

Fall 8-15-2017

# ENG 1001G 014: College Composition I

Fabian Rempfer  
*Eastern Illinois University*

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## Course Policy

ENG 1001G – Fall 2017

M/W 4:30-5:45 p.m.

3140 or 3210 Coleman Hall

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Mr. Fabian Rempfer

Office: 2110 Coleman Hall

Office Hours: M/W 2:30-4:00, and by appt.

Email: [frempfer@eiu.edu](mailto:frempfer@eiu.edu)

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## Course Description

(3-0-3). (Graded A, B, C, N/C). 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. C1 900R.

This class, in more detail, is a 3 credit-hour, writing intensive course that focuses on critical reading and source-based writing skills. Furthermore, it also focuses on informative, analytical, evaluative, and persuasive writing processes and strengthens analytical reading skills. We will learn how to use our voice to create arguments and how we are able to convey our thoughts and opinions. Writing is a process that consists of various stages and settings in which it is created. We learn how to access these stages and generate ideas and thoughts that can be successfully implemented within the assignments of this course.

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## Texts and Materials

- CDA = Compose, Design, Advocate
  - JC = Joining the Conversation
  - CRW = Conversations: Readings for Writing
  - # = Handouts
  - D2L = Desire to Learn
  - Film – TBA
  - Literature – *Charlotte Temple* by Susanna Rowson and *A Mercy* by Toni Morrison
  - You are expected to have a pen/pencil and paper *at all times*
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## Learning Objectives

Students will...

- Learn how to generate ideas and how to implement them in a successful and interesting manner. [critical thinking, writing, speaking]
- Learn how to write persuasive, informative, analytical, and evaluative papers in which paragraphs and sentences form a cohesive and clear paper. [critical thinking, writing, speaking]
- Learn how to compose cohesive and clear paragraphs that focus on one thought or idea and which matches the actual purpose of your essay. [writing, critical thinking]
- Learn how to reach and write for an audience and what measure must be taken to do so successfully. [writing, critical thinking]

- Learns how to develop critical reading and writing skills that lead to a better understanding of the material (which can be culturally diverse, contain different media, or refer to critical topics). [writing, critical thinking]
  - Learn how to cite properly and how to paraphrase correctly. [writing]
  - Learn how to engage in peer reviewing, how to self-assess their work and assess their classmates' essay, and how to revise and edit their own paper. [writing, critical thinking]
  - Learn how to use their voice and how to implement and use it to argue respectfully, yet powerfully. [writing, critical thinking, speaking]
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## **Course Requirements**

This class consists of multiple in-class writing activities, discussions on the reading assignments, peer review, self-assessment, and one-on-one conferences with me (drafts are required for these meetings). You are called upon to do all the required readings, participate in in-class discussion, do all the homework and assignments, and hand everything in *on time* (due dates are highlighted on your syllabus).

There will be multiple smaller quizzes to see whether you have understood the class material and have done the required readings. You will also get four bigger homework assignments connected to specific sessions (you will be informed which ones in time). There will be five major writing assignments: informative, persuasive, literary analysis, argumentative essays, and film analysis.

We will not have a Mid-Term and Final exam; however, you are going to write me two personal and reflective essays. You have one book presentation this semester in which you are required to present your favorite book to your classmates. The presentation will be 8 minutes long and you are required to write a 500-word reflection on the presentation. You will receive further information throughout the semester.

You are asked to submit your essays on D2L and hand in a hard copy version at the beginning of class on the day of the due date. If you hand in less than four major writing assignments and you do not have documented evidence and proof as to why you could not hand in more, you will automatically fail this course. This document has to be a doctor's or lawyer's note with a valid excuse.

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## **Phone Policy**

I ask you to put your phone away during class. If I feel that you are being distracted by your phone, distract others or me, and fail to listen and learn, I will ask you to leave and you will receive zero credit for that session in participation and any other test you will miss. If I detect a pattern in you using your phone constantly and after warning you three times, not only will you receive zero points for the session, but you will also lose your privilege to the revision policy stated below. In case that you get caught using your phone during any test (be it smaller quizzes, bigger quizzes, etc.) you will receive a zero on that test, a zero for that day's participation, and I will ask you to leave because that is considered cheating. You are hurting yourself in multiple ways using your phone instead of listening and learning.

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## **Document Formatting**

All class work has to be typed and stapled unless I indicate otherwise. You are required to use Times New Roman, 12pt. font, double-spaced with one-inch margins, and to insert page numbers on the upper right of your page, starting with one. If an assignment asks for another formatting, I will indicate that in class or

on the assignment sheet. Please use the new MLA citation style and the new MLA handbook for further information.

