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ENG 1001G-017: College Composition I

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English 1001G-017
College Composition I: Critical Reading and Source-Based Writing
MWF 1:00-1:50 in 3150 Coleman Hall

Instructor: Dr. Woody Skinner

Office: Coleman Hall 3040

Email: wwskinner@eiu.edu

Office Hours: MW 9:00-11:00, F 10:00-11:00, and by appointment

Required Texts and Materials

- *The Bedford Book of Genres: A Guide and Reader*, 1st ed., Braziller and Kleinfeld
- A composition notebook for your process journal

Please bring these materials to class every day unless instructed otherwise.

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

It will be very difficult to succeed in this class if you do not regularly attend. You are allowed up to five unexcused absences; however, absences strongly correlate with lower final grades. After five unexcused absences, I may deduct half of a letter grade for each missed class.

Tardiness

Please make every attempt to come to class on time. Four instances of tardiness will qualify as one unexcused absence.

Classroom Expectations

Constructive university classrooms require professors and students to respect differences—of background, thought, opinion, and belief. This notion holds special significance in a writing classroom, where you will routinely engage with your classmates' perspectives and experiences. Therefore, throughout the semester, respect will serve as the bedrock value and guiding expectation of our classroom.

On a daily basis, you will be required to bring the appropriate materials to class and to have completed assigned reading and writing tasks. Focused classroom discussion plays a vital role in the development of critical thinking skills, so you will be expected to participate. Please remember to turn off cell phones and remove headphones before class, as inappropriate use of electronics may result in the loss of participation points. If you must leave early, please let me know at the beginning of class.

Late Work and Make-Up Work

Unless otherwise noted, essays will be due at the beginning of class on the assigned date. I do not accept late essays unless qualifying circumstances are discussed with me beforehand. If you will be absent from class, you will still be required to turn in essays on time. I do not allow make-up work for missed in-class assignments or homework.

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. Upon receiving graded feedback, you will have two weeks to turn in your revision. For instance, if you were to receive graded feedback on October 1st, then your revision would be due by October 15th.

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. You will not, however, 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 this 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* you turn 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 Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

D2L

You will use D2L to view the syllabus, access supplemental readings, and turn in major assignments, so it will be important for you to familiarize yourself with the platform. If, at any time, you have questions about our D2L 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). Please note, however, that any student who submits an essay from English 1001 will not be allowed to include an essay from English 1002.

Additional Support

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 office hours. If my office hours do not fit within the demands of your schedule, 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) 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 9th Street Hall, Room 1302.

Grading

Assignment	Point Value
Rhetorical Analysis Essay (3 –4 pages)	100 (10%)
Informative Essay (5-6 pages)	150 (15%)
Researched Argument Essay (7-8 pages)	200 (20%)
Recast Project	50 (5%)
Recast Presentation and Rationale (2 pages)	100 (10%)
Reflective Narrative Essay (3-4 pages)	100 (10%)
Research Steps (25 points x 4)	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)	100 (10%)
Total Points	1,000

Tentative Schedule

Unit One: Rhetorical Analysis

Week One	Monday, the 20th	Wednesday, the 22nd	Friday, the 24th
August 20-24	Introducing English 1001	Understanding Genres	Evian Discussion
Intro to the Course	Syllabus, Course Policies, and Expectations	“One Event, Two Genres” (p. 17 and on d2l)	Rhetorical Analysis Essay Introduced
The Writing Process	Diagnostic Writing: Your		Homework for next
Rhetorical Situations	Writing Process	Homework for Friday: Read pp. 189-195.	week: <i>View rhetorical appeals video (D2L), jot down definitions of key terms, and bring them to class.</i>

Week Two	Monday, the 27th	Wednesday, the 29th	Friday, the 31st
August 27-31	Logos, Pathos, and Ethos	"Adam and Steve" Discussion	"Today's Homes" Discussion
Analyzing Persuasive Genres	Michelin activity	Process Journal: Prewriting	Collage activity
Rhetorical Appeals	Homework for Wednesday: <i>Read pp. 198-208.</i>	Homework for Friday: <i>Read pp. 247-255.</i>	Homework for next week: <i>Finalize topic/text for Rhetorical Analysis Essay, and read "Advertisements R Us" (D2L).</i>
Prewriting			

