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ENG 1091G-099: College Composition Critical Reading & Source-Based Writing Honors

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ENGLISH 1091G – 099

College Composition 1 (Honors)

Fall 2022: 10:00am to 10:50am, MWF

Classroom: Coleman Hall 3130

Instructor: Dr. Mike McClelland

Office: Coleman Hall 3365

Email: mbmcclelland@ciu.edu

Office Hours:

MWF 12:00pm to 1:00pm and MW 1:50pm to 2:20pm

Welcome to Composition!

“Some may say I couldn’t sing, but no one can say I didn’t sing.” -Florence Foster Jenkins

COVID

EIU is a mask-optional campus, though I would ask that you mask for this class if at all possible. If you are feeling any symptoms, please stay home and get tested. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

Course Description:

From the Catalogue: College Composition I, Honors, focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes and produce cogent writing, strengthen analytical reading skills, and work with sources.

Goals:

In Composition 1, students will learn to:

- write papers in and out of class using processes that include discovering ideas and evidence, organizing that material, and revising, editing, and polishing the finished paper;
- think critically so that they can recognize the difference between opinion and evidence and so that they can support a complex, challenging thesis;
- address papers to a range of audiences; understand the collaborative and social aspects of the writing process and demonstrate an ability to critique the writing of themselves and others;
- develop a sense of voice appropriate to the subject, the writer's purpose, the context, and the reader's expectations;

- understand how genres shape reading and writing and produce writing in several genres;
- understand how culture shapes composition and shapes reading and response;
- compose unified, coherent paragraphs that develop topic sentences with detailed support;
- follow the conventions of standard edited English and MLA documentation;
- use electronic environments for drafting, reviewing, revising, editing, and sharing texts;
- understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

Required texts:

- Rosenwasser and Stephen, *Writing Analytically*
- DasBender, *Language: A Reader for Writers*
- Purdue OWL (https://owl.purdue.edu/owl/purdue_owl.html)
- Handouts distributed by the instructor

Required materials:

- A notebook or lined paper; a pen or pencil; access to the Internet; a computer with word-processing capabilities and a printer; copies of your writing as needed.
- Your imagination!

Course Requirements:

- Students will complete a minimum of three written projects (approximately 1,500 words each). In addition to the three major projects and doing other work, all students will create a final portfolio that will be responsible for 30% of their total grade. The final portfolio will include revisions of all three projects and a small (500 to 750 words) introduction.

Specific Course Requirements:

- For this particular composition course, students must consider the cultural influences to all of their writing as well as the potential cultural response. We will seek to define on our own multicultural perspectives - as individuals, as a class, and in a university context - and use that to build a list of the expectations we have for our writing and how others will perceive it.

Grading

- Essay One 10%
- Essay Two 15%
- Essay Three 20% and Oral Presentation 5%
- Participation 20%
- Final Portfolio (Each workshop piece revised with a short introduction) 30%

Participation:

- Participation means coming to class and actively participating in building classroom culture by speaking up, by completing in-class writing assignments, and by reading a particular day's assigned material before class begins. Participation means silencing your cellular devices and shutting your laptops during class.

Plagiarism and Copyright:

Just don't plagiarize! If you have any issue completing your assignments within the assigned timeframe, please contact me directly before you even consider plagiarizing an assignment. I will work with you on a timeframe for completion.

Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school.

The English Department's policy on plagiarism: "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 original work" (Random House Dictionary)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

Late and Make-up Work:

- All work should be turned in complete and on time. Of course, unforeseen things happen, and if you have a documented excuse for your absence I will work with you to make sure that you get credit for all of your work. Work submitted late without an appropriate excuse may be penalized up to a letter grade per day for each day it is late.

Methods of Evaluation:

The grades for this class will be determined by points earned (1000 total points possible) and will be reported based on the standard grading scale. However, per IAI standards, a grade of C or higher is required for advancement to higher level English courses.

- 100% to 90%: A
- 89% to 80%: B
- 79 to 70%: C
- 69% to 0%: NC

Conduct and Kindness Policy:

Participants in this course **must** be course compliant with the University's Non-Discrimination and Anti-Harassment Policy, which prohibits harassment of or discrimination against any person because of race, color, sex, religion, age, national origin, ancestry, marital status, disability, veteran status, sexual orientation, gender identity, or any other basis of discrimination precluded by federal and state statutes is strictly prohibited.