Since the assignments are *not* anonymous, I need you to insert a head on your assignments that looks like this:

Your First Name Last Name  
ENG 1001G  
Mr. Fabian Rempfer  
Date

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### **Revision/Extra Credit**

You are allowed to revise one major writing assignment (except the last one!) within ONE week from the date you will get the essay back from me with feedback. You will also have to produce several drafts before you hand in the final essay (for peer review, one-on-one conferences, etc.).

I expect you to highlight your revisions and hand in the original paper, which I have graded, so that I can see what kind of changes you have made. Failure to do so will result in an incomplete revision, which cannot be graded. The grade of your revision will only replace the original grade if it is a higher one.

There will not be any extra credit in this class.

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### **Attendance**

You are required to be present at all times. You are allowed to have three unexcused absences. More than three absences result in 10 Points being deducted for every day from the overall grade. Only if you can show me documented (doctor or lawyer) proof as to why you were not able to attend class, only then, no points will be deducted. Since you will receive credit for every session, missing one will result in receiving a zero for that particular session EXCEPT you have an excused absence.

Please let me know as soon as possible once you know that you cannot attend a session and if I deem that the absence is excused, we will find a way for you to make up possible assignments. As detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. HOWEVER, it is your responsibility to contact me to enquire what you have missed and what you have to catch up on.

I expect you to be on time. If I notice you to come late on a regular basis, you will be asked to leave the class and receive a zero for your participation on that day and on all assignments and quizzes taking place.

Attendance also equals participation; that is, if you do not participate in class discussions, in general, and especially because you have not done the readings, you will receive no credit for the session. If I see a pattern in not doing the readings, I will give you a warning and the next time you come to class unprepared will result in you receiving an automatic unexcused absence and I am going to ask you to leave. My class is based on students being prepared and having done the reading because of in-class discussions and group work. If you are not prepared, I deem that unfair to your peers and thus ask you to leave the classroom.

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## **Late Work / Extension**

Only if you have documented proof (as mentioned before) that proves your absences as excused, you are entitled to an extension. Any other case is a case-by-case decision; however, I ask of you to come to me as soon as possible and inform me of your problem and why you are not able to hand in the paper on time (the earlier and thoughtful, the better).

Late work will be marked down 5 Points for each day that it is late.

A word of advice: sometimes, it is better to finish the essay and hand in at least a draft for me to grade something than not to turn in the assignment at all.

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## **Instructor Availability**

Please let me know and come talk to me as soon as you feel like you are not understanding something properly or the moment you are confused about anything. I will let you write several smaller writing tasks in order for me to see whether you understand the course material and are able to implement it correctly. You can always talk to me during my office hours or by appointment. My goal is it to help you learn who you are as a writer and to improve your writing, and I can only achieve that goal when I know that you have fully understood the course material.

PLEASE do not hesitate to ask if you do not fully understand the writing assignments, homework assignments, or any other assignment I will ask you to do this semester. Only if I know that you did not understand something properly, I can help you succeed.

My email address: fremper@eiu.edu. Any communication has to take place via email: questions, absences, concerns, appointments, etc.

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## **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.

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## **The English Department Statement on Plagiarism**

According to the EIU English Department:

"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 original work' (Random House Dictionary of the English Language)-has the right and the 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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

The moment I detect plagiarism, I will act accordingly and without hesitation.

Plagiarism comes in different forms:

- Self-plagiarism (copy from your own text, which you have either already submitted in this or any other class)
- Copy word for word from another person (does not matter who that person is)
- Wrong paraphrasing and paraphrasing without citation
- Purchasing writing online or from someone else in form of a hard copy or digitally
- Displaying someone else's work as your own without indication

We will thoroughly discuss citation in class according to the new MLA handbook. You can also use the website from "Purdue Owl," which contains an excellent summary of citation rules.

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### **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 the OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

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### **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, 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.

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### **Electronic Writing Portfolio (EWP)**

EIU students must submit a sample of their best writing from a writing-centered or writing-intensive course for the Electronic Writing Portfolio. The first essay may come from either 1001G or 1002G (or the honors equivalent of those courses). Instructors assess each sample according to a rubric. These forms and further information about the Electronic Writing Portfolio are available at [<http://www.eiu.edu/-assess>]. If you wish to submit an essay from ENG 1001G, you must submit it during this semester.

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### **Overall Grading Scale**

The grading scale looks as followed:

A	90-100%	900-1000
B	80-89.99%	800-899.99
C	70-79.99%	700-799.99
NC	69.99% and below	699.99 and below

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### Grading Scale for individual Assignments

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	59.99% and below

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### Grade Breakdown and Assessment

(all assignments and point totals are tentative)

All writing activities are accompanied by a detailed assignment sheet. You are required to complete all the **major** assignment sheets to pass the course. Your participation grade will be dependent on your contribution to the in-class discussion and activities, as well as the completion of smaller writing activities. Collaboration with your peers is a must when I ask for it.

