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## ENG 1091G-099 College Composition I Critical Reading & Source-Based Writing, Honors

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*Eastern Illinois University*

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Eng. 1091G, section 098: Honors Composition I  
Critical Reading and Source-Based Writing  
Spring 2022 | Coleman 3140 | Tues./Thurs., 11 AM-12.15 PM

**Instructor:** Dr. Bobby Martínez

**Office:** Coleman Hall 3371

**E-mail:** rlmartinez@eiu.edu

**Virtual Zoom Office Hours:** Mondays, 12 NOON-2 PM; Wednesdays, 12 NOON-2 PM; Tuesdays, 3 PM-4 PM; & by APPOINTMENT

**Class Website:** D2L course page

**Course Description:**

College Honors 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 (3-0-3, WC).

**Course Objectives:**

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. In Composition I, you will develop reading and writing processes ultimately enabling you to demonstrate the ability to:

- know the writing process: develop effective writing processes
- write in different genres: write informative, analytical, evaluative, and persuasive documents
- write with rhetorical skill: know your audience, and write persuasively for different audiences and purposes
- write ethically and reflectively: reflect upon your own beliefs and consider the viewpoints and arguments of others
- research and evaluate sources fairly: find and evaluate secondary sources from academic databases in an efficient and fair manner
- cite carefully and correctly: economically and ethically incorporate and correctly document outside sources of ideas and information using MLA (Modern Language Association) citation guidelines
- revise copiously: practice the art of reviewing, editing, and rewriting your writing
- write well both grammatically and stylistically: learn grammatical principles and copy-edit your drafts so that they are grammatically sound, readable, and effective
- speak powerfully: develop your oral skills in communicating ideas

This course will also introduce you to EIU's undergraduate learning goals:

- critical thinking
- writing and critical reading
- speaking and listening
- quantitative reasoning
- responsible citizenship

(To see the full description of the learning goals, visit <http://www.eiu.edu/learninggoals/revisedgoals>)

**Required Texts:**

- *Bedford Book of Genres* (2<sup>nd</sup> ed.)
- *Acting Out Culture* (4<sup>th</sup> ed.)
- *The Little Seagull Handbook with Exercises* (3<sup>rd</sup> ed.)
- General Writing Resources (grammar, punctuation, style guide) via Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/section/1/>

Note: Additional Readings/Excerpts will be available on D2L as indicated on the syllabus.

**Student Materials:**

- Pens, pencils, notebook/paper
- Laptop/computer access
- USB-compatible device for saving documents (for example, cloud space or a thumb drive)
- Access to Microsoft Word and other design software
- *Check Panthermail daily*

**Classroom Environment:**

The guiding principle of this course is **group work, class discussion, and peer editing**. You will be spending much of your time working in groups with your classmates to revise each other's work and to get down into the mechanics of solid writing—the organization of ideas, the structure of sentences, the methods of argumentation, and much more. By exchanging peer criticism with each other, you will learn the importance of revision in the writing process and, through your evaluation of others' writing, you will learn how to look at your own writing with a more critical eye. You will ideally discover more about yourself as a writer, and you will learn to become a confident participant in the professional community you choose to enter later in your university career.

**Class Behavior:**

In the interests of keeping everyone in class focused and to produce the best learning environment possible, all students will observe the following rules:

- Silence your phone and put it away before class begins
- Do not check or write text messages during class
- Do not work on other class work or read outside materials during class
- Do not eat food or chew gum in class (snacks or drinking beverages is okay)
- Do not use a computer or tablet or Smartphone to access social media or Internet unless directed to do so

Note: If you happen to be expecting an important or emergency call or text, you may step outside of class to take it, **but be sure to let me know before class begins**. Finally, as in all of your classes, do not “pack up” during the last few minutes of class.

**Smartphone/Social Media Policy:**

To protect the safety of the classroom and the privacy of the students, usage of cell phones or smartphones during class to videotape, to text, and to access social media sites or apps (e.g., Twitter, Facebook, Tumblr, YouTube, etc.) **is strictly forbidden**. I also strongly encourage you to not post any class-related content or speech to social media in order to protect the privacy of you and your classmates. Smartphone or cell phone use during class will only be permitted with the prior approval of the instructor.

**How to Improve Your Writing:**

This is primarily a writing class, but you will do most of your writing outside of class. We will devote many of our class periods to various aspects of writing, and I will respond to your essays with written commentary and suggestions for improvement. Be sure to save your graded essays. One of your most important tools for improvement will be the comments and corrections I make in your writing; *if you wish to see your writing improve and your grade go up as the semester progresses, you must carefully refer back to these written comments as you write subsequent essays.* You will also need your graded essays to complete revision assignments for each essay.

