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ENG 1091G-290 College Composition I Critical Reading & Source-Based Writing Honors

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ENG 1091G-290
CRITICAL READING & SOURCE-BASED WRITING (90291)
“RADICAL COLLABORATION, OR, THE THING ABOUT WRITING”
FALL 2023
3 CREDIT HOURS

Dr. CC Wharram
Email: ccwharram@eiu.edu
Office: Booth 1222; Coleman 3010
Office Hours: TTh 9:45-12:15 (Booth):
12:45-15:30 (in 3290 Coleman)

Course Information:
TTh 12:30-13:45
Sections: 290
Room: Coleman 3290

THE CATALOGUE DESCRIPTION:

ENG 1091G. College Composition I: Critical Reading & Source-Based Writing, Honors. (3-0-3) F. 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, produce cogent writing, strengthen analytical reading skills, and work with sources. Prerequisite: Enrollment in the Honors College. WC

3.000 Credit hours

Each version of this honors course varies according to the assigned instructor, but always centers on preparing students for the writing assignments they will produce over their undergraduate career and beyond. English 1091G is a reading and writing course. Your ability to read and write effectively will play an important role in identifying and making the most of future opportunities. By concentrating on effective communication and rhetoric, this course will enhance your odds of success in your fields of study and provide you with a set of tools for becoming productive and valuable citizens.

The course is designed to enhance critical reading and communication skills. The written word rules here, but so does your understanding of the sources that you read and evaluate. We will examine how good writing can look] (writing standards), how it can sound (style), and where it can go (audience-oriented rhetoric). Over the course of the semester, you will produce short papers and a longer work through stages of brainstorming, drafting, and fleshing out thesis statements and supporting ideas. And none of this will be done alone. This is a collaborative workshop, which means that, unsurprisingly, you will be writing for an audience larger than your professor. Writing in this course will be a collective endeavor, not limited simply to feedback on writing. You will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments, and work together with colleagues to create better writing.

Because this course focuses on argumentation and rhetoric, and since a presidential election falls toward the end of this semester, we will use this coincidence of topic and occasion to analyze some of the rhetorical “events” that occur during the semester. We will also consider our role as democratic agents, our responsibilities and privileges as citizens, in our contemporary political and social debates. In fostering discussion and debate about these important issues, I want to make two points very clear. 1) As your instructor, I am not advocating for any political party or individual: I am not in any way interested in compelling you to vote for any person or group. 2) In order to have productive and meaningful dialogue, it is extremely important that we treat each other with respect, and that we listen to each other with interest and curiosity. Even—indeed, *especially*—when we disagree, we will make every effort to understand the words and perspectives of others (both inside the classroom and beyond). We cannot learn by listening only to those with whom we already agree.

LEARNING OBJECTIVES:

In this course, we will strive to develop effective writing processes for producing documents; produce informative, analytical, evaluative, and persuasive prose; 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 writing processes, understanding of rhetorical principles, and genre awareness to other writing situations; find appropriate sources through research, including the use of academic databases; integrate sources ethically and appropriately using at least one recognized citation style; and use effective language and delivery skills through speaking opportunities.

But most of all, we will strive to acknowledge that effective writing entails the desire to become part of something beyond the self. Writing is the means by which we share our ideas with one another, the way we acknowledge our indebtedness to those who have shared ideas with us, and the strongest link that bonds us to the rest of humanity, and, as an extension of our human memory into time and space, the most effective medium to connect us to our collective past. Writing always implies someone else. Writing is, by definition, radically collaborative.

REQUIRED TEXTS AND MATERIALS

AT TEXTBOOK RENTAL:

Axelrod, Rise B., Charles R. Cooper, and Ellen C. Carillo. 2022. *Reading Critically, Writing Well: A Reader and Guide, 13th Edition*. New York: Bedford/St. Martin.

Lunsford, Andrea A., and Michal Brody. 2021. *Let's Talk, with Readings*. New York: W.W. Norton.

Lunsford, Andrea A. 2022. *Easy Writer, 8th Edition*. New York: Bedford/St. Martin.

Graff, Gerald and Cathy Birkenstein. 2021. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton.

OTHER VALUABLE OBJECTS AND/OR ABSTRACT QUALITIES:

Paper for writing down notes and ideas; a sense of humor; a willingness to think, to listen, and to take chances both in speaking and writing.