- **Essay One** (informative, 3-4 pages) **100 points**
- **Essay Two** (persuasive, 4-5 pages) **100 points**
- **Essay Three** (literary analysis, 4-5 pages) **100 points**
- **Essay Four** (argumentative, 5-6 pages) **150 points**
- **Essay Five** (film analysis, 3-4 pages) **100 points**
- Two reflections (one Mid-Term, one Final) [25 points each] 50 points
- Smaller Quizzes and Homework (10 @ 10 points each) 100 points
- Bigger Quizzes and Homework (4 @ 25 points each) 100 points
- Book Presentation 50 points
- Participation 150 points

**TOTAL POINTS** **1,000 points**

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# Course Syllabus

Mr. Fabian Rempfer  
ENG 1001G – Fall 2017  
M/W 4:30 p.m.-5:45 p.m.  
3140 or 3210 Coleman Hall

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CDA = Compose, Design, Advocate  
JC = Joining the Conversation  
CRW = Conversations: Readings for Writing  
D2L = Desire to Learn  
# = Handout

Literature- *Charlotte Temple* by Susanna Rowson and *A Mercy* by Toni Morrison

**\*Instructor reserves the right to adapt the syllabus as needed**

<b>Week 1:</b>	<b>Content of Session + Material</b>	<b>Important Information</b>
Monday 08/21/2017	Go over Course Policy/Syllabus, Student Introductions, Introducing the texts and books, Making a list with topics for the first assignment, In-class Writing (Introduction Memo), if we run out of time, this Memo will be homework and due next session	Introduction Memo due beginning of next class, Wednesday 08/23/2017  I will write the first big quiz on plagiarism and the policy. I want to make sure that you have understood everything in its entirety.
Wednesday 08/23/2017	Why Write? CRW Introduction JC Ch. 1 JC Ch. 6  Brainstorming Techniques CDA Section 2, pages 89-96. JC Ch. 2, pages 32-39. # <i>Brainstorming</i> , The Writing Center at UNC-Chapel Hill	<b>First Big Quiz: Plagiarism and Policy</b>  Assignment for Essay #1 Informative Essay, DUE Wednesday 09/06/2017
<b>Week 2:</b>		
Monday 08/28/2017	How to Cite? CDA Ch. 4 pp.116-123 JC Part Three, Ch. 13 JC Part Four, Ch. 19 #Purdue MLA citation handout	Sign-up for one-on-one conferences with me for Wednesday 08/30/2017, it is not mandatory but highly recommended
Wednesday 08/30/2017	One-on-one conferences	



<b>Week 3:</b>		
Monday 09/04/2017	<b>LABOR DAY – NO CLASS</b>	
Wednesday 09/06/2017	<p>Finding Sources JC Ch. 11 and 12 CRW Part 2, Introduction + Ch. 3</p> <p>Let's learn how to persuade CDA Section 1, Ch. 2, <i>Composing a Statement of Purpose</i> JC Ch. 10 pp. 381-398.</p>	<p><b>INFORMATIVE ESSAY DUE</b> Hand in a hard copy at the beginning of class and submit the essay on D2L</p> <p><b>Second Big Quiz: Citation</b></p> <p>Assignment for Essay #2 Persuasive Essay, DUE Wednesday 09/20/2017</p> <p>Bring three topics next time to discuss, which one you are going to use for this assignment</p>
<b>Week 4:</b>		
Monday 09/11/2017	JC Part Four, Ch. 14,15, and 16	
Wednesday 09/13/2017	<p>JC Part Four, Ch. 20</p> <p>What is Pathos, Logos, and Ethos?</p> <p># Vyas, Ruta. <i>IUP Journal of Soft Skills</i>. Sep2013, Vol. 7 Issue 3, p7-22.</p> <p>First Draft of Essay #2 due (at least 1-2 pages) Let's learn Peer-review JC Ch. 4 #Planning and Guiding In-Class Peer Review, <i>The Teaching Center</i> of Washington University in St. Louis</p>	
<b>Week 5:</b>		
Monday 09/18/2017	Another Peer Review Session (at least 3-4 pages)	<p>Maybe change of classroom</p> <p>Sign-up for one-on-one conferences with me for Wednesday 09/20/2017, it is not mandatory but highly recommended</p>

