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ENG 1001G-036: Composition and Language

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**COLLEGE COMPOSITION I:
KNOWLEDGE AND POWER
ENG 1001G sect. 036, CRN 99271**

Dr. Jeannie Ludlow
Fall, 2015
9:00-9:50 am, MWF
in Coleman 3160

Office: 3139 Coleman Hall
E-mail: please use D2L email to contact me
Mailbox: 3155 Coleman Hall
Office Hours: M 3-5 pm; T 9-11 am; W 2-3 pm;
F 1-2 pm. Other times by appointment.

Course Description for ENG 1001G:
From Undergraduate Catalog: "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."

ENG 1001G is a **writing-centered course**. This means that students will write a minimum of twenty pages of polished, revised prose throughout the semester and that the quality of writing will be the primary factor in the final grade.

Course Expectations: A good composition course provides a foundation for success in all other university courses; therefore, we will work on various kinds of writing throughout the semester. Since good writing is based on both good reading and strong critical thinking, we will also explore ways to strengthen your skills in these areas. Please note: even if you are already a very strong writer, you will work to strengthen your skills in this class.

Student Learning Objectives—in this course you will:

1. develop effective writing processes for producing documents;
2. produce informative, analytical, evaluative, and persuasive prose;
3. implement reading processes to evaluate sources;
4. adapt written text to suit the text's purpose, audience, genre, rhetorical situation, and discourse community;
5. recognize how to transfer writing processes, understanding of rhetorical principles, and genre awareness to other writing situations;
6. find appropriate sources through secondary research, including the use of academic databases;
7. integrate sources ethically and appropriately, using at least one recognized citation style;

8. use effective language and delivery skills through speaking opportunities;
9. present work in edited American English.

Special circumstances: Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

Materials:

You are required to do all assigned reading for this course. Three required texts for this course are available from Textbook Rental. Some required readings will also be available only on-line via D2L or on the internet.

TRS TEXTS

- Faigley, Lester. *The Brief Penguin Handbook*. 5th Ed. Boston, MA: Pearson, 2015.
- Goshgarian, Gary. *The Contemporary Reader*. 11th ed. Boston, MA: Pearson, 2013.
- Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing*. 2nd ed. Boston, MA: Bedford/St. Martin's, 2012.

OTHER REQUIREMENTS

- A dictionary (online is OK; I recommend www.onelook.com).
- Pen (not pencil) for in-class writing.
- Notebook, for use every day in class.
- A USB drive, for storing/moving documents.
- Access to a reliable computer.
- The ability to access and use D2L to access assignments, submit written work for grading, and contact your professor and your classmates. If you need help with this, let me know immediately.

**IN ORDER TO PASS THIS CLASS, YOU MUST
COMPLETE FOR GRADING:
THREE BLOG POSTS
ALL FIVE PAPERS, AND
ONE IN-CLASS ORAL PRESENTATION.
EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC
FAILURE OF THIS COURSE.**

GRADES will be earned as follows:

- 20% Participation (includes attendance, in-class activities, pop quizzes, discussion based on successful completion of all reading and out-of-class assignments)
- 15% Three blog posts (5% each)
- 15% One in-class oral presentation
- 50% Five essays (#1=5%; #2=5%; #3=10%; #4=15%; #5=15%)

NOTE: There will be no makeups for in-class work. In-class writing or quizzes, if we have them, will usually be the first activity of the day; if you are

late to class, you may miss them and will not be able to make them up. Makeups for other assignments may be accepted in cases of hardship or emergency. If you experience hardship or emergency, please let me know as soon as is reasonable.

LATE POLICY: Late work is strongly discouraged.

However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at 9:00 a.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

ATTENDANCE POLICY: You should make your own choices about attending class; do remember that any choice we make comes with consequences. If you want to succeed in ENG 1001G, you will show up.

I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are counted absent, you earn an F in participation that day. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) before the next class session and for checking D2L to find any handouts, information, etc., that you missed. Please do not interrupt the whole class to ask about something you missed.

