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ENG 1001G-601: College Composition I

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Writing 1001G-601: College Composition I

Spring 2021

Colleen Abel

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Virtual office hours (via Microsoft Teams)

Office: CH 3811 (remote for Fall 2020)

Mon and Tues. 930-11:00 a.m. and

Thursdays from 5 to 6 p.m.)

[Live chats: Thursdays 1-1:50 p.m. via D2L Collaborate](#)

Required Texts

The Little DK Handbook, 3rd edition by Wysocki
Bedford Book of Genres 2nd edition by Braziller and Kleinfeld

Course Description

College Composition I is a writing-centered course that 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 Outcomes

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents (WCR-1, CT-2, CT-3, CT-4, CT-5, CT-6)
- Produce informative, analytical, evaluative, and persuasive prose (WCR 1-7, CT 1-6)
- Implement reading processes to evaluate sources (WCR-5, WCR-6, CT-1, CT-3, CT4, CT-5, RC-1)
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community (WCR 1-7, CT 1-6)
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations (WCR 1-7)
- Find appropriate sources through secondary research, including the use of academic databases (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6)
- Integrate sources ethically and appropriately using at least one recognized citation style (WCR-7, CT-4, RC-2)
- Use effective language and delivery skills through speaking opportunities (SL 1-4)

- Present work in Edited American English (WCR-4)

Instructional Philosophy

When you watch a sport, you are watching athletes who have practiced for much of their lives to become good at something. You might think that, since you've probably been writing since you were in first grade or so, you should be as good at it as a pro athlete is good at their sport. You might feel frustrated or disappointed if that's not the case. But what people often forget is that writing is a process. Ask yourself: do you brainstorm every time you have to write something? Do you take notes? Do you do an outline beforehand? Do you do a draft, then wait, then revise, then wait, then revise again? Athletes know the secret isn't just practice: it's breaking things down into small steps and practicing those steps. My job in this course is to be your coach, reminding you that the best writing comes from practicing the small steps, and giving yourself time to complete all the little steps in the larger process of writing.

Course Delivery Method

This course will be delivered online through our learning management system, D2L Brightspace, <http://www.eiu.edu/d2l>. I will also be using Microsoft Teams for office hours. You have an account already to Teams: it pops up when you log into your Office 365 account (i.e. when you click "panthermail" on the EIU homepage.) If you need help: [Contact ITS User Services for technical support issues.](#)

Email: support@eiu.edu

Phone: (217) 581-4357

Support Hours: 7:00 AM - 4:30 PM, Monday-Friday with your EIU NetID account or password, contact Campus Technology Support at (217) 581-4357 or support@eiu.edu.

Technology Requirements

In order to complete this course, you'll need internet access (or high speed data) to log on to our D2L course. In order to participate in live sessions or conferences, you'll need microphone access and / or camera access. To complete written assignments, you will need some kind of word processing program. You will have one infographic due, so you'll need to create a free account with a web-based infographic maker such as Canva or Piktochart. You will also have a presentation, for which you can use Powerpoint, Google Slides, or other free programs.

Instructor Response Time

For emails, please allow me up to **24 hours** to respond to your message. For grades, please allow **up to ten days** for me to get back to you for large assignments, though it will likely take less time than this. For discussion board posts, I will grade all posts and responses the week they are completed. Please note that I read and grade all discussion board posts, responses, and exercises, though I may not necessarily respond to each one, as the discussion board is a space that is designed to be student-centered, just as our classroom would be.

Please note that I am unable to meet with students during evenings or weekends except in exceptional circumstances.

Learner Participation Guidelines

This class is asynchronous, which means “not happening at the same time.” This means that we aren't going to be meeting at a specific time** all together. Instead, most of our “meetings” will take place on the discussion board throughout each week.

When it comes to the discussion board questions, you can think of the board as replacing our traditional classroom meetings. They are attendance, participation and in-class writings all rolled into one. You can see in the grade breakdown below that they are worth the most points, and that's to reflect the fact the discussion board is our classroom for the next fifteen or sixteen weeks. It's also important to remember that the

board is a student-centered space. There will be times when I pipe up and times when I sit back and listen. Rest assured I will read and grade every post.

Most weeks, we'll have three components to the discussion board. You'll have a longer discussion question and responses due: **I'll be looking for about 200-250 words in your original post, due Tuesday evenings; the more specific, the better.** The second part of the discussion board will be responses to two of your classmates. **These responses should be at least 75 words**, and should be more than simply saying "Good point!" or "I agree!" If you respond to their discussion question, you should be adding to what they say, not merely echoing what they say. These are due **Thursday evenings**.

Specific instructions will be given each week for the discussion board expectations for the week to come, but the above guidelines should give you a general sense of what to expect.

****We will, however, have optional live chats, using the Collaborate tool. These will be at 1:00 on Thursdays.** If you cannot meet at this time, don't worry: sessions will be recorded for you to check out later, and not attending **will not hurt your grade in any way**. If you cannot make this time, you should also feel free to visit my office hours. (Everyone should feel free to do this!)

