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### ENG 1001G-600: College Composition I

Woody Skinner

*Eastern Illinois University*

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# English 1001

## College Composition I: Critical Reading and Source-Based Writing

MWF 3:00-3:50 on D2L

**Instructor:** Dr. Woody Skinner

**Office:** Coleman Hall 3040

**Email:** wwskinner@eiu.edu

**Digital Office Hours:**

Mondays & Wednesdays: 4:00 p.m.-5:30 p.m.

Fridays: 1:00 p.m.-2:00 p.m.

### Required Texts and Materials

- *The Bedford Book of Genres: A Guide and Reader*, 2<sup>nd</sup> ed., Braziller and Kleinfeld

### 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.

### Course Objectives

By the end of English 1001, you 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 Policies

#### Attendance

I strongly recommend that you attend our live sessions every MWF on D2L. As is the case with in-person classes, better attendance correlates with higher final grades. If, for any reason at all, you are having trouble attending class, please don't hesitate to reach out—we'll work together to find a solution and keep you on track.

#### Tardiness

Please make every attempt to arrive in our digital classroom a couple of minutes before class starts.

#### Classroom Decorum

Constructive university learning spaces, whether live or digital, require professors and students to respect differences—of background, thought, opinion, and belief. This notion holds special significance in our writing class, where you will be asked to routinely engage with your

classmates' perspectives and experiences. Therefore, respect will serve as the guiding principle and bedrock expectation of our work together this semester.

### **Late Work and Make-Up Work**

Unless otherwise specified, essays will be due at the beginning of class on the assigned dates. Depending on the circumstances, late work may be penalized, but please know that I'm willing to work with you if you run into any challenges this semester.

### **Revision**

Because writing presents challenges that are best solved over time, revision practices are crucial to a writer's success. For this reason, you will have the opportunity to revise three (Rhetorical Analysis, Informative Essay, and Researched Argument) of the four major writing assignments; all revisions must be submitted as part of your final portfolio, which is due at 12:15 p.m. on December 16th, 2020.

### **Policy on Plagiarism**

Here is the English department's plagiarism policy: "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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

For our purposes, all intentionally plagiarized assignments will receive a grade of zero, and subsequent instances of academic dishonesty will result in a course grade of F. However, you will not be required to navigate the treacherous waters of plagiarism alone; we will discuss this issue throughout the term and will work together to ensure that you leave the course with a clear understanding of academic theft. If, at any point this semester, you find yourself uncertain about your use of sources, the best strategy is to ask me—*before* turning in your assignment.

### **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 McAfee Hall, Room 1210, or call 217-581-6583 to make an appointment.

### **D2L**

Since every aspect of this course will be completed digitally, it will be important for you to familiarize yourself with the D2L platform. If, at any time, you have questions about our online resources or encounter a course-specific problem with D2L, please do not hesitate to contact me.

### **Essay Formatting**

All essays should be submitted in accordance with MLA document style (12 point Times New Roman font, standard headers, a correctly formatted Works Cited page, etc.). Please refer to our D2L site for more information, and feel free to contact me with additional questions.

### **Electronic Writing Portfolio**

English 1001 is a writing-centered course; therefore, essays written in this class may be included in your Electronic Writing Portfolio (EWP). Students who plan to submit one of our assignments to their EWP will be required to meet with me during office hours. Please note that any student who submits an essay from English 1001 will not be allowed to include an essay from English 1002.

### **Additional Support**

#### **Technology Access**

If you need access to a university computer to attend our class sessions, please remember that you can use Gregg Triad to attend synchronous class sessions, or you can reserve spaces in the English department's computer labs (Coleman Hall 3210 or 3120).

#### **Office Hours**

Students who take responsibility for their progress have the greatest chance for success—not only in this class but in all university courses. For that reason, I urge you to visit me during digital office hours. If the demands of your schedule prevent you from meeting during office hours, please contact me to make other arrangements—we will find a time that works well for both of us.

#### **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, documenting your papers, and working with sentence-level concerns. 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.

