

Eastern Illinois University

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Fall 2023

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### ENG 1001G-016 College Composition I Critical Reading and Source-Based Writing

Hannah Hadley  
*Eastern Illinois University*

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## ENG-1001

Instructor: Miss Hannah Hadley ([hlhadley@eiu.edu](mailto:hlhadley@eiu.edu))

Class Time- MWF 10-10:50 AM

Office Hours-

- W+F 11AM to 2PM//M 11AM to 1PM

Room Numbers: 3140 + 3210

### Texts Used-

- *Let's Talk... with Readings* by Andrea Lunsford and Michal Brody
- *The Little Seagull Handbook* by Richard Bullock, Michal Brody, and Francine Weinburg
- *They Say I Say with Readings* by Gerald Graff, Cathay Birkenstein, and Russel Durst

### Technology-

You will have to have some access to D2L as I will be making announcements and having most assignments due in the Dropbox there. You are not expected to use any of this technology during class (phone/tablet/laptop) unless specified in the class before. I will make an announcement in D2L as well before class time in these instances

### Course Description-

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-

- 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-

This is a writing intensive course so you will be expected to write and revise your work as well as be an active participant within this class. This involves working effectively in the prewriting stages that will be assigned, adhering to due dates, and taking the opportunity I give you for revision.

- Turning in the work required of you
  - Discussion boards/journals/major writing assignments/etc...

- Coming in prepared for class with the materials you need to make sure you get the most out of each class period
- Being courteous of your classmates and me
- PARTICIPATE!

**How Grades Will Be Calculated- *tentative outline***

- **Participation**
  - Attending and doing in-class activities (10 pts a week) 150 pts
- **Shorter Writing Assignments**
  - Journals (due every Sunday) (10 pts each) 150 pts
  - Prewriting Activities (20 pts each) 100 pts
  - Peer Review (10 pts each) 50 pts
- **Discussion Boards**
  - Weekly Discussion Boards (5 pts each) 80 pts
- **Larger Writing Assignments**
  - 5 Major Writing Assignments 500 pts
    - Compare/Contrast Essay (100 pts)
    - Literary Analysis Essay (100 pts)
    - Informative Essay (100 pts)
    - Proposal Argument Essay (100 pts)
    - Reflective Essay (100 pts)

**Total Points** **1,030 pts**

**Attendance-**

A rigid attendance system will not be put into place but know that attendance will affect the overall participation points that are granted to you every week of class. You will need to sign in on the attendance sheet I will have available. If you do not attend class, you are unable to get the full points for the week and it will affect your grade.

**Late Work-**

I will accept one instance of late work and it can be turned in no later than three days after its due date. You will need to email me at least two days before the due date to accept this late work extension or else it will not be accepted. If there are outlying health or other issues, there might be exceptions but there will need to be a meeting in person so we can figure out a plan of attack for said assignment.

Outside of these guidelines, there will be no late work accepted.

**Revision-**

You will be given a full week to revise major assignments (5 major essays). After this week, revisions will not be taken and your grade will default to the first grade this assignment receives. If you do turn in a revision, the grade for this revision will supersede the one you turned in a week prior.

### **Students with Disabilities-**

If you need accommodations to help you succeed in this class, contact the Office of Student Disability Services (OSDS). They will need to be approved through this office before anything can be done inside this classroom. Their on-campus location is Ninth Street Hall, Room 2006, and their phone number is 217-581-6583 for appointments.

### **Plagiarism-**

If there are instances of plagiarism within this class, as a member of the EIU staff I will be forced to report it immediately. You will obtain a zero for the assignment that flags as plagiarism as well. This includes the use of AI generation and improperly citing materials. You need to cite your materials correctly and use your own words within paraphrasing. There will be minilessons in this area as well as the Writing Center that can troubleshoot areas of citing that you may struggle with. If there are ways that I can help, please set up a time during my office hours so we may better ensure your success in this course.

### **Classroom Rules**

- No food is allowed but drinks are
- You can have cellphones on your person but they cannot be used during class time unless there is a significant emergency.
- No talking while I'm talking
- Respect the classroom, your classmates, and I

### **Other Services for Student Success on Campus-**

- Student Success Center
  - [www.eiu.edu/~success](http://www.eiu.edu/~success)
  - Can help with anything related to your success here as a student
    - Note taking/test taking/time management/avoiding procrastination/etc...
- Writing Center
  - 3110 Coleman Hall (can also be reached within the EIU website)
  - Can help with brainstorming/organization/citing/developing support/etc...
  - They can help at any stage of the writing process!