Grade Breakdown

Discussion Board	200 points
Project 1: Review	100 points
Project 2: Visual Analysis Presentation	100 points
Project 3: SAR (summary / analysis / response) essay	150 points
Project 4: Translation Essay	150 points
Project 5: Researched Argument & Infographic	200 points
Final Exam / Self-Reflection	100 points

Review: This 1-2 page essay is a chance to offer a music, film, or restaurant review on the subject of your choice. Remember that a good review describes or summarizes as well as offers your evaluation and opinion.

Visual Analysis Presentation: This 5-7 minute presentation will present your analysis of a visual argument in the form of an advertisement or a public service announcement. You can use Powerpoint, Google Slides, or the method of your choice.

SAR: This essay will ask you to look at an article and perform the following tasks: 1) Summarize the main arguments; 2) Analyze the article for its rhetorical strategies; 3) Respond to the argument with your own opinion. The final essay is 3-4 pages long.

Translation Essay: This 3-4 page essay will take a scholarly article that you plan to use in your researched argument and “translate” it for a general audience. In essence, this is a summary of a longer, more complicated work, with an emphasis on making complex ideas clear to an audience of non-experts.

Researched Essay: You will have 6-8 pages to explore making an argument using research as support. You’ll have to use at least one scholarly source, with a minimum of four sources total. You will also need to create an infographic to accompany your paper, which you will present to the class.

(More detailed guidelines for each paper are available on D2L!)

Final Self-Reflection: The final exam in this class will be a series of 6-8 short responses to a series of questions about your writing process over the semester.

Late work

Online classes are particularly difficult to manage when work comes in late.

Classroom (N)etiquette

Perhaps the most important classroom policy of all concerns our learning environment. A successful learning community is one in which we can learn from people whose perspectives we might not necessarily share and I ask everyone to be constructive and mindful. Speaking our minds is a fantastic privilege of this environment, but doing so in an aggressive or hostile way helps no one. However, if there is hostile language directed at any group because of their minority status (such as sexual orientation, religion, race, etc.), I will need to report this to university as a [bias incident](#).

EIU Policies

- 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 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, 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.
- 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.

Course Schedule

- the D2L site will have much more detailed instructions for what we are doing and when. Always consult that for the most current information. [On D2L, our course is divided into modules. You can locate these modules by looking at](#)

the content browser on our homepage, or by clicking on “Content” up at the top on the navigation bar.

- Each week’s discussion board has two due dates: your original post is due by Tuesday, 11:59 p.m. and your responses are due by Thursday, 11:59 p.m. unless otherwise noted.
- Papers are due by the end of the week, Friday, 11:59 p.m.

Week One: January 11

Introductions

Discussion Board Posts & Responses

Week Two: January 18 (No class Monday, 1/18)

Chapter 1: “Rhetorical Situations & Choices”

Purpose, Audience, and Context

Discussion Board Posts & Responses

Week Three: January 25

Chapters 2 & 3: “Genres” and “Guided Readings: Rhetorical Situations & Genres”

Discussion Board Posts & Responses

Week Four: February 1 (No class Tuesday, 2/2)

Chapter 4: “Composing: Drawing on Experience & Evidence”

Discussion Board Posts & Responses

Review due

Week Five: February 8 (No class Friday, 2/12)

Chapter 9: “Public Genres” (read p. 201-238 only)

Discussion Board Posts & Responses

Week Six: February 15

Chapter 7: “Academic Genres”

Presentations due

Week Seven: February 22 (No class Wednesday, 2/24)

“Engaging With and Analyzing Sources” of **DK Handbook** up to p.69

Chapter 13: “Integrating & Documenting Sources”

Discussion Board Posts & Responses

Week Eight: March 1

Read: “More and More Research Shows Friends Are Good for Your Health” (p.487)

Discussion Board Posts & Responses

Week Nine: March 8

Conferences

Week 10: March 15 (No class Thursday, 3/18)

Writing a Press Release: revisit pages 215-224

Discussion Board Posts & Responses

SAR essay due

Week 11: March 22

Revisit pages 113-135 on peer-reviewed articles

Finding an Academic Article through EIU

Discussion Board Posts & Responses

Week 12: March 29

Chapter 11: “Exploring Topics and Creating a Research Proposal”

Discussion Board Posts & Responses

Translation Essay due

Week 13: April 5 (No class Wednesday, 4/7)

Chapter 12: “Evaluating and Choosing Sources”

Discussion Board Posts & Responses

Week 14: April 12

Read Chapter 8, "Documenting" **DK Handbook**
MLA extravaganza

Week 15: April 19 (No class Thursday, 4/22)

Conferences

Week 16: April 26

Infographic due Tuesday

Researched Argument due Friday

Final Exams: Week of May 3