#### **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, 1301.

### **Grading**

<b>Assignment</b>	<b>Point Value</b>
Rhetorical Analysis Essay (3 –4 pages)	100 (10%)
Informative Essay (5-6 pages)	150 (15%)
Researched Argument Essay (7-8 pages)	250 (25%)

Recast Project	50 (5%)
Recast Presentation and Rationale (2 pages)	100 (10%)
Research Steps (33.3 points x 3)	100 (10%)
Process Journal (8 Entries)	100 (10%)
Participation (class discussions, quizzes, exercises, and informal writing) and Peer Support (paired work, group activities, and peer review)	150 (15%)
<b>Total Points</b>	1,000

Percentage Score	Final Grade
90-100	A
80-89	B
70-79	C
0-69	NC

### Schedule

The following schedule is tentative; I reserve the right to make adjustments for the benefit of the class.

#### Unit One: Rhetorical Analysis

Week One	Monday, the 11th	Wednesday, the 13th	Friday, the 15th
<b>January 11<sup>th</sup>-15<sup>th</sup></b>	Introducing English 1001	Understanding Genres	Evian Discussion
<b>Intro to the Course</b>	Syllabus, Course Policies, and Expectations	“One Event, Two Genres”	Rhetorical Analysis Essay Introduced
<b>The Writing Process</b>	Diagnostic Writing: Your Writing Process		Homework for next week: <i>View rhetorical appeals video (D2L), jot down definitions of key terms, and bring them to class.</i>
<b>Rhetorical Situations</b>			

Week Two	Monday, the 18 <sup>th</sup>	Wednesday, 20 <sup>th</sup>	Friday, the 22 <sup>nd</sup>
<b>January 18<sup>th</sup>-22<sup>nd</sup></b>	<b>Class canceled: MLK</b>	Logos, Pathos, and Ethos	“Adam and Steve” Discussion
<b>Analyzing Persuasive Genres</b>		Michelin activity	Process
<b>Rhetorical Appeals</b>		Homework for Friday: <i>Read “Adam and Steve—Together At Last” (D2L)</i>	Journal: Prewriting
<b>Prewriting</b>			Homework for next week: <i>Read “Collages” (D2L)</i>

Week Three	Monday, the 25 <sup>th</sup>	Wednesday, the 27 <sup>th</sup>	Friday, the 29 <sup>th</sup>
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<b>January 25<sup>th</sup>-29<sup>th</sup></b>	“Today’s Homes” Discussion	“Advertisements R US” Discussion	“Stay-at-Home Dad” Discussion
<b>Guided Drafting</b>	Collage activity	In-Class Drafting: Body Paragraphs	In-Class Drafting: Sharpening Thesis Statements
<b>Essay Structure</b>			
<b>Body Paragraphs</b>	Homework for Wednesday: Read “Advertisements R Us” (D2L).	Homework for Friday: Read “Stay-at-Home Dad” (D2L).	Homework for next week: Work on Rhetorical Analysis workshop draft.
<b>Thesis Statements</b>			

<b>Week Four</b>	<b>Monday, the 1<sup>st</sup></b>	<b>Wednesday, the 3<sup>rd</sup></b>	<b>Friday, the 5<sup>th</sup></b>
<b>February 1<sup>st</sup>-5<sup>th</sup></b>	Process Journal: Drafting	<b>Rhetorical Analysis Workshop Draft Due</b>	
<b>Process Journal</b>	Peer Review Procedures	Small-Group Workshop	Small-Group Workshop
<b>Small-Group Workshop</b>	Homework for Wednesday: Review “Revising Based on Your Own Observations” & “Revising Based on Peer Review”	MLA Checklist	Homework for next week: Finish Rhetorical Analysis Essay.
<b>MLA Guidelines</b>		Homework for Friday: Review pp. 56-65.	

### Unit Two: Research and Informative Writing

<b>Week Five</b>	<b>Monday, the 8<sup>th</sup></b>	<b>Wednesday, the 10<sup>th</sup></b>	<b>Friday, the 12<sup>th</sup></b>
<b>February 8<sup>th</sup>-12<sup>th</sup></b>	<b>Rhetorical Analysis Final Draft Due</b>	Wade Discussion	Fraser Discussion
<b>Informative Genres</b>	Informative Essay Introduced	Topic Selection	Refining Topics: Elevator Pitches
<b>Research Topics</b>	Research Step #1 Introduced—Research Topic		Research Step #2 Introduced—Gathering and Evaluating Sources
	Homework for Wednesday: Read pp. 220-222.	Homework for Friday: Read “The Inner Corset” (D2L)	Homework for next week: Finish Research Step #1.