Week Three	Monday, the 3rd	Wednesday, the 5th	Friday, the 7th
September 3-7	Class Canceled: Labor Day	"Advertisements R US" Discussion	"Stay-at-Home Dad" Discussion
Guided Drafting	Homework for Wednesday: <i>Read "Advertisements R Us" (D2L).</i>	In-Class Drafting: Body Paragraphs	In-Class Drafting: Sharpening Thesis Statements
Essay Structure		Homework for Friday: <i>Read "Stay-at-Home Dad" (D2L).</i>	Homework for next week: <i>Complete Rhetorical Analysis workshop draft, and post it on D2L discussion board.</i>
Body Paragraphs			
Thesis Statements			

Week Four	Monday, the 10th	Wednesday, the 12th	Friday, the 14th
September 10-14	Rhetorical Analysis Workshop Draft Due	Small-Group Workshop	Small-Group Workshop
Process Journal	Process Journal: Drafting	Homework for Friday: <i>Review pp. 485-496, and post revision list on D2L.</i>	MLA Checklist
Small-Group Workshop	Peer Review Procedures		Homework for next week: <i>Finish Rhetorical Analysis Essay.</i>
MLA Guidelines	Homework for Wednesday: <i>Read pp. 480-484.</i>		

Unit Two: Research and Informative Writing

Week Five September 17-21	Monday, the 17th Rhetorical Analysis Final Draft Due	Wednesday, the 19th Wade Discussion	Friday, the 21st Fraser Discussion
Informative Genres	Informative	Topic Selection	Refining Topics: Elevator Pitches
Research Topics	Essay Introduced Research Step #1 Introduced— Research Topic Homework for Wednesday: <i>Read pp. 137-140.</i>	Homework for Friday: <i>Read pp. 596-601.</i>	Research Step #2 Introduced—Gathering and Evaluating Sources Homework for next week: <i>Finish Research Step #1.</i>
Week Six September 24-28	Monday, the 24th Research Step #1 Due	Wednesday, the 26th	Friday, the 28th
Conferences	One-on-One Conferences	One-on-One Conferences	One-on-One Conferences Homework for next week: <i>Read pp. 625- 628, and gather sources for Research Step #2.</i>
Week Seven October 1-5	Monday, the 1st Library Day (Research)	Wednesday, the 3rd Process Journal: Conferencing	Friday, the 5th Research Step #2 Due
Library Visit		“Right to Preach” Discussion	Research Step #3 Introduced— Integrating Sources
Gathering Sources	Homework for Wednesday: <i>Read “The Right to Preach on a College Campus” (available on D2L).</i>	Homework for Friday: <i>Finish Research Step #2.</i>	Homework for next week: <i>Read pp. 661- 670.</i>
Analyzing Informative Essays			
Week Eight October 8-12	Monday, the 8th “Spin the Bottle” Discussion	Wednesday, the 10th Research Step #3 Due	Friday, the 12th Class Canceled: Fall Break
Drafting	Signal Phrases and Parentheticals	Library Visit: Analysis of Influenza Exhibit	
Quoting, Paraphrasing, and Summarizing	Homework for	Homework for Next Week: <i>Complete</i>	

Citing Sources	Wednesday: <i>Finish Research Step #3.</i>	<i>workshop draft of Informative Essay, and post it on D2L discussion board.</i>
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Week Nine	Monday, the 15th	Wednesday, the 17th	Friday, the 19th
October 15-19	Informative Essay Workshop Draft Due	Small-Group Workshop	Process Journal: Workshop
Workshop	Small-Group Workshop		In-Class Revision
Revision	Homework for Wednesday: <i>Post your revision list on D2L discussion board.</i>	Homework for Friday: <i>Update your revision list.</i>	Homework for next week: <i>Complete final draft of Informative Essay.</i>

