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# ENG 1001G 015: College Composition I

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**English 1001G**  
Critical Reading and Source-Based Writing  
6:30-7:45 Tues/Thurs in CH 3170

Professor: Tim Engles  
Email: tdengles@eiu.edu  
Office: Coleman 3831  
Office hours: 12:30-1:30, Tuesdays and Thursdays and by appointment

**Required Texts from EIU's Textbook Rental Service:**

*Joining the Conversation: A Guide for Writers* (2<sup>nd</sup> Edition)  
*Conversations: Readings for Writing* (8<sup>th</sup> Edition)  
*The Brief Penguin Handbook* (5<sup>th</sup> Edition)

**COURSE POLICIES AND PROCEDURES**  
(read the following sections carefully; they constitute our contract,  
and I will request your written agreement to them)

**EIU Course Catalog 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. (3 credits)

**Course Objectives:** This writing-centered course has three main purposes—to continue the enhancement of your writing skills as developed in high school, to introduce you to the demands of writing at the university level, and to bring your writing up to the university level. Hardworking students will gain skill in prewriting, writing, revising, editing, and proofreading strategies, and in proper documentation of sources. Hardworking students in this course are also guaranteed to get better grades in future college classes.

Students in this course will increase their abilities to:

- Develop effective writing processes for producing documents
- Present work in Edited College-level American English
- Implement critical reading strategies to evaluate sources
- Find appropriate sources through secondary research, including the use of academic library sources; integrate sources ethically and appropriately using a recognized citation style
- Develop effective language and delivery skills through speaking opportunities

**Classroom Environment:** In class, I expect all of you to participate in discussions (class participation will be figured into your final grade). The best way to demonstrate that you are active, engaged, and interested is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you do not volunteer to respond,

there's a good chance I will call on you, so be sure to pay attention in class. If you have a question, no matter how simple or complicated, please go ahead and ask—*chances are that other people have the same question.*

In the interests of keeping everyone in class focused and undistracted, ***be sure to silence your phone and put it away before class begins, and do not check or write text messages during class. Also, do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer or tablet in class.***

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. Also, as in all of your classes, **refrain from “packing up” during the last few minutes**; I will signal when the discussion is finished, and I promise to end each class by the scheduled ending time of our class period.

**Regarding Writing:** This is primarily a writing class, but you will do most of your writing outside of class. Students in this course are required to use Word for writing their papers. If you do not have Word on your computer, you can download it for free from EIU's web site. Directions for doing so are in the Settings section of your EIU Panthermail account (which you must also use for this course), and you can also find downloading directions here:

<https://www.eiu.edu/panthertech/software.php>

We will devote many of our class periods to various aspects of writing, and I will respond to your essays with extensive 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 as the semester progresses, you must carefully refer back to these written comments as you write subsequent essays. You will also need your graded essays for a Revised Essay assignment near the end of the semester.

Also, be aware that all papers written for this class (and for other EIU classes) must be original papers written *only for this class*. You cannot turn in a paper for English 1001 that you also wrote for another class; any student caught doing so will receive an “F” on that paper in this class, and possibly in the other class as well.

Essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late.

**Regarding Reading:** Since one skill you will be developing in this class is reading at the college level, you must give the assigned readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes and/or an outline of the reading, and decide for yourself, before coming to class, what each author is trying to describe and bring to light. Also, to ensure that your final grade reflects your reading effort, I will sometimes give pop quizzes at the beginning of class on required readings, and your final average on these quizzes will constitute a healthy percentage of your final grade. Finally, BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that

day; students who show up without the reading assignment may be marked absent, and they will be sent back home to get their copy of the reading assignment.