Week Six	Monday, the 15 <sup>th</sup>	Wednesday, the 17 <sup>th</sup>	Friday, the 19 <sup>th</sup>
February 15 <sup>th</sup> -19 <sup>th</sup>	<b>Research Step #1 Due</b>		
<b>Conferences</b>	One-on-One Conferences	One-on-One Conferences	One-on-One Conferences
			Homework for next week: <i>Gather sources for Research Step #2.</i>

Week Seven	Monday, the 22 <sup>nd</sup>	Wednesday, the 24 <sup>th</sup>	Friday, the 26 <sup>th</sup>
February 22 <sup>nd</sup> -26 <sup>th</sup>	Process Journal: Conferencing	<b>Class Canceled: Personal Wellness Day</b>	<b>Research Step #2 Due</b>
<b>Virtual Library Visit</b>	Library Research		“Right to Preach” Discussion
<b>Gathering Sources</b>	Homework for Friday: Read “ <i>The Right to Preach on a College Campus</i> ” (available on D2L).		Research Step #3 Introduced—Integrating Sources
<b>Analyzing Informative Essays</b>			Homework for next week: Read “ <i>Fiji Water: Spin the Bottle.</i> ” (D21)

Week Eight	Monday, the 1 <sup>st</sup>	Wednesday, the 3 <sup>rd</sup>	Friday, the 5 <sup>th</sup>
March 1 <sup>st</sup> -5 <sup>th</sup>	“Spin the Bottle” Discussion	<b>Research Step #3 Due</b>	<b>Class Canceled: Fall Break</b>
<b>Drafting</b>	Signal Phrases and Parentheticals	Digital Library Visit	Homework for Next Week: <i>Complete workshop draft of Informative Essay, and post it on D2L discussion board.</i>
<b>Quoting, Paraphrasing, and Summarizing</b>	Homework for Wednesday: <i>Finish Research Step #3.</i>		
<b>Citing Sources</b>			

Week Nine	Monday, the 8 <sup>th</sup>	Wednesday, the 10 <sup>th</sup>	Friday, the 12 <sup>th</sup>
March 8 <sup>th</sup> -12 <sup>th</sup>	<b>Informative Essay Workshop Draft Due</b>	Small-Group Workshop	<b>Informative Essay Final Draft Due</b>
<b>Workshop</b>	Small-Group Workshop		Process Journal: Workshop
<b>Revision</b>	Homework for Wednesday: <i>Post your revision list on D2L discussion board.</i>	Homework for Friday: <i>Update your revision list.</i>	

			<p>Researched Argument Introduced</p> <p>Homework for the 18<sup>th</sup>: <i>Read 117-133.</i></p>
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### Unit Three: Researched Arguments

Week Ten	Monday, the 15 <sup>th</sup>	Wednesday, the 17 <sup>th</sup>	Friday, the 19 <sup>th</sup>
<p><b>March 15<sup>th</sup>-19<sup>th</sup></b></p> <p><b>The Purpose of Academic Arguments</b></p> <p><b>Evaluating Arguments</b></p> <p><b>Annotated Bibliographies</b></p>	<p>Discuss “Mixed-Race Superstars”</p> <p>Homework for Wednesday: <i>Read pp. 107-111.</i></p>	<p>Dickinson Discussion</p> <p>Evaluating Arguments</p> <p>Homework for Friday: <i>Read pp. 487-490</i></p>	<p>Discuss Sohn</p> <p>Sound Reasoning vs. Logical Fallacies</p> <p>Homework for next week: <i>Read pp. 467-470.</i></p>

