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### ENG 1001G-024: College Composition I

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*Eastern Illinois University*

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## **ENG1001G: College Composition I, Section 024**

Fall 2019 MWF 9:00-9:50

Coleman 3140 and 3210

Jamie Lynn Golladay

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Office Hours: MWF 10:00-12:00 (or by appointment)

### **Required Texts**

- *Joining the Conversation*
- *Conversations*
- *The Little Seagull Handbook*
- Handouts given throughout the course

### **Course Description**

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. We will focus on developing a writing process, developing a sense of writing community in the classroom, and develop audience awareness. You will develop five pieces of writing which reflect these goals and achieve the assignment requirements.

The main objective of Composition I is to develop your ability to make arguments in writing. We will do that while also delving into the value of life as a sort of theme for the class. We will look at several arguments about the value of life in preparation for writing arguments of our own and develop an awareness that will foster a sense of writing to learn.

### **Course Requirements**

This class will require several readings, extensive peer review, in-class writing, various in-class activities, reading quizzes, five major writing assignments, five analytical responses, and a final portfolio. Completing all of these tasks is essential to success.

You will be required to approach assignments actively and thoughtfully, be creative, be present mentally, and participate in the class writing community.

### **Your Instructor**

Please do not hesitate to email me or to visit my office during office hours if you are struggling with course material, assignments, or simply want to touch base. I'm a valuable resource for doing well in this course. This is true of any course. Carry this advice into your other current and future classes.

A note on emailing: I will not respond to informal emails. All emails sent to me or any other instructor should contain a greeting, a formally written body, and a signature. Do not treat such correspondence as you would a text message.

### **Attendance and Late Work**

You will be permitted two unexcused absence for this class; beyond that, your participation grade will be decreased by five points. I need to be notified of any following absences before class via email. If you are not in class the day that something is due, it needs to be turned into D2L anyway.

You are permitted one extension to be used at your discretion, but it needs to be cleared with me before the assignment is due. Beyond that, I will not take late work. Plan ahead and get assignments done in the allotted time.

### **Documentation Specifications**

All writing assignments for this class should include a header on the top left side of the first page of the paper that includes: your name, my name, the class (ENG 1002), and the due date of the assignment. They should include a centered title that IS NOT the title of the assignment. They should include page numbers with your last name at the top of every page. They should be in 12 point Times New Roman font. They should be double spaced.

### **Analytical Responses**

You will be asked to write an analytical response to each of the five major assignments in this course. Each analytical response will be a single page, single spaced, and 12 point Times New Roman font with double spacing between paragraphs. These responses will ask that you answer at least two questions. These assignments will be due the class period following the due date of the essay that they are associated with, but it's best to be thinking about what you will say throughout the composition process.

### **Revision**

You will be given the opportunity to revise all five of the major writing assignment for this course, but I expect significant change to occur to the pieces when revised. Revisions will be due two class periods after I return work, which I will clearly mark with a revision due date. I may make revision a requirement on a case-by-case basis. You will also be given the opportunity to further revise three major writing assignments in your final portfolio.

### **Classroom Conduct**

Our classroom is a learning environment, and I expect it to be treated as such.

Here are items you should have in class:

- Writing tools
- A class notebook
- Assigned reading material

Here are behaviors that will not be tolerated in class:

- Sleeping
- Extended disappearances during class
- Extensive or excessive tardiness
- Use of electronic devices
- Side conversation
- Rude or offensive language

I reserve the right to ask students to leave class for doing any of the aforementioned intolerable acts.

An extra note on the use of electronic devices:

This class is not a social hour. When we have in-class work days, we will be in a lab where it will be permissible to use the provided computers, but otherwise you should not have electronics out. I **will not** be fooled by hiding your cellphone under your desk at all, and if I see a student using electronics inappropriately in class, I will ask that they be put away on the spot. If I see it again, I will ask you to leave. This is disruptive behavior, and it isn't benefitting anyone in the room.

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

In class, we will thoroughly discuss the use of sources in the assigned essays, so I will expect that everyone be very clear on what plagiarism is and how to avoid it; therefore, if I find that plagiarism has occurred in any of the writing that you do for this course, I will not hesitate to fail the assignment and turn the offender into the University Student Standard Board. I take this offense very seriously.

### **Using the Writing Center**

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.

I cannot stress enough that this is a fantastic resource for writers at all levels and at every stage in the writing process. Even if you don't know where to get started on a writing assignment, all you need is the assignment sheet, and the lovely people in the center will help you figure out where to go from there. As an added incentive, I will offer a 2% higher grade on any of the five major writing assignments if they are turned in with a stamped session form from the center.