**Grading:** Your final course grade will be either A, B, C, or NC (no credit). While a grade of NC is not figured into a student's GPA, a student who receives a grade of NC must take the course again. The final grade will be determined in the following way (minimum page numbers are listed after each essay):

Essay 1 (in-class diagnostic— no grade, instructor's comments only) (2)	0%
Essay 2 (3)	10%
Essay 3 (4)	20%
Essay 4 (5)	20%
Paired Presentation	10%
Revised Paper (5)	10%
Personal Writing Assessment (3)	5%
Peer Reviews	10%
Participation, quizzes, daily writings, attendance:	15%

**Missed quizzes and late papers:** At the beginning of some of our sessions, we will have unannounced quizzes on assigned reading material. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced, and they cannot be made up (even if you come to class late).

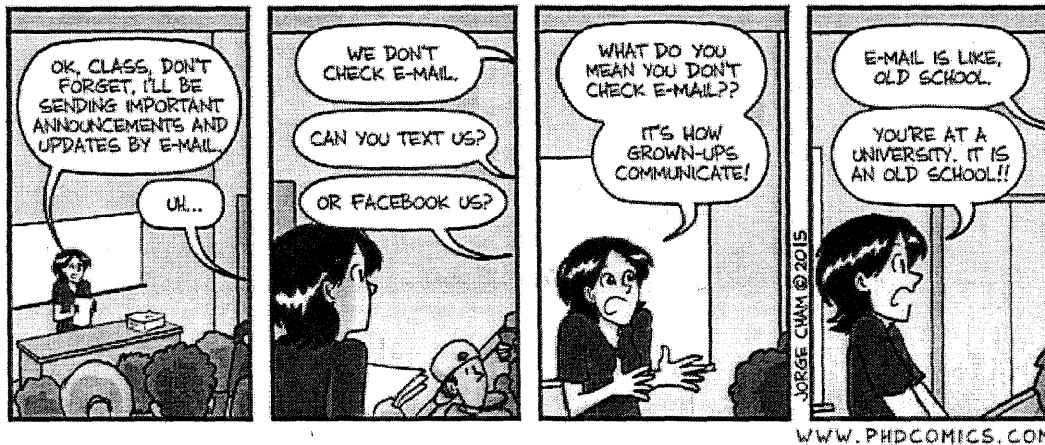
Again, these quizzes are one way to award those who attend class regularly and on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz grade when calculating your grades.

Again, late essays will be penalized fifteen points for each day they are late.

**Attendance Policy:** Many instructors have noted that the leading cause for student failure, especially among first-year students, is skipping class. Therefore, I will take attendance, and I expect you to attend every session on time, prepared to discuss the material listed for that day on the "Daily Schedule." **Students who do not bring a copy of the assigned reading with them may be marked absent for that day. Also, if you have more than four undocumented absences this semester, the "Participation, quizzes, daily writings, attendance" portion of your final grade will automatically drop to zero.**

**Regarding tardiness:** This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive on time because of other commitments, you will need to drop our course and register for another section.**

## Email Activity:



Enrollment in this class requires use of your EIU email account, and you must check it frequently, preferably every day, for messages pertaining to the course. Email is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. If I must miss a class session, I will email the class as soon as I can with a cancellation notice.

Regular use of EIU email is crucial for this course—if you do not send me an email message with your EIU account by Friday, August 25 at 3:00 p.m., I will assume that you have chosen against fully participating in the course, and I will therefore drop you. See F AUG 25 below on the Daily Schedule for what to include in this message.

**The Writing Center:** Tutoring services at the English Department's Writing Center are free, and students may drop in any time or schedule appointments during the Center's working hours. 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. Members of the helpful, friendly Writing Center staff recommend that you schedule consulting sessions ahead of time to ensure you get the time you want and to get a full session (40 minutes), but they also welcome walk-in appointments.

If you have problems with grammar, punctuation, spelling, organization, thesis development, or other parts of the writing process, *I strongly recommend that you make use of this free and valuable service.* I might recommend that certain students do so. Let me know if you have any questions about the Writing Center.

