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ENG 1001G-015: College Composition I

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Eastern Illinois University

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English 1001G (sec. 015): Critical Reading & Source-based Writing

Instructor: Dr. Bobby Martínez

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Office Hours: Tuesdays, 10 AM -11 AM & 4.45 PM -5.45 PM

Wednesdays, 1 PM -3 PM

Thursdays, 12.30 PM -1.30 PM

and by appointment

Class Web: Course page via D2L

Required Texts:

- Mike Palmquist, *Joining the Conversation* (3rd ed.)
- Kirszner & Mandell, *The Blair Reader* (9th ed.)
- *The Little Seagull Handbook with Exercises*, 3rd ed.
- A notebook, laptop, three-ring binder or pocket folder
- General Writing Resources (grammar, punctuation, style guide) via Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/section/1/>

Course Description:

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level reading, writing, and research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. (3 credits)

Course Objectives:

This writing-centered course has three main purposes:

1. Continue the enhancement of your writing skills as developed in high school
2. Introduce you to the demands of writing at the university level
3. Bring your writing up to the university level

We will focus on the enhancement of writing skills by examining the relationships between reading, writing, and critical thinking. Hardworking students will gain skill in prewriting, writing, revising, editing, proofreading strategies, and in proper documentation of sources.

Students in this course will increase their abilities to do the following:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement critical reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Produced writing suited to its purpose, audience, genre, and discourse community
- Recognize how to transfer 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

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 full meals 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, stepping out to answer it is okay, 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.

Reading and Listening Study for Class:

You are required to do all assigned reading for this course. More importantly, you are expected to read all assignments **carefully** and **conscientiously**, meaning you are to make note of your reactions to the readings and be prepared to share your critical thoughts of the readings. If you do not understand something in the reading, you should read it again and work at its meaning. This process is what is known as “**critical reading**”: you must study a writer's language and think critically about its meanings and ramifications. This critical, thoughtful attention to detail applies equally to any audio/visual texts (music, film) we study: pay careful attention to sounds, melody, lyrics, camera movement, editing, use of color, etc., and think carefully about their meaning.

The texts listed above are available from Textbook Rental (TRS). Other required readings or films will be available online via our course page on D2L.

Required Attendance, Materials & Editions:

- Check Panther e-mail **daily**
- Sign up for **Remind texting app**
- Visit class website or D2L for course resources (use Firefox or Safari browsers)
- Use text editions found at Textbook Rental
- Attend class and participate **daily** in discussion
- Complete all assignments **carefully**
- Attend/watch all film screenings and take notes during film
- Additional readings via handouts or D2L

Attendance:

Attendance is mandatory. Group work is a key feature of English 1001G, 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 (4th) 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.

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 or access texting, social media sites or apps (e.g., Twitter, Facebook, Tumblr, YouTube, etc.) is **strictly forbidden**. Smartphone or cell phone use during class will only be permitted with the prior approval of the instructor and for in-class activities.

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 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. Please be aware that *I do not conduct office hours over e-mail*, unless I have made a special arrangement with you.

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.

Assignments & Grading:

- Essay #1: Reflective-Persuasive Essay (3 pages): 5%
- Revision of Unit 1 Essay: 10%
- Essay #2: Persuasive-Analytical Essay on Fiction (4-5 pages): 10%
- Revision of Unit 2 Essay: 15%

- Essay #3: Evaluative Essay on Cinema (4-5 pages): 10%
- Revision of Essay 3: 15%
- Essay #4: Rhetorical Analysis Essay on Social Issues (5-7 pages): 25%
- Attendance & Class Participation: 10%

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

Plagiarism:

Plagiarism is the intentional or unintentional use of someone else's ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. *Failure to cite any outside sources or critics 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 Ninth Street Hall, Room 2006, 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) 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.

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.

Tentative Course Schedule for Eng. 1001G-015 – Fall 2019*

*Some assignments and class activities subject to change.

Date	What We'll Do in Class	Homework
Tu., 8/20	- Introduction to Course, discuss syllabus and course policies	
Th., 8/22	<ul style="list-style-type: none"> - In-class assignment and refresher discussion of identifying evidence: ethos, pathos, logos - Complete in-class essay (bring laptop, if you want) 	<ul style="list-style-type: none"> - Read "What Is Writing to Reflect?" (pp. 102-104) (pp. 116-118) in <i>Joining the Conversation</i> - Read "Becoming a Critical Reader" (<i>Blair Reader</i>, pp. 3-14)
Tu., 8/27	<ul style="list-style-type: none"> - Discuss reflective writing and its relationship to persuasive argumentation - Discuss critical reading - Bring <i>Joining the Conversation</i> and <i>Blair Reader</i> to class - Read and discuss (practice critical reading) David Buetow's "Teaching a Bad Dog New Tricks" (D2L) and Elvia Bautista's "We Are Each Other's Business" (D2L) 	Read "What Kind of Woman Are You?" in <i>Joining the Conversation</i> (pp. 104-112)
Th., 8/29	<ul style="list-style-type: none"> - Discuss "What Kind of Woman Are You?" - Bring <i>Joining the Conversation</i> to class 	Read in <i>Joining the Conversation</i> : <ul style="list-style-type: none"> - David Sedaris, "Keeping Up" (p. 119-122) - James Mollison, "Where Children Sleep" (p. 123-136)
Tu., 9/3	<ul style="list-style-type: none"> - Discuss Sedaris and Mollison essays - Bring in <i>Joining the Conversation</i> to class 	Read in <i>Blair Reader</i> : <ul style="list-style-type: none"> - E. B. White, "Once More to the Lake" (p. 37-42) - Gary Shteyngart, "Sixty-Nine Cents" (p. 53-56) Read in <i>Little Seagull Handbook</i> : <ul style="list-style-type: none"> - "Reflections" (pp. 70-73)
Th., 9/5	<ul style="list-style-type: none"> - Discuss White and Shteyngart essays (bring <i>Blair Reader</i> to class) - Discuss tactics for reflective writing (bring <i>Joining the Conversation</i> and <i>Little Seagull Handbook</i> to class) Bring laptops to class In-class freewriting to develop Essay #1 topics	<ul style="list-style-type: none"> - Read <i>Joining the Conversation</i> (p. 133-148 146-161), "How Can I Write a Reflective Essay?" - Read <i>Joining the Conversation</i> (p. 380-381), "What Is Writing to Convince or Persuade?" - Complete rough draft of Unit 1 reflective essay (3 pages) Complete a rough draft of Essay 1
Tu.,	- Peer review of Essay 1 drafts: bring	Revise Essay #1 drafts

