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Fall 2019

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Fall 8-15-2019

### ENG 1001G-022: College Composition I

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*Eastern Illinois University*

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#### Recommended Citation

Fahad Hossain, Md., "ENG 1001G-022: College Composition I" (2019). *Fall 2019*. 27.  
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## Course Policy

### **ENG 1001 G: College Composition I**

Fall 2019; MWF 12:00 pm -12:50 pm

Classrooms: CH 3140 & CH 3210

Instructor: Md. Fahad Hossain

Office: **CH3836**, Coleman Hall

Office hours: Tuesday 1:50 pm – 2:50 pm

Thursday 01:00 pm – 3:00 pm

Email: mhossain2@eiu.edu

### **Required Texts:**

- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2<sup>nd</sup> ed. Wysocki and Lynch
- *Conversations: Readings for Writing*, 8<sup>th</sup> ed. Dellicarpini & Selzer
- *Joining the Conversation: A Guide for Writers*, 3<sup>rd</sup> ed. Palmquist
- Handouts will be distributed throughout the semester

### **Course Description**

Focusing on informative, analytical, evaluative, and persuasive writing, college composition allows students to conduct college-level research. Students will have hands on experience in writing processes, be able to produce standard writing, strengthen analytical reading skills, and work with sources.

This course will also situate writing in social atmosphere. Creating a rhetorical situation, writing becomes a representation of an author's goals, his readers' expectation, and gives the readers context for developing a dialogue. Besides, we will also approach toward writing as a more refined medium of expression. Encompassing multimodal in-class activities and assignments, students will be able to develop and exhibit their thoughts, ideas, beliefs and ideologies not only through text but also through audio-visual and aural means.

### **Learning Objectives**

When students successfully complete this course, they will experience and demonstrate the following abilities:

- Develop effective writing processes for producing documents
- Ability to produce informative, analytical, evaluative, and persuasive prose
- Ability to write effective argumentative prose
- Can come up with original claims and successfully support these claims with research-based support and analysis
- Integrate sources ethically, appropriately, and consistently in documents
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations

- Revise documents by participating in workshops, peer review, and writing conferences (with instructor or Writing Center consultant) to create prose for possible inclusion in the writing portfolio
- 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**

While you attend this class, you will be expected to participate in discussions, group work, and other in-class activities in a regular basis. Since writing is the main goal of this class, be prepared to communicate through writing! You are also expected to positively contribute to class conversations and are expected to actively listen and remain engaged during the class.

Apart from in-class writing, group discussions, presentations, you are required to complete **FIVE** major writing assignments throughout the semester. While all your grades will be based on these five writing assignments, you will get credits for regular class attendance. Try to turn in all your writing assignments in due dates.

Be prepared for the following activities/assignments:

- Active participation in class discussions
- Completion of assigned readings
- In-class writing activities
- Small-group work
- Peer-review
- **Persuasive Essay**
- Informal Rhetorical Analysis/ Reaction Memos
- **Rhetorical Analysis**
- **Poster Analysis Essay/ Documentary Analysis Essay**
- Group Presentation
- Reflective Journals
- **Perception/ Reality Essay**
- **Argumentative Research Essay**
- Mid-term and Final (reflective essays)

### **Revision Policy**

You will have the opportunity to revise any of the writing assignments you turn in for this class. You have one week from the time the assignment is handed back in class to complete your

revisions. To raise your grade, your revisions must go beyond surface-level editing. In other words, you will not receive a higher grade just for fixing sentence-level errors.

### Grading Policy

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

100-90%=A

89-80%=B

79-70%=C

69-60%=D

59% or lower=F

#### Here is a breakdown of the overall grade:

##### Participation/Shorter Assignments

Discussion, in-class writing, small-group work	100 points
Peer Review (4 @ 20 points each)	80 points
Informal rhetorical analysis	30 points
1page single spaced Reaction Memos (3@ 20 points)	60 points
<u>Group Presentation</u>	<u>30 points</u>
<b>Total</b>	<b>300 points</b>

##### Major Writing Assignments

Persuasive Essay (3-5 pages)	125 points
Rhetorical Analysis Essay (3-5 pages)	125 points
Poster Analysis Essay (3-5 pages)	50 points
Perception/Reality Essay (2-3 pages)	50 points
<u>Argumentative Research Paper (6-8 pages)</u>	<u>200 points</u>
<b>Total</b>	<b>550 points</b>

##### Mid-term and Final

Mid-term reflective essay (2-3 pages)	50 points
<u>Final reflective essay (3-5 pages)</u>	<u>100 points</u>
<b>Total</b>	<b>150 points</b>

**Total Points: 1,000 points**

### Attendance Policy

You are permitted three (3) unexcused absences. After three absences, only absences due to circumstances that can be documented on paper (illness, university event, accident report, etc.) will be excused. Subsequent unexcused absences will result in a 25-point overall grade deduction for each class session you miss.