ASSIGNMENTS & EVALUATION:

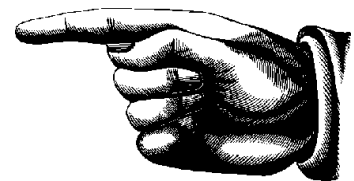
Class Participation: 15%

Response Papers 50% (specifics forthcoming),
likely including
*Visual Analysis Response Paper
*Empathy Response

Midterm Exam: none

Final Research Project and Presentation: 35%

Final Exam: none



*These assignments are contingent on scheduling; that is, COVID-19, meteorological catastrophe, or other factors such as the Zombie Apocalypse may interfere. If so, these will be replaced with similar response papers, zombies willing.

GRADING SCALE:

A = 90-100 B = 80-89.9 C = 70-79.9 D = 60-69.9 F = 0-59.9

RESPONSE PAPERS: 50%

I will be asking you to write out “responses” to our class discussions and reading during **at least** 8 of the 15 weeks of the semester. You must write a response to the first week’s discussion and reading, just to get you started. These responses should be written well (that is, you should think about them deeply and revise them after completing a first draft), and they should at times include reference—*by name*—to other students’ ideas expressed in class. You can think of these as your “sources.” There will be times when you find yourself inspired to discover more about a discussion/reading topic on your own, and you “go down the proverbial rabbit hole.” There will be times when you want to highlight something about a class text that you will submit these responses at the end of the week (any time from the end of class on Friday to the end of the weekend) to a folder in our class D2L page. (I would like to spend my Mondays reading—and assessing—your responses, so if you get them done Sunday-night-slash-wee-hours-of-Monday, that’s fine. I will endeavor to get respond to these as quickly as possible, optimally before our Tuesday class.) Responses should be a minimum of 450 words, but you may write as much as you like. If you find yourself engaged in a particular topic, and you write an awful lot, please do tell me that you got carried away because the topic was so interesting for you, and ask me if maybe it could count as two responses. That seems fair, doesn’t it?

QUIZZES: 0%

I may give you quizzes throughout the semester to track your reading, and your retention of important facts and content. If your reading practice is such that you often forget the things you read days or even hours after you read them, then I suggest two things: 1) change your reading practice, and 2) complete your readings at least twice—once for basic comprehension, and twice for retention of the main ideas and facts. If I had a magic elixir to give you that would help you remember everything you read, I would give it to you. We will, however, discuss in class some of the ways you can improve *how* you read.

MIDTERMS AND FINAL: 0%

There will be no midterm exam in this class, worth 0%, and no final, also, but not coincidentally worth 0% of your grade. If you are disappointed about the lack of midterm and final in this course, I would be delighted to speak with you about this eccentricity of yours.

(HONORS) FINAL PROJECT: 35%

Honors students, in general, are required to write a sustained research paper for each of their honors courses, and ENG 1091G is no exception. You will write on a topic arranged with me during the course of the semester. Part of the assessment for this paper will include a project proposal, revisions, and a brief presentation of your work. This presentation will be informal and is intended solely to give you an opportunity to hone your skills in a friendly environment. That is, the presentation is required, but not graded. We all want to hear about what you are working on, thinking about, and/or some of the discoveries you have made.

As we all know, success in learning is more about one's attitude than one's skills. To succeed in this course, your biggest assets will be an abiding curiosity about ideas unfamiliar or new to you and the desire to succeed. Meeting all deadlines, working hard, and having a positive attitude when facing challenges are key drivers for successful learning. If a reading feels "boring" or "too hard," I encourage you to embrace that feeling, and recognize it as a spur to better yourself. For your responses, always focus on finding something you want to say—something that the world needs to hear.

PARTICIPATION:

In this class, I want us to think of learning as a collaborative enterprise. The time we spend together is our opportunity to exchange ideas and create a community. At the end of the semester when I reflect on your participation (and the grade I will give you for "participation"), I will consider not only how often you contributed to class discussions, but the quality of those comments. You should feel encouraged to ask questions and test out ideas. No question is stupid. New thoughts and insights would never come if people were always afraid to be wrong. That being said, difference of opinion should be recognized as intellectual debate, and paying attention to the ideas of others and engaging with them honestly and productively is paramount. Therefore, **I expect a high level of commitment in class, so checking your notifications, surfing, sleeping, etc., will greatly reduce your facility to participate productively in this class.**

Because I am convinced, based on clear research evidence and my own experience, that screen technologies distract not only the users themselves, but also other students, resulting in poorer learning outcomes, I do not allow the use of laptops in this classroom unless we need them to access electronic texts. More generally, I want to communicate to you that instructors at EIU will have various policies, but you have the right to make the best decision that will help you succeed at university, and that decision is this: you should consider leaving your phone in your room. If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you and inaudible for the entire class.