9/10	electronic file of essay draft to class! - Bring your laptops to class!	
Th., 9/12	Workshop Day on Essay #1	Revise and complete final draft of Essay #1
Tu., 9/17	Essay 1 Due in D2L Dropbox by 3.30 PM Start Unit II: The Persuasive-Analytical Essay on Fiction: Read and discuss Dave Eggers, "On Wanting to Have at least Three Walls Up Before She Gets Home" and "She Waits, Seething, Blooming" in class	- Review "Becoming a Critical Reader" (<i>Blair Reader</i> , pp. 3-14) - Read "Literary Analyses" (<i>Little Seagull Handbook</i> , pp. 62-65) Read: - Anaya, "Dead End" (D2L)
Th., 9/19	- Discuss Anaya story - Create mock outline for analysis of story	Read: - Kate Chopin, "White Eagle" (D2L) - Kate Chopin, "The Story of an Hour" (p. 240-243) in <i>Blair Reader</i>
Tu., 9/24	Discuss Chopin's stories	Read Millhauser, "The Invasion from Outer Space" (D2L)
Th., 9/26	Discuss Millhauser's "The Invasion from Outer Space"	- Choose a story (listed on D2L) to analyze for Essay #2 - Read your story critically (i.e., have marginal comments!)
Tu., 10/1	- Bring laptops to class! - Check for marginal comments on stories - Discuss ideas of interpretation for various stories - Begin drafting Essay #2	Continue drafting Essay 2
Th., 10/3	- In-class writing day on Essay #2 - Bring laptops!	Complete full draft of Essay #2 Next group of students e-mail drafts to Dr. M
Tu., 10/8	- In-class peer review day on Essay #2 drafts - Bring laptops to class	Begin revising Essay #2
Th., 10/10	- Workshop Day on Essay #2 - Bring draft of Essay #2 to class	Revise and complete Essay #2
Tu., 10/15	Essay 2 Due in D2L Dropbox by 3.30 PM Start Essay #3: Evaluative Essay on Cinema - Bring <i>Joining the Conversation</i> to class	- Read about Evaluative Writing (<i>Joining the Conversation</i> , pp. 276-278) - Read "How Can I Write an Evaluative Essay?" (<i>Joining the Conversation</i> , pp. 295-311) - Read sample reviews in <i>Joining the Conversation</i> (pp. 285-294)
Th., 10/17	- Discuss sample music and food reviews - Bring <i>Joining the Conversation</i> to class	Read selected film reviews (to be announced, on D2L)
Tu., 10/22	Discuss selected film reviews Discuss approaches to writing a review	
Th.,	Watch selected film in class	

10/24		
Tu., 10/29	Finish watching film and discuss film in class	Begin research to identify your topic for Essay #3
Th., 10/31	In-class work: mock outline for evaluative essay on class film	- Watch your film, visit your restaurant, study your music album - Begin drafting your evaluative review for Essay #3 - Next group of students e-mail drafts to Dr. M
Tu., 11/5	- In-class peer review day on Essay #3 drafts - Bring laptops to class	Revise Essay #3
Th., 11/7	Peer Workshop Day on Essay #3	Complete revisions to Essay #3
Tu., 11/12	Essay #3 due in D2L Dropbox by 3.30 PM Start Essay #4: Analytical-Rhetorical Analysis of Argumentative Essays	Read: - “Do Videos Kill” by Karen Sternheimer (D2L) - “Hip-Hop’s Betrayal of Black Women” by Jennifer McLune (D2L) - “The Worst is Yet to Come” by Philip Reeve (D2L)
Th., 11/14	Discuss essays by Sternheimer, McLune, and Reeve	Select essay for topic choice for Essay #4
Tu., 11/19	- Discuss essays (continued) - Begin drafting ideas for Essay #4 (bring laptops to class!)	Work on draft of Essay #4
Th., 11/21	In-class Writing Day for Essay #4	
M-F., 11/25- 11/29	No Classes – Thanksgiving Break	- Complete draft of Essay #4! - Next group of students e-mail drafts to Dr. M by Tues., 12/3, 12 noon
Tu., 12/3	- In-class peer review day on Essay #4 drafts - Bring laptops to class	
Th., 12/5	Last Day of Class Peer Workshop Day on Essay #4	

No Final Exam

Final Draft of Essay #4 Due in D2L Dropbox by Thursday, Dec. 12, 5 PM