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ENG 1001G-710: College Composition I Critical Reading & Source-Based Writing

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ENG 1001-710

College Composition I: Critical Reading and Source-Based Writing

Tuesdays, 8:30 - 11 am

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Texts

- *Bedford Book of Genres*, 2nd ed. Braziller and Kleinfeld
- *Language: A Reader for Writers*, Dasbender
- *Who Says? The Writer's Research*, 2nd ed. Holdstein and Aquiline
- *The Little Seagull Handbook with Exercises*, 3rd ed. By Bullock, Brody, and Weinburg
- Handouts distributed throughout the semester either in paper copy

Course Description

College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative 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. ABC/No Credit.

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 argumentative 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 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 Requirements

We are going to have 4 units of information to cover in this class. Included in these units will be in-class writing activities, discussions of assigned readings, journal writing, and pop quizzes. There will be 4 major writing assignments, and then a final portfolio. I also have a participation grade, so active and constructive participation in class and group work can make a positive influence on your overall grade.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity).

I accept late work. You can turn in assignments after their deadlines. However, points may be deducted. I encourage you to turn in all submitted work.

Journal Writing

Unless otherwise indicated, all journals should be a full page or more. Journals should demonstrate an accurate reading, display an appropriate response, or present a valid rhetorical aim/purpose. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). There will be 10 journal writings.

Writer's Workshops

During the semester, we will hold multiple Writer's Workshops. The purpose of these is to engage allow you all to work creatively with your peers. You will engage in the writing process together, as well as peer review others' work.

Revision of the Major Writing Assignments

Students can revise all five major writing assignments to improve their grades. Time allotted for revision is one week from the day it is returned to you. I expect deep revision, not just surface editing.

Final Portfolio

In this class, you'll create a final portfolio that focuses on your challenges, your strategies, your learning process, and your growth as a writer and thinker. I will provide more detailed information about this portfolio during the semester.

However, to assure that you are on the right path for creating a solid portfolio, every time you make substantial changes to a draft of a paper or revise a paper, you need to save that document, meaning that if you wrote a paper that went through four major revisions, then you would save the separate papers as Paper 1 Revision 1, Paper 1 Revision 2, Paper Revision 3, and Paper 1 Revision 4, so you can keep track of how the paper has changed over the course of revision and editing.

When you write your cover memo for the portfolio, you must use examples from previous and final versions of papers or other assignments to focus on your growth as a writer and thinker.

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.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by 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 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are

paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it's online) the information is located.

Definition of Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source;
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

Composition of the Overall Grade
(All assignments and point totals are tentative)

Participation	100
Discussion, in-class writing, draft conferences, small group work, exercises/practice presented from the textbook, informal presentations	
Quizzes & Assigned Work	To-Be-Determined
Writing Process Grade	40
10 points available for each session, 4 Writer's Workshops	
Journals & Exercises	110
Introduction Essay (1 st day in class)	10
Journals (10 at 10 points each)	100
Major Writing Assignments	450
Informative Paper (3 pages)	100
Argument Analysis Paper (4)	100
Rhetorical Analysis Paper (5)	150
Career Profile Paper (4)	100
Final Portfolio	100
Reflective memo (2) with documents from the course	

800 points + TBD

Grading Scale for Formal Documents:

90-100% = A 80-89% = B = B 70-79% = C

Overall Grading Scale: A, B, C , NO CREDIT

**ENG 1001-710
Schedule Preview**

(Homework can be found on weekly assignment sheets)

Unit 1: Processing & Presenting Information

Week 1 Aug 23: Course introduction/Review of Syllabus and Course Assignments; Introductory Writing Essay (in class)

Week 2 Aug 30: Journal 1 due

Week 3 Sept 6: Writer's Workshop

Week 4 Sept 13: Journal 2 due; Informative paper due

Unit 2: Rhetorical Analysis

Week 5 Sept 20: Journal 3 due;

Week 6 Sept 27: Journal 4 due;

Week 7 Oct 4: Writer's Workshop

Week 8 Oct 11: Journal 5 due; Rhetorical Analysis paper due

Unit 3: Argumentation

Week 9 Oct 18: Journal 6 due;

Week 10 Oct 25: Writer's Workshop

Week 11 Nov 1: Journal 7 due;

Week 12 Nov 8: Journal 8 due; Argument Analysis paper due

Unit 4: Finalizing the Writing Process

Week 13 Nov 15: Journal 9 due

Week 14 Nov 29: Journal 10 due; Writer's Workshop

Week 15 Dec 6: Career Profile due

Week 16 Dec 13: Final class