I also expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 10 minutes late to class with no prior notification, you will be marked absent.

### **Make-Up and Late Work Policies**

Make-up work will only be provided for excused absences. It is your responsibility to check what work you missed via D2L. Assignments will automatically be deducted 10% for each day (not class period) that it is late. After one week, I will no longer accept the assignment.

### **Class Conduct**

Inattentiveness due to use of cell phones/laptops/tablets, sleeping, disruptive conversations, etc. will result in participation point deductions. Please put your phones away when you come to class! Disrespectful behaviors will not be tolerated, and you will be asked to leave class immediately if your classmates or I witness these behaviors.

### **Using the Writing Center**

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. To schedule an appointment, you can drop by the center or call 581-5929.

### **Academic Integrity and Plagiarism**

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.

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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

### **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.

### **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 go to 9th Street Hall, Room 1302.

## ENG 1001 Course Syllabus

All deadlines and readings are tentative

*CDA Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2<sup>nd</sup> ed. Wysocki and Lynch

*CRW Conversations: Readings for Writing*, 8<sup>th</sup> ed. Dellicarpini & Selzer

*JTC Joining the Conversation: A Guide for Writers*, 3<sup>rd</sup> ed. Palmquist

Handouts will be distributed throughout the semester

### Week 1/

### Classroom # CH3140

**Mon. 8/19**

Introduction activity

What are your goals and expectations for this class?

**Wed. 8/21**

Course Policies and Syllabus review

In-class reflective writing and discussion on previous writing experiences

Assignment: Read *JTC* Ch. 1: Why think of writing as conversation?

In-class Reflective Writing on the reading assignment (10 minutes)

**Fri. 8/23**

*JTC* Ch. 1 Understanding Yourself as a Writer

“What should I know about writing situation?”

Assignment: Read “What should I know about writing” and “How can I prepare for a successful writing project”

In-class Reflective Writing on the reading assignment (10 minutes)

### Week 2/

### Classroom # CH3210

**Mon. 8/26**

Paraphrase practice

Introduce Informative essay assignment

Assignment: Read *JTC* Ch. 7: Writing to Inform and Ch. 2: Finding and Listening in on Conversations

In-class short writing exercise on ‘how information is disseminated through writing’/ what important aspects of the above mentioned chapters help you to write an informative piece and how do they help?

**Wed. 8/28**

*JTC* Ch. 2

Brainstorming exercises

Assignment: Read *JTC* Ch. 3: Reading to Write;

Read: extending the conversation (Opportunities for Reading, Writing and Research) **CRW**

Decide on topic for informative essay and bring in at least two outside sources about the topic

**Fri. 8/30**

*JTC* Ch. 3

Active reading and evaluation of sources

MLA citation practice –

Read: **JTC Ch. 23**

Assignment: Informative essay rough draft

Week 3/

Classroom # CH3140

**Mon. 9/2**

**Labor Day – No Class**

**Wed. 9/4**

Peer review of rough drafts

Assignment: Read *JTC* Ch. 22: Revising and Editing; Continue working on informative essay

**Fri. 9/6**

*JTC* Ch. 22 and **CDA** Ch. 2 – purpose, audience and context

Work on revisions for informative essay

Assignment: Informative essay final draft

Week 4/

Classroom # CH3210

**Mon. 9/9**

**Informative Essay Due**

*Ethos, Pathos, Logos* presentation

Analysis of Elie Wiesel's *The Perils of Indifference*

Assignment: Read *CDA* Ch. 9: Doing rhetorical analysis of others' texts

**Wed. 9/11**

*CDA* Ch. 9

Rhetorical analysis of MLK's "I Have a Dream" speech

Introduce Rhetorical Analysis assignment

Assignment: Rhetorical analysis proposal; Read *JTC* Ch. 14: Developing a Thesis Statement

**Fri. 9/13**

Rhetorical analysis proposal due

Complete steps for rhetorical analysis

*JTC* Ch. 8

Assignment: Informal rhetorical analysis

Week 5

Classroom # CH3140

**Mon. 9/16**

Informal rhetorical analysis due

Discussion and activity over informal rhetorical analyses

Assignment: Formal rhetorical analysis rough draft

**Wed. 9/18**

Spotlight peer review

Assignment: Peer review two classmates' essays (if not spotlighted)

**Fri. 9/20**

Proofreading/editing/grammar activity (as needed)

