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### ENG 1001G-019: College Composition I

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*Eastern Illinois University*

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# ENG 1001-019: College Composition I

Fall 2019 – T/TH 11-12:15 - 3210 Coleman Hall

Instructor: Mrs. Ashley Flach  
Office: 3836 Coleman Hall  
Office Hours: M 10-11 am; T 12:15-1:15 pm; TH 12:15-1:15 pm  
or by appointment  
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## Required Texts

- *Joining the Conversation: A Guide for Writers*, 3<sup>rd</sup> ed. Palmquist
- *Conversations: Readings for Writing*, 8<sup>th</sup> ed. Dellicarpini and Selzer
- *The Little Seagull Handbook with Exercises*, 3<sup>rd</sup> ed. Bullock, Brody, and Weinberg
- Handouts either in paper copy or via D2L
- Your writing

## Materials

Writing instruments, a notebook, folder or binder, computer, a positive attitude, and other appropriate supplies. You will also be required to closely follow the syllabus, so I suggest putting it at the front of your notebook, folder, or binder for easy access.

## 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.

## Student Learning Objectives

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Produce effective argument prose
- Develop original claims and successfully support these claims with research-based support and analysis
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situations, 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 recognizable citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

## **Course Requirements**

This course is writing intensive and consists of outside and in-class writing, interactive classroom discussion, small group work, peer review sessions, independent writing in the form of five major writing assignments, reflective responses, and journal entries. In addition, there is required reading for almost every day of class. You also have a participation grade, so you must come prepared to participate and interact with the material and your peers. Along with your interaction, active listening is a must!

You may not be on your cellphone or laptop unless instructed. You may not interrupt when someone else is speaking. If you do either of these things, you will lose your participation points for the day. Everyone in our class deserves our attention and respect.

This class will be challenging, but with determination, a readiness to grow and learn, and an investment in the material, you will succeed!

## **Formatting and Documentation**

- For all formal and in-class writing assignments use MLA: Times New Roman, 1-inch margins, 12-point font, and double-spacing. MLA also requires a title, your last name and page number in the top right header, and in the upper left part of the paper (not in the header): Your name, Course Number (ENG 1001), My name, and the date (19 August 2019).

## **Freewriting**

The beginning 5-10 minutes of each class, you will freewrite about whatever you want. This is to get your mind ready for class and also to help you begin practicing brainstorming techniques for formal papers.

## **Reflective Responses on Class Discussions**

The last 15 minutes of every class in which we engage in interactive discussion, you will write a reflective response to the days' class and upload it to D2L before you leave. These are informal and low stakes reflections, but they should show your engagement with the covered material.

## **Process Journals**

You will be required to write 10 double-space paged process journals. The topics for these are stated on the weekly syllabus. You will bring these to class typed and printed out.

**\*Reflective responses and process journals must be organized, cohesive, and grammatically correct.**

## **Final Portfolio**

For this class you will compile a final portfolio that includes all five revised major writing assignments and all of your process journal entries, including your introduction and feedback journal entry. You will also include a contents page and a cover letter for this portfolio that focuses on your growth as a writer. We will discuss this more during the semester.

## **Revision**

You may revise all five major writing assignments required for this course. You will have one week from the date of return. I expect deep revision, not just surface editing. If you engage in deep revision and you receive a higher grade, I will replace the existing grade.

## **Late Work Policy/Extensions**

**I will not accept late work.** Though it would be in your best interest to turn something in by the deadline because you may revise.

**I will not allow extensions for major writing assignments.** At this point in your academic career you are expected to follow the syllabus, be prepared, and meet all deadlines.

## **Your Instructor**

If at any time you feel like you are having trouble with the material, or if you need additional resources or reassurance, please contact me via email or come to see me during my office hours. If you can't come during my office hours, I will accommodate your schedule. I want you to succeed in this class, and I am here to support you!