**Office Hours & Turning in Assignments:**

I am dedicated to helping you succeed in this course and at EIU. I will hold weekly office hours and will be available by appointment, should office hours not meet your needs during a given time. Given current Covid conditions, I will conduct all office hours either via e-mail or Zoom conferencing in D2L.

Please do not wait until the last minute before an assignment is due to schedule a hasty meeting, do not e-mail me and ask me to “look over your essay and make sure it is okay,” and do not e-mail me your work. All assignments should be turned in via D2L Dropbox.

**Attendance:**

Attendance is mandatory. Group work is a key feature of English 1091G, and your success in the class (as well as your classmates’ success) depends upon active participation and attendance. Regardless of any absences, you will be held responsible for all work assigned.

**Absence penalties:**

Starting with your fourth (4<sup>th</sup>) absences from class, I will lower your final grade by a “+” or “-” and your grade will continue to suffer this deduction for each absence you accumulated thereafter. (For example, your fourth absence would make a B+ go to a B; your fifth absence would automatically drop your B to a B-, and a sixth absence would quickly move you to a C+.) Ten (10) or more absences will most likely result in a failing grade. Please do NOT interpret this rule to mean that you have any “free” classes to skip.

Arriving late to class or being unprepared will also affect your grade negatively. If you arrive more than 10 minutes late to class, I will consider you absent. If you come to class *without a draft of your assignment or without assigned homework*, you may be considered absent. Be on time and be prepared—this is a lesson that will serve you well in whatever profession or field you choose to pursue in life.

**Assignments & Grading:**

- Unit #1 Informative Writing: Evocative Objects Essay (3-4 pages): 10%
- Unit #2 Rhetorical Analysis Writing: Critiquing Visual Ad/Comic Essay (2-3 pages and creative ad): 10%
- Unit #3 Evaluative Writing: Film Review Essay (4-5 pages): 15%
- Unit #4 Persuasive Writing: Researched-based, Argumentative Editorial Essay (5-7 pages): 45% (total)
  - Statement Proposal (including oppositional research) and Annotated Bibliography: 10%
  - Literature Review: 5%
  - Rebuttal Essay: 5%

- Final draft: 25%
- Class Participation/Attendance: 20%

**Grading Scale:**

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D = 60-69
- F = below 60

**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. **Failure to cite ideas or writing not your own will constitute plagiarism.**

**E-mail Guidelines:**

When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Martínez," etc.) and be signed with your name. Your e-mails should be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

**Student 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.

**Disability Services:**

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 Gym, Room 1210, or call 217-581-6583.

**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](tel:217-581-6696), or go to McAfee Gym, Room 1301.

**EIU Writing Center (Open M-Th 9am-3pm, 6-9pm, F 9-1pm):**

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, documenting your papers, and working with sentence-level concerns. The Writing Center is available 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 or you can call 217-581-5929.

**EIU Writing Portfolio (EWP):**

If you wish to do so, you may submit any essay longer than 750 words to your Electronic Writing Portfolio by the end of the semester. Please see me for advice on revising your essay before submitting it.

**Tech Support:**

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. E-mail and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, please contact the ITS Helpdesk at 217-581-4357 during regular business hours (8 am-5 pm) or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.

**COVID-19 Practices & Expectations on EIU's Campus:**

***All students, regardless of vaccination status, are required to wear face coverings during class.*** Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations.

***Students should not attend class if they are ill or feelsick and should consult the student health clinic if they have any COVID-19-like symptoms.*** Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services ([studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) or 581-6583) to determine what options may be available based on current CDC guidance.

If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [ <https://castle.eiu.edu/auditing/043.php> ]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

**English 1091G Course Schedule – Spring 2022\***

\*Some assignments and class activities subject to change.