Week Eleven	Monday, the 22 <sup>nd</sup>	Wednesday, the 24 <sup>th</sup>	Friday, the 26 <sup>th</sup>
<p><b>March 22<sup>nd</sup>-26<sup>th</sup></b></p> <p><b>Argument Structure</b></p> <p><b>Parts of an Argument</b></p> <p><b>Counterarguments</b></p>	<p>Slow Reading for Argument Structure</p> <p>Homework for Wednesday: <i>Read student example essays (D2L).</i></p>	<p>Process Journal: Sources and Citations</p> <p>“Villains in Film”: Diagramming Its Structure</p> <p>Homework for Friday: <i>Complete outline of your argument.</i></p>	<p>Small-Group Argument Sharing</p> <p>Thesis Statement Exercise</p> <p>Homework for next week: <i>Work on Researched Argument draft.</i></p>

Week Twelve	Monday, the 29 <sup>th</sup>	Wednesday, the 31 <sup>st</sup>	Friday, the 2 <sup>nd</sup>
<p><b>March 29<sup>th</sup> -April 2<sup>nd</sup></b></p> <p><b>Guided Drafting</b></p> <p><b>Thesis Statements and Topic Sentences</b></p> <p><b>Workshop</b></p>	<p>Topic Sentences</p> <p>Guided Drafting</p> <p>Homework for Wednesday: <i>Work on Researched Argument draft.</i></p>	<p>Draft Inventory Activity</p> <p>Guided Drafting</p> <p>Homework for Friday: <i>Finish Researched Argument draft.</i></p>	<p>Guided Drafting</p> <p>Homework for next week: <i>Post revision list to D2L discussion board.</i></p>



**Unit Four: Recast**

<b>Week Thirteen</b>	<b>Monday, the 5<sup>th</sup></b>	<b>Wednesday, the 7<sup>th</sup></b>	<b>Friday, the 9<sup>th</sup></b>
<b>April 5<sup>th</sup>-9<sup>th</sup></b>	<b>Researched Argument Workshop Draft Due</b>	<b>Class Canceled: Personal Wellness Day</b>	<b>Researched Argument Final Draft Due</b>
<b>Revision</b>	Workshop	Homework for Friday: <i>Complete final draft of Researched Argument.</i>	Process Journal: Revision
<b>Mini-Conferences</b>			
<b>Recast Assignment</b>	Homework for Wednesday: <i>Work on final draft of Researched Argument</i>		Homework for Monday: <i>Explore the Recast resources on d21.</i>

<b>Week Fourteen</b>	<b>Monday, the 12<sup>th</sup></b>	<b>Wednesday, the 14<sup>th</sup></b>	<b>Friday, the 16<sup>th</sup></b>
<b>April 12<sup>th</sup>-16<sup>th</sup></b>	Process Journal: Recasting	Discuss Janjigian.	Discuss Kipp
<b>Sample Recast Projects</b>	Recast Project Examples	Guided Drafting: Rationales	Reflective Narratives Introduced
<b>Sample Rationales</b>			Process Journal: Reflecting on Your Process
<b>Drafting Rationales</b>	Homework for Wednesday: <i>Read pp. 92-93</i>	Homework for Friday: <i>Read pp. 74-75; 98-100.</i>	Homework for next week: <i>Finish Recast and Rationale.</i>

<b>Week Fifteen</b>	<b>Monday, the 19<sup>th</sup></b>	<b>Wednesday, the 21<sup>st</sup></b>	<b>Friday, the 23<sup>rd</sup></b>
<b>April 19<sup>th</sup>-23<sup>rd</sup></b>	Revision Conferences	Revision Conferences	Revision conferences
<b>Revision Week</b>			

<b>Week Sixteen</b>	<b>Monday, the 26<sup>th</sup></b>	<b>Wednesday, the 28<sup>th</sup></b>	<b>Friday, the 30<sup>th</sup></b>
<b>April 26<sup>th</sup>-30<sup>th</sup></b>	<b>Recast Project and Rationale Due</b>	Recast Presentations	Recast Presentations
<b>Recast Presentations</b>	Recast Presentations	Homework for Friday: <i>Work on Reflective Narrative.</i>	Homework for next week: <i>Work on Reflective Narrative.</i>
<b>Recast Rationales</b>	Homework for Wednesday: <i>Work on Reflective Narrative.</i>		

<b>Finals Week</b>	<b>Thursday, the 6<sup>th</sup></b>
<b>May 3<sup>rd</sup>-7<sup>th</sup></b>	<b>Final Portfolios Due at 2:30 p.m.</b>
<b>Reflective Narratives</b>	