Course Policy

ENG 1001G: 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:
- Conversations: Readings for Writing, 8th ed. Dellicarpini & Selzer
- 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:

<table>
<thead>
<tr>
<th>Participation/Shorter Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion, in-class writing, small-group work</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review (4 @ 20 points each)</td>
<td>80</td>
</tr>
<tr>
<td>Informal rhetorical analysis</td>
<td>30</td>
</tr>
<tr>
<td>1 page single spaced Reaction Memos (3 @ 20 points)</td>
<td>60</td>
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<tr>
<td>Group Presentation</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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<table>
<thead>
<tr>
<th>Major Writing Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Persuasive Essay (3-5 pages)</td>
<td>125</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay (3-5 pages)</td>
<td>125</td>
</tr>
<tr>
<td>Poster Analysis Essay (3-5 pages)</td>
<td>50</td>
</tr>
<tr>
<td>Perception/Reality Essay (2-3 pages)</td>
<td>50</td>
</tr>
<tr>
<td>Argumentative Research Paper (6-8 pages)</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
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<table>
<thead>
<tr>
<th>Mid-term and Final</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Mid-term reflective essay (2-3 pages)</td>
<td>50</td>
</tr>
<tr>
<td>Final reflective essay (3-5 pages)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
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**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) 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.
ENG 1001 Course Syllabus
All deadlines and readings are tentative

CRW Conversations: Readings for Writing, 8th ed. Dellicarpini & Selzer

Handouts will be distributed throughout the semester

Week 1/
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/
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**

**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

**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**

**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
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
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
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.