Also, I will be in the Writing Center from 9:00-11:00 every Tuesday and Thursday morning if you would like to specifically work with me. When you go in to schedule an appointment, you can ask the desk attendant to schedule you specifically with me during those times.

### **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.

## Grading in This Course

A: 100-90%  
B: 89-80%  
C: 79-70%  
D: 69-60%  
F: 59-0%

### Presentation and Smaller Writing Assignments

Participation	25
Analytical Response I	50
Analytical Response II	50
Analytical Response III	50
Analytical Response IV	50
Analytical Response V	50
Peer Review I	25
Peer Review II	25
Peer Review III	25
Peer Review IV	25
Peer Review V	25

### Five Major Writing Assignments and Final

Are We Alone in the Universe?	100
Extraterrestrial Media Op-Ed	100
“Bloodchild” Argument Paper	100
“Bloodchild” Analysis Paper	100
Conspiracy Theory Research Paper	100
Final Analytical Response	100

1000 Points

## Course Schedule

### WEEK 1

Monday 8/19

- Introduce ourselves
- Go over syllabus

Wednesday 8/21

- Discuss course
- Introduce Are We Alone in the Universe

Friday 8/23

- Discuss essay and free write

### WEEK 2 lab

Monday 8/26

- Draft due
- Peer review read around

Wednesday 8/28

- Peer review read around continued

Friday 8/30

- Revision activity and work on essay
- Read "Bloodchild" for Wednesday

### WEEK 3

Monday 9/2

- Labor Day

Wednesday 9/4

- Are We Alone in the Universe Due
- Discuss story
- Introduce "Bloodchild" Argument essay
- Read JTC 342-395 and Convo 330-338

Friday 9/6

- Notes on reading due
- Discuss reading
- Prewriting exercise and topic picking exercise

### WEEK 4 lab

Monday 9/9

- Draft due
- Peer review letters
- Analytical response I due

Wednesday 9/11

- Continue peer review letters

Friday 9/13

- In class work on essays

## **WEEK 5**

Monday 9/16

- Discuss writing process
- Free write
- Read JTC 656-668

Wednesday 9/18

- Revision exercise
- Discuss reading
- Notes due

Friday 9/20

- Discuss assignment

## **WEEK 6 lab**

Monday 9/23

- "Bloodchild" Argument due
- Introduce "Bloodchild" Analysis

Wednesday 9/25

- MLA workshop

Friday 9/27

- Assign and work on annotated bib
- Read JTC 80-112

## **WEEK 7**

Monday 9/30

- Analytical response II due
- Notes due
- Discuss reading

Wednesday 10/2

- Debate activity
- Revision activity

Friday 10/4

- Draft due
- Peer review group work

### **WEEK 8 lab**

Monday 10/7

- Presentation on quoting
- Quoting activity

Wednesday 10/9

- Discuss writing process and assignment
- Work on essay in class

Friday 10/11

- Fall Break

### **WEEK 9**

Monday 10/14

- "Bloodchild" Analysis due
- Introduce Alien Media Op-Ed

Wednesday 10/ 16

- Discuss aliens in the media
- Discuss and sign up for topics
- Read JCT 284-341

Friday 10/18

- Notes due
- Discuss reading
- Read JTC 535-546
- ●utlining activity

### **WEEK 10 lab**

Monday 10/21

- Analytical Response III due
- Notes due

- Discuss reading
- Draft due
- Peer review

Wednesday 10/23

- Further peer review
- In class work on essay

Friday 10/25

- In class work on essay

### **WEEK 11**

Monday 10/28

Conferences

Wednesday 10/30

Conferences

Friday 11/1

Conferences

### **WEEK 12 lab**

Monday 11/4

- Alien Media Op-Ed Due
- Introduce Me, The Alien
- Discuss family history

Wednesday 11/6

- Introduce annotated bib
- Discuss interviewing

Friday 11/8

- Work with interview material
- Organization activity

### **WEEK 13**

Monday 11/11

- Analytical response IV due
- Annotated bib due

Wednesday 11/13

- Draft due
- Peer review

Friday 11/15

- Reverse outlining activity
- Discuss findings

#### **WEEK 14 lab**

Monday 11/18

- In class work on essay

Wednesday 11/20

- In class work on essay

Friday 11/22

- In class work on essay

#### **WEEK 15**

Thanksgiving Break

#### **WEEK 16 lab**

Monday 12/2

- Me, The Alien due
- Reflect on course

Wednesday 12/4

- Work on analytical response

Friday 12/6

- Analytical response V due

#### **WEEK 17**

Finals Week