E-mail guidelines: (NOTE: this is good advice for e-mailing all your instructors) When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. I assure you that your professors will see you as more professional if you see yourself as more professional. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Ludlow," etc.) and be signed with your name or a recognizable nickname. Your e-mails should be written with complete words and in complete sentences, not in textspeak ("Can I schedule an appointment with you?" not "Can I C U?"). I check my e-mail two times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

CLASSROOM BILL OF RIGHTS AND

RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others

and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The professor has the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

ACADEMIC INTEGRITY: In this course, we will comply with EIU's academic integrity policy (see your catalog). I have no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to):

1. **quoting** from a source without citing that source and/or without using quotation marks
2. **paraphrasing** from a source without citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
 - a. **copying** another's work from a quiz or assignment
 - b. turning in work that **someone else wrote** for you
 - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/~judicial.

PARTICIPATION

Participation consists of regular attendance and productive participation in class discussions and in-class activities. The items in **bold** are the most important.

- A = almost perfect attendance and almost never late; **active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious **critical thought** and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;
- B = almost perfect attendance and almost never late; **consistent participation in class discussions and activities, even when confused or struggling with ideas**; professional behavior in class (including not carrying on "side" conversations); using cell phones, laptops, tablets, and other electronic devices during class

only when instructed to, and only for class assignments;

C = consistent attendance with full preparation of course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professor; consistent "follower" role in group activities; OR consistent enthusiastic participation in discussions and activities, **with no explicit evidence of full preparation of course materials**; professional behavior in class and in all communications with professor; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;

D = frequent tardiness; unprofessional, rude, or inappropriate behavior in class or on discussion boards (including, but not limited to, doing homework for other classes, reading newspapers, "side" conversations, etc.);

F = absence; disruptive behavior in class or on discussion boards; frequent attention to cell phones, laptops, tablets, and other electronic devices for non-class-related activities.

THREE BLOGS

You will write three blogs (informal essays to a casual audience) that will serve as prewriting to formal essays. Each blog will be posted on the D2L blog site. Before your first blog post is due, I will show you how to use the D2L blog site. For good examples of blogs, see

<http://killermartinis.kinja.com/why-i-make-terrible-decisions-or-poverty-thoughts-1450123558> or
<http://transparenthood.net/?p=1062> or
<http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement> or
<http://rethinktherant.com/2014/05/29/and-he-learned/> or
<https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life> or
<http://talkpoverty.org/2015/08/20/unworthy-poor/>

FIVE ESSAYS

You will write five formal essays for this class. Essay assignments will be posted on D2L and discussed in class. Essays must be typed, double-spaced, in 11- or 12-point font, and posted on D2L for grading.

SCHEDULE, WEEKS 1-3
"assignments due" are due in class on the date they are listed
Faigley = *The Brief Penguin Handbook*
Green and Lidinsky = *From Inquiry to Academic Writing*
Goshgarian = *The Contemporary Reader*

UNIT 1: AN INTRODUCTION TO POWER

DATE	ASSIGNMENTS DUE	IN CLASS	KEYTERMS AND THINGS TO THINK ABOUT
M 8/24	no reading due	First-day survey; introduction to course, syllabus, materials; in-class writing, assessment essay: adulthood.	parts of an essay
W 8/26	no reading due BRING TO CLASS one printed copy of your assessment essay about defining adulthood	in-class activity: assessment essay revision quiz	thesis statement evidence
F 8/28	read: Tammaro, " <i>Italianità</i> in a World Made of Love and Need"; complete reading worksheet (both on D2L); Faigley, "Write a Proposal Argument" (82-96).	discussion: access to education Essay #1 assignment discussed	parts of an essay effective evidence
M 8/31	read: EIU's webpages, particularly those "for students" and under the "admissions" link. As you read, take notes to help you write your Essay #1.	no class meeting	
W 9/2	read: Kozol, " <i>From Still Separate, Still Unequal</i> " (Greene and Lidinsky 404-18)	discussion: power and access to education	
F 9/4	read: hooks, "Integrity" (D2L); Rich, "Claiming an Education" (D2L)	discussion: serving students effectively	
M 9/11	LABOR DAY	no classes	
W 9/13	due: Essay #1 , via D2L dropbox, by 9:00 am	in-class activity: Essay #2 assignment discussed	

***NOTE: the remainder of the schedule will be available on D2L.**