**Office Hours:** I will be in my office and available to consult with you on Tuesdays and Thursdays from 11:30-12:30. You do not need to make an appointment if you wish to talk with me during my office hours. If these hours are inconvenient for you, I am also available by appointment; let me know if you want to make one, and we'll find a time that works for both of us.

**Academic Honesty:** I expect you to act with integrity in and out of class, and so does Eastern Illinois University. It is your responsibility to understand fully what plagiarism is and how to avoid it. Note carefully the English Department's official policy statement on plagiarism (of course, the part regarding an "F" would actually be "NC" this course):

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 Judicial Affairs Office.

Also, keep in mind that this is a "skills course"—you are here to develop a skill that will help you perform better in your future college courses, and then in your career. Because the Internet is so accessible, improperly using the writing of others, either in whole or in part, has become increasingly easy and tempting. However, it's also easier than ever for an instructor to catch students doing so. Again, remember that the consequences for being caught are severe, but also remember that doing your own writing in this course, while sincerely trying to *improve* your writing, will definitely help you in future courses. Finally, if you ever wonder whether what you've written borrows improperly from another writer, just ask me to look over your work—students who didn't think they were plagiarizing have been accused of it.

**For students with disabilities:** If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Student Disability Services (581-6583), please do so as soon as possible.

**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.

## ENGLISH 1001: DAILY SCHEDULE

This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day's reading assignment may be marked absent.

*Joining* = *Joining the Conversation: A Guide for Writers*  
*Conversations* = *Conversations: Readings for Writing*  
*Penguin* = *The Brief Penguin Handbook*

T AUG 22 Introduction to the course; discussion of Michael Leddy's "How to Email a Professor" (handout)

- Sometime after class, and before Friday, January 13 at 3:00 p.m., send an email message from your EIU email account to Dr. Engles at [tdengles@eiu.edu](mailto:tdengles@eiu.edu) (see F JAN 13 below for more detailed instructions)

R AUG 24 Read before class: Gerri Hirshey's "Tomato Lust" (handout from Tuesday)

- In-class: Essay One, diagnostic writing

F AUG 25 **3:00 p.m.: Deadline** for sending Dr. Engles an email ([tdengles@eiu.edu](mailto:tdengles@eiu.edu)) with your EIU account. In your message,

- explain which course you're in (English 1001)
- describe yourself in whatever ways you choose, including your ideas for a future career
- After reading the above "Course Policies and Procedures" carefully on your own, write a statement in this email saying that you have read and agree with them (also, if you disagree with any of them, describe those)
- explain at least two specific problems that you think you have in your writing
- finally, as in ALL college email messages, put your full name at the end of it

### Writing to Reflect

T AUG 29 *Joining*, 99-118 Note that *Joining* includes directions that refer to a "writer's notebook." Although you should take notes in our course, you will not be keeping a formal "writer's notebook," so you can skip those directions while doing assigned readings from this textbook.

R AUG 31 *Joining*, 133-55 In class: discussion of Essay Two Guidelines (handout)

T SEP 5 Readings for today: *Conversations*: Sandra Baron, "R We D8Ting?," 404-08 and Zavi Kang Engles, "I'm the Ambassador of Murder Weapons" (handout from Thursday)

R SEP 7 Writing Workshop—the elements of a solid reflective essay; homework for today: keep working hard on your own reflective essay

T SEP 12 Comma and Plagiarism Workshop; before class, read handouts from Thursday

R SEP 14 Peer Review Workshop—bring to class a printed rough draft of your reflective essay that is *at least five paragraphs long*

T SEP 19 **Essay Two (reflective essay) due at the beginning of class**; begin discussion in class of Essay Three

### Writing to Inform

R SEP 21 *Joining*, 159-80

T SEP 26 *Joining*, 180-211 In class: discussion of Essay Three Guidelines (handout)

R SEP 28 *Conversations*, Stephanie Coontz, “The Evolution of Matrimony: The Changing Social Context of Marriage,” 476-82

T OCT 3 *Penguin*, Chapter 21, “Use Sources Effectively and Avoid Plagiarism,” 209-23

In class: Introduction to library research; CLASS WILL BE HELD IN BOOTH LIBRARY, ROOM 4450 (that’s the computer classroom, near the music and DVD checkout area; give yourself plenty of time to find it!)