Unit Three: Researched Arguments

Week Ten	Monday, the 22nd	Wednesday, the 24th	Friday, the 26th
October 22-26	Informative Essay Final Draft Due	"What Your Stuff Says about You" Discussion	Dickinson Discussion
The Purpose of Academic Arguments	Researched Argument Introduced	Evaluating Arguments	Sound Reasoning vs. Logical Fallacies
Evaluating Arguments	Research Step #4 Introduced—	Homework for Friday: <i>Read pp. 223-228.</i>	Homework for next week: <i>Complete Research Step #4.</i>
Annotated Bibliographies	Evaluative Bibliography		
	Homework for Wednesday: <i>Read pp. 527-537.</i>		

Week Eleven	Monday, the 29th	Wednesday, the 31st	Friday, the 2nd
October 29-November 2	Research Step #4 Due	Process Journal: Sources and Citations	Small-Group Argument Sharing
Argument Structure	Slow Reading for Argument Structure	"Villains in Film": Diagramming Its Structure	Thesis Statement Exercise
Parts of an Argument			Homework for next week: <i>Work on Researched Argument draft.</i>
Counterarguments	Homework for Wednesday: <i>Read pp. 706-713.</i>	Homework for Friday: <i>Complete outline of your argument.</i>	

Week Twelve November 5-9	Monday, the 5th Topic Sentences	Wednesday, the 7th Draft Inventory Activity	Friday, the 9th Researched Argument Workshop Draft Due
Guided Drafting	Guided Drafting	Guided Drafting	Workshop
Thesis Statements and Topic Sentences Workshop	Homework for Wednesday: <i>Work on Researched Argument draft.</i>	Homework for Friday: <i>Finish Researched Argument draft.</i>	Homework for next week: <i>Post revision list to D2L discussion board.</i>

Week Thirteen November 12-16	Monday, the 12th In-Class Revisions	Wednesday, the 14th In-Class Revisions	Friday, the 16th Researched Argument Final Draft Due
Revision	Mini-Conferences	Mini-Conferences	Recast Assignment Introduced
Mini-Conferences	Homework for Wednesday: <i>Work on final draft of Researched Argument.</i>	Process Journal: Revision	Homework for November 26th: <i>Review pp. 497-500, explore the Recast resources on d2l, and begin working on your project.</i>
Recast Assignment		Homework for Friday: <i>Complete final draft of Researched Argument.</i>	

Unit Four: Recast

Week Fourteen November 19-23	Monday, the 19th Class Canceled: Thanksgiving Break	Wednesday, the 21st Class Canceled: Thanksgiving Break	Friday, the 23rd Class Canceled: Thanksgiving Break
Thanksgiving Break			Homework for next week: <i>Continue working on Recast Project and Rationale.</i>
Recast Project			
Recast Rationales			

Week Fifteen	Monday, the 26th	Wednesday, the 28th	Friday, the 30th
November 26-30	Process Journal: Recasting	Discuss Kipp's Rationale	Discuss Ganow Rationale
Sample Recast Projects	Recast Project Examples	Guided Drafting: Rationales	Reflective Narratives Introduced
Sample Rationales			Process Journal: Reflecting on Your Process
Drafting Rationales	Homework for Wednesday: <i>Read pp.</i> <i>237-242.</i>	Homework for Friday: <i>Read pp. 476-480.</i>	Homework for next week: <i>Finish Recast and Rationale.</i>
Week Sixteen	Monday, the 3rd	Wednesday, the 5th	Friday, the 7th
December 3-7	Recast Project and Rationale Due		
Recast Presentations	Recast Presentations	Recast Presentations	Recast Presentations
Recast Rationales	Homework for Wednesday: <i>Work on Reflective Narrative.</i>	Homework for Friday: <i>Work on Reflective Narrative.</i>	Homework for next week: <i>Work on Reflective Narrative.</i>
Finals Week	Tuesday, December 11th		
December 10-14	Reflective Narratives Due at 2:30 p.m.		
Reflective Narratives			