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Fall 2019

2019

Fall 8-15-2019

ENG 1001G-018: College Composition I

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Eastern Illinois University

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Recommended Citation

York, Connor, "ENG 1001G-018: College Composition I" (2019). *Fall 2019*. 23.
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English 1001-18 Course Policy
College Composition 1: Critical Reading and Source-Based Writing

TR 9:30-10:45
Coleman 3210

Ms. York
Office: 3836 Coleman Hall

Office Hours: 12-1 M, 11-12 TR, or by appointment

Email: cayork@eiu.edu

Texts:

- Joining the Conversation: A Guide for Writers
- The Blair Reader
- The Little Seagull Handbook with Exercises
- Handouts distributed throughout the duration of the semester either in paper copy or via D2L
- Your writing

Materials:

Writing instruments, paper, a paper, and other supplies you see fit.

Course Description:

College Composition I offers opportunities to gain practice in informative, analytical, evaluative, and persuasive writing through college-level research. We will focus on developing a writing process and a collaborative learning space in the classroom. In short, Eng. 1001 introduces you to critical inquiry, while strengthening your reading, writing, and research skills in preparation for your future academic and professional tasks.

Course Requirements:

Class consists of in-class writing activities, reading quizzes and discussions of assigned readings, weekly journal entries, reflective pieces, and required conferences. There will be five major writing assignments plus a final portfolio. In addition, I also have a participation grade, so make sure to come to class with your readings and writing activities done.

Your Instructor:

If you need additional guidance for the material covered in this course outside of class, or if you want to touch base on your grade, please feel free to visit me. Often, short meetings can clarify a concept and put you on the right track for the future in this course. If there comes a time when I am needed outside of my office hours, get in contact with me before/after class or via email to discuss a time that could accommodate your schedule.

Attendance, Late Work Policy, and Expectations:

I expect students to attend every class, awake, and prepared, every Tuesday and Thursday morning. In other words, arrive on time with your readings/writing assignment completed, prepared to participate in the day's task. This course relies on in-class work, so absences and habitual lateness will affect your performance, moreover your participation grade.

When an absence is unavoidable for medical, emergency, or EIU activity reasons, please notify me via email and turn in whatever assignment is due that class period. **Do not** get in touch with me asking for the assignment or the rundown of the class period. It is up to you to get in contact with a classmate to discuss what you missed.

I do not accept late work. You will not be permitted to turn in assignments after their deadlines. However, students can revise every major writing assignment. By turning in something, you will give yourself a chance to revise for a better grade.

I do not have an attendance policy that reduces student's overall grades based on absences. Though this class is a writing intensive and discussion based course, one where students will take reading quizzes and have in-class writing along with collaboration with others, so if excessive absences accrue (five or more), there will be effects on the students participation grade, as well as possibly affecting students overall writing products.

Three minutes after the designated starting time, I will shut the door to the classroom, and students will be considered absent unless prior arrangements are made.

Document Specifications:

ALL class work must be typed, otherwise I will not accept it. When submitting the major writing assignments and portfolios, students will submit pre-writing, outlines, drafts, and peer review feedback by hand, and submit the tentative final draft via D2L dropbox. All writing assignments are require Times New Roman 12 point or Garamond 12 point with double-spacing and one-inch margins unless stated otherwise on assignment sheets.

For all assignments produced and turned in for this class, students need to follow proper MLA guidelines which can be found in your MLA packet and on Purdue Owl.

Revision for Major Writing Assignments:

Students have a chance to revise all five major writing assignments to improve their overall grade. Students will have **ONE** week from the day the students receive their grades back in class to complete revision.

Revision is more than surface editing. I expect thoughtful clear changes in the structure, i.e. paragraph unity, strong transitions, sentence variety, cohesion, and concision.

Journal Entries:

During the semester, students will submit ten journal entries of **two complete** pages or more. Some entries I will assign a topic, and others journals I will allow you to write about topics of your choice. Journals should be typed, printed, and submitted in-class on Thursday at the beginning of class. Journals should read cohesively and without grammatical mistakes. Over the course of the semester, students should show stylistic maturity. Although there are only ten journal entries due, there are fourteen possible weeks to turn them in. **I will only accept one per week.**

Final Reflective Essay:

Over the course of the semester you have produced writing in various genres and sharpened your skills of analysis, argument, research, synthesis, and revision. Your final essay will require you to reflect on your own writing (product and process) throughout the past few months, identifying what has been working effectively and about what you feel less confident.

Note that the task in this assignment is to analyze the work you've done over the course of all the assignments in the course and then to synthesize the strengths and weaknesses of both your process and products into a coherent analysis of your writing as a whole.

Grading Policy

The grades for this class will be based on the standard grading scale:

100-90%=A

89-80%=B

79-70%=C

Anything below a 79 is no credit.

Class Conduct:

Good manners, listening, and respect for diverse opinions and backgrounds is expected in my classroom. Violating any of these rules are reason for me to kick you out of class and be counted as absent.

Academic Integrity and Plagiarism:

Here is the official EIU English Department statement on plagiarism: "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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

In class, we will go into great detail what constitutes plagiarism and how to avoid it; therefore, if I discover any form of plagiarism I will address the issue immediately and take the necessary actions required.

****Note I take this offense very seriously.**

The Writing Center

EIU's Writing Center can be found in 3110 Coleman Hall. Writing Center consultants provide one-on-one conferences with students from any discipline over the entire writing process.