In addition, as we will be discussing and investigating aspects of each other's cultures, it is important for members of this class to not only "tolerate" each other's unique and different qualities but to celebrate them. It is a requirement of this class that all we treat each other with kindness, respect, and compassion.

Electronics:

Failure to silence and put away phones, laptops, and smartwatches, and other cellular devices (if they aren't being used for class purposes) will result in points being deducted from your participation grade for the class.

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.

Students with Disabilities:

You are welcome here and are an equal member of this classroom. Please advocate for your rights and allow me to help point you in the right direction for exercising those rights! 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 McAfee, Room 1210, 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 McAfee Gym, Room 1301.

The Writing Center:

"The Writing Center of Eastern Illinois University is a place where students can develop as writers and thinkers. We recognize that student writers come to the center with individual needs and individual writing processes, and we are committed to working with students from all disciplines, majors, and academic backgrounds at any stage of the writing process." I highly recommend you visit the Writing Center in the first three weeks of class with low stakes assignment, so you are comfortable in the environment and familiar with their processes when you go in for a more challenging one. <https://www.eiu.edu/writing/index.php>.

English Education/Teacher Certification:

Students seeking Teacher Certification in English Language Arts should request each of their English Department professors to complete the "Application for English

Department Approval to Student Teach" before the end of the semester. This online evaluation form is available here:

<https://www.eiu.edu/english/machform/view.php?id=19831>.

Resources for Student Well-Being:

Life is hard, especially when you're in college. Please check out the university's extensive options for assisting your emotional/physical/spiritual wellbeing:

[https://www.eiu.edu/fdic/Student%20 Well-Being_26-July-2022.pdf](https://www.eiu.edu/fdic/Student%20Well-Being_26-July-2022.pdf)

ENG 1091G Attendance Policy:

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence.

After 1 unexcused absence, absences will begin to negatively influence your class participation grade.

Electronic Writing Portfolio:

Students may choose to select one of their essays for inclusion in their Electronic Writing Portfolio (an EIU graduation requirement). Step-by-step instructions for submitting work for your EIU Electronic Portfolio are available on line at <http://www.eiu.edu/-/assess/ewpmain.php>.

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS

Week One

Introductions and discussion of syllabus. Writing as a cultural act. In-class writing. Introduction to textbook and D2L. Diagnostic Essay.

Week Two

Overview of Critical Approaches and Reader Response Criticism. Essay One (Expository Essay) Assigned

9/2 is the last day to drop a course with no grade and/or withdraw from all classes with full tuition and fees refund

Week Three

Further discussion of critical approaches. Also, talk about how we build culture through writing. Review expository drafts.

No class on 9/5 due to Labor Day

Week Four

Essay One (Expository Essays) Due (by class Friday)

Discuss Revision Strategies

Week Five

Essay Two (Explication) Assigned. In-class writing. Read work inspired by art and song. Discuss ekphrasis.

Week Six

Further discussion of the explication process. Pick poems/songs to explicate. Bring outline (or rough draft) of Essay Two to class on Wednesday for peer review. Be prepared to write in-class about struggles/successes with the assignment.

Week Seven

Essay Two (Explication) Due (by class Friday)

Further discussion of revision strategies.

Week Eight

Essay Three (Research) and Oral Presentation Assigned. We're over halfway through the course. Come to class prepared to reflect on the course thus far and to suggest things you would like to explore that may not be on the syllabus.

Week Nine

Discuss and schedule conferences. Discuss portfolio and revision progress.

Week Ten

Bring Essay Three draft to class on Monday for peer review. Peer review discussion.

Essay Three (Research) Due (by class Friday)

Week Eleven

Portfolios Assigned. In-class writing and revision.

Week Twelve

Portfolio Assignment/Discussion. Reading and in-class writing/revision.

Week Thirteen

Oral Presentations

Week Fourteen

No class, Thanksgiving Break!

Week Fifteen

Read Rachel Carson, discuss writing for our own personal culture vs. culture at large.

Portfolio Prep and Revision.

Week Sixteen

Portfolio Final Review. Class Reflection.

Week Seventeen

Final Portfolios Due by noon on 12/13