R OCT 5 *Penguin*, Chapter 23, MLA, 233-86; bring your checked-out book to class today

T OCT 10 Peer Review Workshop—bring to class a printed rough draft of your reflective essay that is *at least five paragraphs long*

R OCT 12 **Essay Three (informative essay) due at the beginning of class**; begin discussion in class of Paired Presentation and Essay Four

### Analytical Writing and Public Speaking

Topic: Socially Relevant Music Videos

T OCT 17 In class: discussion of Essay Four Guidelines and Paired-Presentation Guidelines  
**Read for today the following handouts:** Readings for today (handouts received on Thursday): “So What Do Teenage Girls Make of Miley, Lily and that Video?,” Tracy McVeigh; “Experts: Men Have Body Image Worries Too,” Jocelyn Noveck; “Body Image—Boys” and “Body Image—Music,” Canada’s Centre for Digital and Media Literacy; “Sexism and Racism Permeate Music Videos, According to New Report,” Guardian Music; “Olay Getting Women To Drop



Guard With Few Nonjudgmental Ads Before Nailing Them With Body Shame” & “Even Consumer’s Subconscious Can Tell Banner Ad Campaign Ineffective,”  
The Onion

R OCT 19 In-class: sign up for paired presentation date; readings for today (handout received on Tuesday): “Writing in Light: *The Matrix* as a Case Study,” Patrick McCord

T OCT 24 In-class: Analysis of socially relevant videos: case studies; homework for today: work with your partner outside of class before today on your presentation

R OCT 26 *Joining*, 216-22, 229-30 and sample music video analysis essay (handout from Tuesday)

T OCT 31 *Joining*, 232-40, 251-67; Also, you and your partner must decide on a video AND one of you must **send a link to it to Dr. Engles by 5 p.m. today**

R NOV 2, T NOV 7 and R NOV 9 In-class video presentations; in addition to working on your own presentation and your essay, **your assignment for each of these three sessions will be to watch the videos and read the lyrics to be discussed that day ahead of time**—Dr. Engles will email links to them to the entire class

T NOV 14 Peer Review Workshop—bring to class a rough draft of Essay Four that is at least five paragraphs long, with a Works Cited section. *As usual, students who show up without a rough draft will be marked absent!*

R NOV 16 **Essay Four due at the beginning of class**; Discussion of Essay Revision

NOV 20 – 24 THANKSGIVING BREAK!!

T NOV 28 Further discussion in class of essay revision

- Reading for today: *Penguin*, 26-31 (remember to bring your *Penguin* to class!)
- Bring your graded copies of Essay Two and Essay Three to class. *Any student who shows up without graded copies of their Essay Two and Three will be marked absent.*
- Today you will receive a graded copy of Essay Four, and your work in class will be to figure out and then defend your choice of which one of these three essays to revise

R NOV 30 No Class – Work hard on your Essay Revision! Dr. Engles will be available in his office from 12:30 to 3:00 and from 5:00 to 7:00, to meet with any students who would like to discuss their revisions.

T DEC 5 Final Quiz Review—your homework for today is to review all of our One-minute

Grammar Lessons, the rules for comma usage listed on our Comma Glory handout, and all related practice sheets

R DEC 7 Last day of class

- **Essay Revision due at the beginning of class**
- **Discussion of Personal Reflection Essay**
- **Final “One-minute Grammar Lessons & Commas” Quiz**
- Tearful, heartfelt farewells

Final exam week: **Personal Reflection Essay due as an email attachment to Dr. Engles by the end of our scheduled final exam period, that is, by 9:30 p.m., Tuesday, December 12**

We will not meet in class during Final Exam Week—*Have an excellent Winter Break!*