

Thursday 10/25

Outlining exercise
Begin drafting

WEEK 11

Tuesday 10/30

Draft of Business Evaluation due
Peer review activity
Reflect on Business Evaluation essay

Thursday 11/1

Business Evaluation due
Introduce Victor's History Argument
How do we critique the popular narrative?
How do we turn this into an argument?
Assignment: pick an event and begin researching

WEEK 12

Tuesday 11/6

Analytical Response IV due
Introduce Victor's History proposal
Genre awareness activity for proposals

Thursday 11/8

Victor's History proposal due
Peer review proposals
Discuss identification of credible sources outside of databases
Begin work on annotated bibliography

WEEK 13

Tuesday 11/13

Outlining activity based off of annotated bibliography
Quoting and paraphrasing activity based off of outline

Thursday 11/15

Work on drafting Victor's History Argument
Victor's History Argument draft due
Pass the paragraph peer review activity

WEEK 14

FALL BREAK

WEEK 15

Tuesday 11/27

Victor's History Argument due at the end of class

Thursday 11/29

Analytical Response V due
Introduce Final Portfolio
Begin work on Final Portfolio

WEEK 16

Tuesday 12/4

Conferences

Thursday 12/6

Conferences

WEEK 17

FINALS WEEK

(Final Portfolio due at the start of this class' assigned final time)