Work on revisions for rhetorical analysis

Assignment: Rhetorical analysis final draft due

**Week 6**

**Classroom # CH3210**

**Mon. 9/23**

**Rhetorical Analysis due**

In-class reflective writing and discussion on rhetorical analysis writing process

Introduction to visual analysis presentation

Assignment: Read *CDA* Ch. 10: Analyzing posters

**Wed. 9/25**

*CDA* Ch. 10

Wartime poster analysis activity

**Fri. 9/27**

Wartime poster analysis activity

Introduce Poster Analysis writing assignment

Assignment: Choose a poster to analyze

**Week 7**

**Classroom # CH3140**

**Mon. 9/30**

Complete steps for poster analysis

Assignment: Poster analysis rough draft

**Wed. 10/2**

Peer review of poster analysis essays

Assignment: Continue working on poster analysis

**Fri. 10/4**

Proofreading/editing/grammar activity (as needed)

Work on revisions for poster analysis

Introduce "Create Your Own Poster (CYOP)" assignment (w/ chosen book)

Assignment: Poster analysis final draft; Read *CDA* Ch. 7: About visual modes of communication

**Week 8**

**Classroom # CH3210**

**Mon. 10/7**

**Poster Analysis due**

*CDA* Ch. 7

Brainstorming/Prewriting for CYOP assignment

Assignment: Read *JTC* Ch. 18: Presenting Your Work

**Wed. 10/9**

*JTC* Ch. 18

Work on CYOP assignment  
Assignment: Prepare poster presentation

**Fri. 10/11**  
**Fall Break – No Class**

**Week 9**

**Classroom # CH3140**

**Mon. 10/16**  
Poster Presentations  
Critical Reviews from peers

**Wed. 10/18**  
Poster Presentations  
Critical Reviews from peers

**Fri. 10/21**  
**In-class mid-term (reflection)**  
Course feedback  
Assignment: *JTC* Ch. 9: Writing to Evaluate

**Classroom # CH3210**

**Week 10**

**Mon. 10/23**  
*JTC* Ch. 8 pp. 276-294  
Genre analysis of evaluative essays using “Review of Thao & the Get Down Stay Down, *We the Common*” and “The Crescent City’s Greatest Po’ Boys”  
Assignment: *JTC* Ch. 9: Writing to Evaluate

**Wed. 10/25**  
Movie/ Documentary review evaluation  
Assignment: Finish movie review evaluation

**Fri. 10/28**  
Discussion/activity with movie review evaluations  
Introduce Evaluating a Text or Film/documentary:

**Week 11**

**Classroom # CH3140**

**Mon. 10/30**  
Guest speaker: Movie/documentary critic  
Podcast example(s)  
Assignment: Choose podcast topic; find relevant outside sources

**Wed. 11/1**  
Establish criteria for evaluation  
Assignment: rough draft of the assignment

**Fri. 11/4**  
Peer review of the assignment  
Read: CDA Ch. 7

**Week 12**

**Classroom # CH3210**

**Mon. 11/6**

Discuss audio-visual arguments

Assignment: Continue working on the documentary essay

**Wed. 11/8**

What is argumentative writing?

What do we already know or think we know?

Assignment: Read *JTC* Ch. 11 – Argumentative Writing

Read: Overcoming White Supremacy: A Comment” *CRW*, Ch. 6, pp. 330- 338

**Fri. 11/11**

Introduce Argumentative Research Essay

Analysis of argumentative essay using “Overcoming White Supremacy: A Comment” *CRW*, Ch. 6, pp. 330- 338

Assignment: Read *JTC* Ch. 11: Writing to Convince or Persuade

**Week 13**

**Classroom # CH3140**

**Mon. 11/13**

*JTC* Ch. 12

Developing a research question

Assignment: Complete research question worksheet (all but working thesis); find relevant outside sources

**Wed. 11/15**

Revise research question as needed

Annotate/evaluate source reliability

Assignment: Develop working thesis

**Fri. 11/18**

Peer review of working thesis

Begin drafting

Assignment: Sign up for conferences

**Week 14**

**Mon. 11/20 – Fri. 11/22**

**Office**

Conferences on working draft – no class

**Week 15**

**Mon. 11/25 – Fri. 11/29**

Thanks Giving Break – No Class

**Fri. 12/2**

TBD

**Week 16/**

**Classroom# CH3210**

**Mon. 12/4**

Argumentative Research Essay completed rough draft due  
Peer review of rough drafts

**Wed. 12/6**

Work on revisions  
Introduce final essay assignment

**Fri. 12/9**

**Argumentative Research Essay final draft due**  
Answer questions about final essay assignment

**Week 17**

**Classroom # CH3140**

**Mon. 12/11 – Fri. 12/13**

**Finals Week**

**Final essay is due at the time this class's final exam is scheduled for.**