## **Attendance**

Emergencies arise in the form of illness, accidents, and happenings that you cannot control. I understand this. Though you must do your best to attend every class. If you miss, unexcused (not having a doctor's note, university/sports event, accident report, etc.) or without discussing it with me beforehand, **you will lose your participation grade for the day.**

If you are more than ten minutes late, **your participation grade will be docked by half.**

## **Email Policy**

I welcome emails, though please use a professional and polite manner when doing so. Use a clear subject line that provides the topic of your email, begin with a greeting, such as "Hello Ashley" or "Dear Ashley," state your purpose in clear and organized prose, and close with a short sign-off, such as "Cheers," or "Best," and then your name.

## **Class Conduct**

The classroom is a place for learning and growth, and as we will be doing important work this semester, I expect you to have good manners, engage in careful listening, and have respect for diverse backgrounds and opinions. I also expect maturity, participation, and for you to come to class prepared by having done the reading and be ready to write and discuss!

Unless otherwise stated, you are not permitted to use cellphones or laptops in the classroom. This also means no ear buds or air pods. Class is not a time to listen to music, text, or peruse social media. If I see you engaging in these activities, I will ask you to leave.

## **Academic Integrity and Plagiarism**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. If you believe that you have a specific instance in your work that might be considered plagiarism, please come to me prior to turning in the final draft.

The official statement on plagiarism by the EIU English Department is as follows: "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 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."

If we all work together, we can ensure ethical resource use in our papers!

## **Using the Writing Center**

I strongly encourage all students to utilize EIU's Writing Center, which is located at 3110 Coleman Hall. This free service provides one-on-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and developing your in-text citation and works cited/reference page to avoid plagiarism.

To schedule an appointment, you can visit during posted hours or call 217-581-5929.

Office hours are as follows: Mon-Thurs, 9am-3pm; 6pm-9pm; Friday 9am-1pm

## **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.

If you have accommodations, you need to alert me the first day of class.

## **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, 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 to Ninth Street Hall, Room 1302.

## Composition of Overall Grade

(all assignments and point totals are tentative)

<b>Participation</b>		<b>150</b>
All In-Class Work	5/class	
<b>Writing Process Grade</b>		<b>290</b>
18 Reflective Responses	5	
10 Process Journals	10	
5 Peer Review Sessions	20	
<b>Midterm</b>		<b>50</b>
Reflection		
<b>Formal Speaking-Intensive Assignment</b>		<b>100</b>
Recast	100	
<b>Formal Writing Assignments</b>		<b>600</b>
Informative (3)	100	
Rhetorical Analysis (4)	100	
Evaluative (5)	100	
Persuasive (5)	100	
• Proposal	50	
• Annotated Bib	50	
Reflective (4)	100	
<b>Final Portfolio</b>		<b>100</b>
Formal Writing Assignments		
Process Journals		
Cover Letter		
		<hr/>
		<b>1290 total points</b>

### Grading Scale for Formal Documents

A = 100-92%	B+ = 89-88%	C+ = 79-78	D = 69-60
A- = 91-90%	B = 87-82%	C = 77-72	F = 59 and below
	B- = 81-80%	C- = 71-70	

### Overall Grading Scale

A, B, C, No Credit

## ENG 1001-019 Syllabus Fall 2019

All assignments and due dates are **tentative**  
CRW = Conversations: Readings for Writing  
JtC = Joining the Conversation  
LSH = The Little Seagull Handbook  
# = Handout given to you in class or on D2L

### Week 1: 8/19-23 – Unit 1: Informative Writing

- T 8/20** Intro to Course/How to be Successful  
MLA Formatting Overview  
Reflective Responses/Process Journal Explanation
- TH 8/22** W-1 (2-5) LSH; Ch. 7 (173-79) JtT; #Informative Writing  
Intro of Informative Paper  
\*Reflective Response in class  
\***Introduction Journal Entry**

### Week 2: 8/26-30

- T 8/27** W-4 (17-29) LSH; Ch. 17 (536-46) JtC  
W-3 (9-16) LSH; Ch. 16 (528-34) JtC  
\*Reflective Response in class
- TH 8/29** #“Age of Heroic Medicine”; #Irish Slaves  
\*Reflective Response in class  
**Comp Time**  
\***Process Journal on Informative Processes**

### Week 3: 9/2-6

- T 9/3** *Peer Review*
- TH 9/5** W-4 (49-53) LsH; # “Using the Rhetorical Toolkit”  
Intro of Rhetorical Analysis  
\*Reflective Response in class  
\***Informative Paper Due**