## **Course Syllabus**

***All due dates are tentative and could be subject to change!***

- *Week 1 (Syllabus Week)*
  - Monday (August 21st)
    - Syllabus
    - Expectations/Due Dates
  - Wednesday (August 23rd)
    - Introducing Compare/Contrast Essay due in week 4
    - What is a Compare/Contrast essay?
    - Discussion about past essays
      - Favorite/Worst (why/why not?)
      - Lessons to take in future writing
  - Friday (August 25th)
    - Compare/Contrast Activity
    - Venn Diagram Activity
    - Discussion Board#1 due @ 11:59 PM
  - Sunday (August 27th)
    - Journal#1 due @ 11:59 PM
    - Respond to two classmates in the discussion board by 11:59 PM

***Readings for Week 2-***

- 1. Student Examples of Compare/Contrast Essays (D2L)***
  - 2. They Say I Say Introduction, “I Take Your Point” (pgs 172-177), and “Don’t Make Them Scroll Up” (pgs 177-186)***
- *Week 2*

- Monday (August 28th)
  - Discuss Examples
  - Possible topics discussion
  - Prewriting activity (free write)
- Wednesday (August 30th)
  - Purpose/Audience/Genre
    - Activity
- Friday (September 1st) (NO CLASS)
  - Ethos/Pathos/Logos Powerpoint
  - Discussion Board#2 due @ 11:59 PM
- Sunday (September 3rd)
  - Journal#2 due @ 11:59 PM
  - Respond to two classmates in the discussion board by 11:59 PM

***Readings for Week 3-***

1. *They Say I Say “As He Himself Puts It” (pgs 47-56) and “Social Media: The Screen, The Brain, and Human Nature (pgs 607-613)*

- *Week 3*

- Monday (September 4th)
  - No Class- Labor Day
- Wednesday (September 6th)
  - Small group discussions
- Friday (September 8th)
  - Topic/Source Activity

- Discussion Board#3 due @ 11:59 PM
- Sunday (September 10th)
  - Journal#3 due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 4-***

1. *The Little Seagull Handbook (pg 116)*
2. *They Say I Say “But As Several Sources Suggest” (pg 203)*

- *Week 4*

- Monday (September 11th)
  - Minilesson on plagiarism/documentation
  - In-class activity + discussion
- Wednesday (September 13th)
  - Comp. day (in-class work day)
- Friday (September 15th)
  - Peer Review (in class)
    - **Bring paper copy of draft to classtime**
  - Discussion Board#4 due @ 11:59 PM
- Sunday (September 17th)
  - Journal#4 due @ 11:59 PM
  - Compare/Contrast Essay due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 5-***

1. *The Little Seagull Handbook Literary Analysis (pgs 94)*

2. *Lets Talk... With Readings (pg 132)*

3. *The Yellow Wallpaper by Charlotte Perkins Gilman*

- *Week 5*

- Monday (September 18th)

- Introduce Literature Analysis Assignment

- What 'literature' assignment means

- Wednesday (September 20th)

- Class discussion of *The Yellow Wallpaper* chapters

- Analyze them together

- Friday (September 22nd)

- Prewriting Activity/Discussion

- Discussion Board#5 due @ 11:59 PM

- Sunday (September 24th)

- Journal#5 due @ 11:59 PM

- Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 6-***

1. *They Say I Say "You Mean I Can Just Say It That Way?" (pg 123) and "On Closer*

*Examination" (pg 187)*

- *Week 6*

- Monday (September 25th)

- Voice/Theme discussion/activity

- Wednesday (September 27th)



- **Text used in end-of-unit essay has to be chosen at this point for today's class and brought to class**
  - 2-3 minute summary of the text (in front of class)
  - Question activity
- Friday (September 29th)
  - In-class reading day
    - **Bring chosen literature to class**
  - Discussion Board due @ 11:59 PM
- Sunday (October 1st)
  - Journal#6 due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 7- NO READINGS***

- *Week 7*
  - Monday (October 2nd)
    - Literary Analysis Activity
      - Putting your story into different forms of mapping/planning
        - Venn Diagram/Story Maps/Plot Diagrams
  - Wednesday (October 4th)
    - Comp. Day (in-class work day)
  - Friday (October 6th)
    - Peer review (in-class)
      - **Bring paper copy of draft to classtime**
    - Discussion Board#7 due @ 11:59 PM

- Sunday (October 8th)
  - Journal#7 due @ 11:59 PM
  - Literature Analysis due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 8-***

1. *They Say I Say “Yes / No / OK, But” (pg 57) and “And Yet” (pg 72)*
2. *Student Examples of Informative Essay (pgs 344-355 of Let’s Talk... with Readings)*

- *Week 8*

- Monday (October 9th)
  - Introduction to Informative Essay
  - Structure of an Informative Essay
- Wednesday (October 11th)
  - Possible topics discussion
  - Prewriting activity (free write)
    - “What do you already know about your topic and what do you **not** know?”
- Friday (October 13th)
  - Topic/Source Activity
  - Discussion Board#8 due @ 11:59 PM
- Sunday (October 15th)
  - Journal#8 due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 9-***