Wednesday 09/20/2017	One-on-one conference	
<b>Week 6:</b>		
Monday 09/25/2017	<i>Charlotte Temple</i> by Susanna Rowson	<b>PERSUASIVE ESSAY DUE</b> Hand in a hard copy at the beginning of class and submit the essay on D2L  Assignment for Essay #3 Literary Analysis, DUE Wednesday 10/18/2017
Wednesday 09/27/2017	<i>Charlotte Temple</i> by Susanna Rowson	
<b>Week 7:</b>		
Monday 10/02/2017	<i>A Mercy</i> by Toni Morrison	Assignment for Mid-Term Reflection, DUE Wednesday 10/11/2017
Wednesday 10/04/2017	<i>A Mercy</i> by Toni Morrison	<b>Big Quiz on Both Books</b>
<b>Week 8:</b>		
	Mid-Term Week – Reflection Due	
Monday 10/09/2017	JC Part Two, Ch. 7 CRW Part Three, Ch. 5	
Wednesday 10/11/2017	Peer Review Session with Draft (at least 3-4 pages)	<b>Mid-Term Reflection is due</b> on Wednesday 11 <sup>th</sup> , 2017 Please hand in a hard copy at the beginning of class and submit it online on D2L  Maybe change of classroom  Sign-up for one-on-one conferences with me for Monday 10/16/2017, it is not mandatory but highly recommended
<b>Week 9:</b>		
Monday 10/16/2017	One-on-one conference	
Wednesday 10/18/2017	JC Part Two, Ch. 10 pp. 398-431 CDA Section One, Ch. 1 and 2	<b>LITERARY ANALYSIS DUE</b> Hand in a hard copy at the beginning of class and submit the essay on D2L  Assignment for Essay #4

		Argumentative Essay, DUE Wednesday 11/13/2017
<b>Week 10:</b>	<b>PRESENTATIONS</b>	
Monday 10/23/2017	Book Presentation	
Wednesday 10/25/2017	Book Presentation	<b>Reflection of Presentation Due counts as a Big Homework (only 1 p. P.)</b>
<b>Week 11:</b>		
Monday 10/30/2017	Book Presentation	<b>Reflection of Presentation Due counts as a Big Homework (only 1 p. P.)</b>
Wednesday 11/01/2017	Workshop on Essay Four, in-class writing	<b>Reflection of Presentation Due counts as a Big Homework (only 1 p. P.)</b>  Maybe change of classroom  Sign-up for one-on-one conferences with me for Monday 11/06/2017, it is not mandatory but highly recommended
<b>Week 12:</b>		
Monday 11/06/2017	One-on-one conference	
Wednesday 11/08/2017	#Jones, Bethan. "Writing a Safe Space."  Personal Creativity Workshop	
<b>Week 13:</b>	<b>Let's look at a different Genre</b>	
Monday 11/13/2017	How to Create a proper Résumé.  # Howell, Sue. "Résumé Do's and Don'ts." <i>Nursing</i> , vol. 39, 2009 Career Directory Supplement, pp. 20-21  #Tillotson, Kenyon and Debra Osborn. "Effect of a Résumé-Writing Workshop on Résumé-Writing Skills." <i>Journal of Employment Counseling</i> , vol. 49, no. 3, Sept. 2012, pp. 110-117.  # Several example Résumés	<b>ARGUMENTATIVE ESSAY DUE</b>  Hand in a hard copy at the beginning of class and submit the essay on D2L Please bring your resume to the next session  <b>Please bring your résumé to this class (11/13/2017)!</b>  Assignment for Wednesday 11/15/2017:

		Please write two formal emails. <b>Counts as one Small Homework.</b> Revise your résumé and hand it in next session.
Wednesday 11/15/2017	How to write formal Letters and Emails. Workshop on writing formal Letters and Emails. # Formal Letter Writing; Grant Writing	<b>Hand in a revised version of your résumé at the beginning of this class! Counts as one Small Homework.</b>
<b>Week 14:</b>	<b>Thanksgiving Break</b>	
Monday 11/20/2017	NO CLASS	
Wednesday 11/22/2017	NO CLASS	
<b>Week 15:</b>		
Monday 11/27/2017	Film – TAKE NOTES	Assignment for Essay #5 Film Analysis, DUE Finals Weeks Monday 12/11/2017
Wednesday 11/29/2017	Film – TAKE NOTES	
<b>Week 16:</b>		
Monday 12/04/2017	Peer Review Session with Draft (at least 3-4 pages)	Sign-up for one-on-one conferences with me for Wednesday 12/06/2017, it is not mandatory but highly recommended
Wednesday 12/06/2017	One-on-one conferences	Assignment for Final Reflection, DUE Wednesday 12/13/2017
<b>Week 17:</b>		
Monday 12/11/2017	<b>FINAL ESSAY – FILM ANALYSIS DUE <u>2 p.m.</u> – no extension possible</b>	Please hand in a hard copy (my Mailbox in the English Department) and submit the essay on D2L
Wednesday 12/13/2017	<b>FINAL REFLECTION DUE <u>2 p.m.</u> – no extension possible</b>	Final Reflection is due on Wednesday 12/13/2017. Please hand in a hard copy (my Mailbox in the English Department) and submit it online on D2L