The Writing Center is such a useful resource because it offers help in brainstorming, organization, developing support, documenting, and revising papers for writers of all levels. The one-on-one sessions provides feedback about their work in progress and offers suggestions for change. **As an incentive, I will offer 3% extra credit on any of the five major writing assignments if they are turned in with a stamped Writing Center session form.**

****Note the Writing Center is not a proofreading or editing service, so when you go in, go in with a goal of improvement for your paper like: format, flow, or paragraph unity.**

The Writing Center is open Monday-Thursday 9am-3pm and again from 6pm-9pm. On Friday it is open from 9am-1pm. To schedule an appointment, you can drop by the center or call 581-5929.

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.

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.

Breakdown of Overall Grades

(all assignments and point totals are tentative)

Participation

100 points

Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations

Quizzes

To-Be-Determined

Writing Process Grade

50 points

10 points available for each peer review session: 5 peer review sessions

Journals & Exercises

120 points

Journal of Introduction	10
Journals (10 at 10 points each, 14 due dates)	100
Feedback Memo	10

Formal Writing Assignments

600 points

Informative Paper (3 pages)	100
Rhetorical Analysis Paper (4)	100
Prospectus (2)	50
Position Paper (5)	100
Persuasive Paper (7)	150
Evaluative Paper (4)	100

Final Portfolio

100 points

Reflective Paper

970 points + TBD

ENG 1001 Syllabus

Fall 2019

All assignments and due dates are **tentative**

JtC = Joining the Conversation

TLS = The Little Seagull Handbook

TBR= The Blair Reader

= Handout

Week 1

Tuesday: 8/19/2019

Course Introduction/Syllabus

Sherry Turkle TED Talk—"Connected, but Alone?"

Discussion

Hand out Unit One Assignment Sheet/Brainstorm

Thursday: 8/21/2019

JtC pages 193-212; Student example page 213

In-class writing/Discussion

Unit 1 Workshop/Brainstorming

Due: Introduction Reflection Piece

Week 2

Tuesday: 8/27/2019

TLS pages 119-170

MLA Workshop/Works Cited Page

3 paragraph oral peer review/Preparing for Peer Review

Thursday: 8/29/2019

Small Group Peer Review

Direct Journal Due—"Learning to Read and Write" from TBR

Week 3

Tuesday: 9/3/2019

Revision Workshops

Thursday: 9/5/2019

Reflection

Unit 2 introduction/Assignment Sheet

Rhetorical Analysis workshop

Brainstorming

Due: Informative Paper at beginning of class

Open Journal Due

Week 4

Tuesday: 9/17/2019

TLS pages 49-53
JtC pages 248-275
Student Examples
Brainstorming

Thursday: 9/19/2019

Small Group Work Peer Review

Direct Journal Due—“Connectivity and It’s Disconnects” from TBR

Week 5

Tuesday: 9/24/2019

Revision Workshop/in-class writing

Thursday: 9/26/2019

Reflection
Unit 3 Workshop/New Assignment Sheet
Brainstorming

Due: Rhetorical Analysis at beginning of class

Open Journal Due

Week 6

Tuesday: 10/1/2019

JtC pages: 365-380; Reading Quiz
Research Workshop

Due: Civic prospectus at beginning of class

Thursday: 10/3/2019

Read “Teenage Pregnancy” and student examples on D2L
Small group work/Discussion
Structure Workshop

Direct Journal Due—“Marked Women” from TBR

Week 7

Tuesday: 10/8/2019

Citation Review/MLA Workshop and Works Cited Page
Summary Workshop

Tuesday: 10/10/2019

First Draft of the essay due
Small Group Work Peer Review

Open Journal Due

Week 8

Tuesday: 10/15/2019

Revision Workshop/in-class writing

Thursday: 10/17/2019

Reflection

Introduce Unit 4: Evaluative Essay

In-class reading/discussion**on readings that will introduce Evaluative topics**

Persuasive Workshop/Brainstorming

Due: Civic Proposal Essay at the beginning of class

Direct Journal Due—“Muslim in America” from TBR

Week 9

Tuesday: 10/22/2019

JtC pages 314-320; and 333-339/discussion

Structure Workshop/Research Workshop

In-class writing

Thursday: 10/24/2019

Student example papers

Discussion

3 paragraph oral peer review

In-class brainstorming/writing workshop

Open Journal Due

Week 10

Tuesday: 10/29/2019

Small Group Peer Review

Thursday: 10/31/2019

Revision Workshop

Direct Journal Due—“What Are You Going To Be?” from TBR

Week 11

Tuesday: 11/5/2019

Reflection

Introduce Unit 5: Persuasive Essay

In-class reading/discussion**on readings that will introduce persuasive topics**

Persuasive Workshop/Brainstorming

Due: Evaluative Essay at the beginning of class

Thursday: 11/7/2019

Discussion over 2 student essays
Persuasive Workshop/Structure of the Paper

Open Journal Due

Week 12

Tuesday: 11/12/2019

Citation Review/MLA Workshop and Works Cited Page
3 paragraph Peer Review

Thursday: 11/14/2019

Small Workshop Peer Review

Direct Journal Due—"Men Are From Earth, and So are Women..." from TBR

Week 13

Tuesday: 11/19/2019

Conferences

Thursday: 11/21/2019

Conferences

Open Journal Due

Thanksgiving Break: Nov. 25-29

Week 14

Tuesday: 12/3/2019

Persuasive Paper Revision Workshop

Thursday: 12/5/19

Reflection Workshop

Due: Persuasive Essay at the beginning of class

Direct Journal Due—"Eminem Is Right" from TBR

Week 15

Tuesday: 12/10/19

Final Exam: 2:45-4:45