1. *Synthesizing Ideas Let's Talk... With Readings (pg 277)*
  2. *Giving Credit, Using Sources Ethically Let's Talk... With Readings (pg 295)*
- *Week 9*
    - Monday (October 15th)
      - Topic/Source Activity pt. 2
        - Bringing your own topics into this format
    - Wednesday (October 18th)
      - Bring the information you've gathered so far (digital or paper) to the class and present your topic's main points in a small group
      - Discussion Board#9 due @ 11:59 PM
    - Friday (October 20th)
      - No Class- Start of Fall Break
    - Sunday (October 22nd)
      - Journal#9 due @ 11:59 PM
      - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 10-***

1. *Let's Talk... With Readings "Reading to Understand, Engage, and Respond" (pg 52) and "Recognizing Facts, Misinformation, and Lies" (pg 68)*
- *Week 10*
    - Monday (October 23rd)
      - Discussion/activity about telling misinformation from opinion
    - Wednesday (October 25th)
      - Comp. Day (in-class work day)

- Friday (October 27th)
  - Peer review (in-class)
    - **Bring paper copy of draft to classtime**
  - Discussion Board#10 due @ 11:59 PM
- Sunday (October 29th)
  - Journal#10 due @ 11:59 PM
  - Informative Essay due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 11-***

*1. The Little Seagull Handbook “Arguments” (pg 53)*

● *Week 11*

- Monday (October 29th)
  - Introduction of Proposal Argument Essay
- Wednesday (November 1st)
  - Class debate
    - What do you want to argue about today?
- Friday (November 3rd)
  - What is needed in an argument? (Organization/Structure/etc...)
  - Discussion Board#11 due @ 11:59 PM
- Sunday (November 5th)
  - Journal#11 due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 12-***

1. *The Little Seagull Handbook “Proposals” (pg 98)*
  2. *They Say I Say Ben Adler (pg 320) and Naomi Klein (pg 294)*
- *Week 12*
    - Monday (November 6th)
      - Prewriting Activity (idea mapping)
        - Coming with chosen topic to class
      - Class discussion about activity and how it pertains to the assignment
    - Wednesday (November 8th)
      - Proposals that they have heard about in your life and have they come to fruition? Why or why not?
      - Class discussion of readings and examples
    - Friday (November 10th)
      - Outline day
        - Come to class with what you have for an outline/parts of a draft to work in partners to brainstorm
      - Discussion Board#12 due @ 11:59 PM
    - Sunday (November 12th)
      - Journal#12 due @ 11:59 PM
      - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 13- NO READINGS***

- *Week 13*
  - Monday (November 13th)
    - Comp Day (in-class work day)

- Wednesday (November 15th)
  - Comp. Day (in-class work day)
- Friday (November 17th)
  - Peer review (in-class)
    - **Bring paper copy of draft to classtime**
  - Discussion Board#13 due @ 11:59 PM
- Sunday (November 19th)
  - Journal#13 due @ 11:59 PM
  - Proposal Argument Essay due @ 11:59 PM
  - Respond to two classmates in discussion board by 11:59 PM
- *Week 14*
  - Monday (November 20th) - Friday (November 24th)
    - No Class- Thanksgiving Break
  - Sunday (November 26th)
    - Journal#14 due @ 11:59 PM

***Readings for Week 15-***

1. *The Little Seagull Handbook* “**Personal Narratives**” (pgs 85)
2. *Let’s Talk... with Readings* “**How to Tame a Wild Tongue**” by Gloria Anzaldua (pg 594)

- *Week 15*
  - Monday (November 27th)
    - Introduction of Reflective Essay
  - Wednesday (November 29th)

- Class discussion Reflective Essay
      - Journals/journies/experiences/etc...
      - “What has changed or not changed for you in the duration of this class?”
- Friday (December 1st)
  - Journey Freewrite
    - Then rewrite into structure of Reflective essay
  - Discussion Board#14 due @ 11:59 PM
- Sunday (December 3rd)
  - Journal#15 due @ 11:59 PM (LAST ONE!)
  - Respond to two classmates in discussion board by 11:59 PM

***Readings for Week 16- NO READINGS***

- *Week 16*
  - Monday (December 4th)
    - Self-Plagiarism Discussion
    - Free write that will be turned in
      - Questions/Comments/Concerns for the Instructor
  - Wednesday (December 6th)
    - Comp. Day (in-class work day)
  - Friday (December 8th)
    - Class evaluations
    - Discussion Board#15 due @ 11:59 PM (LAST ONE!)
  - Sunday (December 10th)

- NO JOURNAL DUE
- Respond to two classmates in discussion board by 11:59 PM
- *Finals Week*
  - Wednesday (December 13th)
    - Reflection essay due @ 11:59 PM