<b>Date:</b>	<b>For Class:</b>	<b>Homework:</b>
T-1/11	<ul style="list-style-type: none"> <li>- Welcome to course!</li> <li>- Syllabus review</li> <li>- Introductions</li> </ul>	Read about rhetorical appeals and situations in <i>Bedford Book of Genres</i> (pp. 5-13)
Th-1/13	<ul style="list-style-type: none"> <li>- Discuss rhetorical appeals and how to read critically through a rhetorical lens</li> <li>- Form peer groups</li> </ul>	<ul style="list-style-type: none"> <li>- Complete exercise "Practice" in <i>Bedford Book of Genres</i> (p. 15)</li> <li>- Read Turkle's essay "The Things that Matter" (D2L)</li> </ul>
T-1/18	<p>Discuss "practice" exercise from <i>Bedford Book</i></p> <p>Start Unit I: Informative Essay Writing</p> <p>Discuss Turkle essay</p>	- Read selected object essays, to be announced (D2L)
Th-1/20	<ul style="list-style-type: none"> <li>- Discuss object essay (D2L reading)</li> <li>- Formulate rubric for essay assignment</li> <li>- Begin freewriting for object essay</li> </ul>	<ul style="list-style-type: none"> <li>- Complete draft of Unit I objects essay</li> <li>- Bring hardcopy of draft to next class</li> </ul>
T-1/25	Workshop/Peer Review of Unit I essay drafts	<ul style="list-style-type: none"> <li>- Complete revisions to objects essay</li> <li>- Bring revised essay to class</li> </ul>
Th-1/27	Workshop/Peer Review of Unit I essay drafts	<ul style="list-style-type: none"> <li>- Finalize revisions to Unit I essay</li> <li>- Read "Advertisements" in <i>Bedford Book</i> (pp. 232-235)</li> </ul>
T-2/1	<p><b>Unit I Objects Essay due in D2L Dropbox by 11 a.m.</b></p> <ul style="list-style-type: none"> <li>- Begin Unit II: Analysis of Visual Arguments</li> <li>- Bring <i>Bedford Book</i> to class</li> <li>- Discuss sample images</li> </ul>	Bring (electronically) an advertisement or cartoon to class with your critical assessment (see p. 237 in <i>Bedford Book</i> )
Th-2/3	In-class visual analysis of ads	<ul style="list-style-type: none"> <li>- Find a rich/complex ad or cartoon for subject of Unit II essay</li> <li>- Draft Unit II essay analysis and bring to next class</li> </ul>

T-2/8	- In-class workshop day on Unit II project - Bring laptops to class	Start work on Unit II project
Th-2/10	<b>Unit II essay due in D2L Dropbox</b>  Work on your own ad idea (see p. 238 in <i>Bedford Book</i> )	Complete ad/poster idea for Unit II and bring to next class
T-2/15	Present your ad/poster idea to class (oral/video presentation)	Start Unit III: Read about film reviews (50-60) in <i>Bedford Book</i>
Th-2/17	- Discuss mechanics of film review writing and analysis - Study film clips and learn how to do film analysis	
T-2/22	Watch film in class and analyze; take notes	Locate film reviews of the film we are watching
Th-2/24	- Finish watching film and hold analytical discussion - Locate film reviews and study them; discuss	Watch a film of your choosing and take careful notes
T-3/1	Start drafting your Unit III film review in class; bring laptops	Complete film review draft
Th-3/3	Workshop/Peer-review day: bring draft of Unit III essay to class	Revise Unit III film review draft
T-3/8	Workshop/Peer-review day: bring *revised* draft of Unit III film review to class	Complete final revisions to Unit III film review
Th-3/10	<b>Unit III film review essay due in Dropbox</b>	
T-3/14-3/18	<b>Spring Break</b>	
T-3/22	Start Unit IV: Persuasive Writing Read about editorials (225-231) in <i>Bedford Book</i>	Read selected editorial essays (D2L) and analyze them using guide in <i>Bedford Book</i> (230)
Th-3/24	Discuss evidence and analysis of various editorial essays; bring your notes to class	Using the checklist (231) in <i>Bedford Book</i> , begin brainstorming ideas for your Unit IV essay
T-3/29	Share editorial topic ideas in class and conduct group trouble shooting of topic ideas; start researching for sources	Start drafting an Annotated Bibliography based on your research for sources



Th-3/31	<b>Turn in Annotated Bibliography in D2L</b> Start drafting "literature review section" of Unit IV Essay	Work on Literature Review section of essay
T-4/5	Complete rough draft work on Literature Review section of Unit IV Essay	- Complete Literature Review section of Unit IV Essay - Read Ch. 7, "Responding to Objections and Alternative Views," in <i>Writing Arguments</i> (pp. 121-129)
Th-4/7	<b>Turn in Literature Review section of essay in D2L Dropbox</b> Bring Writing Arguments book to class; work on research for opposing viewpoints to your argument	Start working on the Rebuttal Section of your essay
T-4/12	Work on Rebuttal Section of your Unit IV Essay	Complete Rebuttal Section of your Unit IV Essay
Th-4/14	<b>Turn in Rebuttal Section of your Unit IV Essay in D2L Dropbox</b> Work on conclusion of your Unit IV Essay	Work on pulling your Unit IV Essay together, including conclusion
T-4/19	In-class Writing Day to work on completing Unit IV Essay	
Th-4/21	<b>Turn in rough draft of complete Unit IV Essay in D2L Dropbox</b>	
T-4/26	Peer-review Day: bring complete draft of Unit IV essay to class	
Th-4/28	<b>Last Day of Class</b>	<b>Final Draft of Unit IV Essay due in D2L Dropbox on Wed., May 6, 5 PM</b>