### Week 4: 9/9-13 – Unit 2: Rhetorical Analysis

T 9/10 Ch. 8 (225-26; 238; 263-70) JtC; W-11 (62-65) LSH  
\*Reflective Response in class

TH 9/12 #Phillis Wheatley & Prefaces to her work  
\*Reflective Response in class  
**\*Process Journal for Letter of Convincing**

### Week 5: 9/16-20

T 9/17 Ch. 21 (633-50) JtC; R-4 (107-18) LSH  
#Toni Morrison's "The Sight of Memory"  
\*Reflective Response in class

TH 9/19 Mini presentations of integrating direct quotes, paraphrasing, and summarizing in MLA  
**Comp Time**  
**\*Process Journal on Integrating Quotes in MLA**

### Week 6: 9/23-27

T 9/24 **Peer Review**

TH 9/26 Ch. 9 (285-87) JtC; #Evaluative Writing  
Intro of Evaluative Paper  
\*Reflective Response in class  
**\*Rhetorical Analysis Due**

### Week 7: 9/30-10/4 – Unit 3: Evaluative Writing

T 10/1 #Frank McCourt's "Learning to Chill Out"  
#Excerpt of McCourt's *Angela's Ashes*  
\*Reflective Response in class

TH 10/3 #Watch McCourt interview  
\*Reflective Response in class  
**\*Open Process Journal**

### Week 8: 10/7-11 (Midterm)

- T 10/8** Part 4 (361-66) JtC; R-2 (102-05) LSH  
\*Reflective Response in class  
\*Evaluative paragraph about issue in own life with at least one source  
**Mini peer review**
- TH 10/10** Midterm Reflections in class  
**Comp Time**  
**\*Process Journal on Evaluative Processes**

### Week 9: 10/14-18

- T 10/15** **Peer Review**
- TH 10/17** Ch. 11 (397-403) JtC; W-7 (43-48) LSH  
Intro of Persuasive Paper  
\*Reflective Response in class  
**\*Evaluative Paper due**  
**\*Begin work on proposal for Persuasive Paper**

### Week 10: 10/21-25 – Unit 4: Persuasive Writing

- T 10/22** Ch 11 (420-44) JtC; # “Use the Rhetorical Toolkit”  
\*Reflective Response in class  
**\*Proposal for Persuasive Paper**
- TH 10/24** Ch 12 (456-72) JtC  
\*Reflective Response in class  
**\*Process Journal on Research Processes**

### Week 11: 10/28-11/1

- T 10/29** Sojourner Truth “Ain’t I a Woman?” (279)  
bell hooks “Overcoming White Supremacy” (330-38) CRW  
\*Reflective Response in class  
**\*Annotated Bibliography on Wakelet due (post to D2L)**
- TH 10/31** Mini presentations on persuasive topics  
**Comp Time**  
**\*Process Journal on Persuasive Processes**

Week 12: 11/4-8

T 11/5      *Peer Review*

TH 11/7      Ch. 6 (116-22) JtC  
Intro of Reflective Paper  
\*Reflective Response in class  
\***Persuasive Paper due**

Week 13: 11/11-15 – Unit 5: Reflective Writing

T 11/12      Ch. 6 (137-44; 167-70) JtC  
#Sherman Alexie's "Why the Best Kids Books Are Written in Blood"  
#Frederick Douglass' "Learning to Read and Write"  
\*Reflective Response in class

TH 11/14    #Mini presentations on reflective topics  
*Comp Time*  
\***Process Journal on Reflective Processes**

Week 14: 11/18-22

T 11/19      *Peer Review*

TH 11/21    #Recast purpose handout  
Intro of Recast Presentations  
\*Reflective Response in class  
\***Reflective Paper due**

11/25- 29 – Thanksgiving Break

Week 15: 12/2-6 – End-of-Term Conferences & Presentations

T 12/3      *Recast Presentations*

TH 12/5      *Recast Presentations*  
\***Feedback Journal Entry**

**Week 16: 12/9-13 – Finals Week**

**TH 12/12 \*Portfolio of Revised Work and All Process Journals, Including the Introduction, Feedback, & Cover Letter due**