ABOUT OFFICE HOURS:

I like meeting with you in office hours, and at other times if you are unable to meet during my scheduled times. I will insist on meeting you at least once, and likely more, but please do not hesitate to let me know that you would like to meet.

RESTROOMS (OR, AS WE SAY BACK HOME, "WASHROOMS")

There are a many first-year students in this class, so I should mention that you do not need to ask me to be excused for the washroom, or for any other reason. If you leave the room during class, there is no doubt a good reason, and I don't need to know what it is. I think it's also fair to add that if you disappear for more than a few minutes, everyone will be wondering what happened to you.

Also, and because this is important, I want you to know that the closest all-gender restroom to our class is on the 2nd floor of Coleman Hall, directly under the main English Dept. office. This restroom is relatively newly designated as gender inclusive and has a lockable door and two stalls. Gendered restrooms are located on every floor in Coleman Hall. There is an all-gender facility in

Booth Library on the 3rd floor.

There is a map of gender-inclusive restrooms at EIU at <https://www.eiu.edu/lgbtqa/all-gender-restrooms.php>; please note that this map is not up-to-date, and the Coleman Hall restroom is not listed. It is, nonetheless, clearly labeled “gender inclusive.”

COURSE POLICIES

Attendance, punctuality, and meeting deadlines are all part of academic life. Coming to class is part of your obligation to your academic career and to your community, just as it is when you have an “official job.” In other words, please do come to class. Students who miss class usually have great difficulty passing this or any other university course, or, for some of you, maintaining “honors” status. For this reason, missing more than five classes—which constitutes more than 20% of class time for this course—will result in your receiving an “F” for the class. You should not interpret this policy as “allowing for”—or “encouraging”—five missed classes! Every class you miss reduces the amount of time you spend learning together with others. If you find yourself in a situation that is causing you to miss classes, please discuss the situation with me as soon as possible, and we will work on finding ways for you to remain in the course, if we can.

All writing assignments must be completed in order to pass the course.

PRONOUNS

To address the issues of preferred-gender pronouns (PGPs), I cite (with appropriate changes) an [editorial by undergraduate student Christiana M. Ziao](#): “I personally take any pronouns. But people by and large are uncomfortable with that idea, even though ‘any’ literally means you can’t get it wrong, so I often need to qualify my PGPs as ‘any pronouns — people generally use [he/his],’ since I have a [man’s] body and a [man’s] face and I know people are most comfortable using [he/his] to refer to me. As you might imagine, that’s a little long to fit on the end of my display name in Zoom.” You should feel encouraged to share your pronouns with me, if you are comfortable doing so.

COLLEGE CONDUCT

EIU’s composition director Timothy Taylor wrote the following guidelines. I think they offer solid advice, but I have edited his suggestions slightly, in order to reflect my own voice and enhance a few points.

Guidelines for Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are engaged in course discussions, be prepared to contribute, revise your opinions, and compose your ideas articulately. You don’t always have to talk, but listening is a must.
5. Respect others’ opinions and be open to them, even if you disagree. And it is okay to disagree, with your peers and with me.
6. Even though it is sometimes very tempting, do not carry on side conversations with other students when the instructor or a student has the floor during class.
7. General rudeness and disrespect, to each other or to me, will not and *should* not be tolerated by any of us.
8. No profanity (with obvious exceptions). We will speak more about this in class.

9. If you are sleeping, you are giving everyone else in the class an impression that you probably don't want them to have.

11. Phones. Screens of any kind. Different instructors will have various policies, but you have the right to make **the best decision that will help you succeed at university**, and that decision is this: **you should leave your phone in your room**. If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you and inaudible for the entire class. We will speak more about this in class.

12. Listen to the little voice in your head that tells you that it's important to get enough sleep, to avoid addictive behaviors and actions of all kinds, to eat healthy foods even when more tempting options are available, and to take the time to ask questions of the people around you about their lives.

Email Policy:

I welcome emails if you have questions or concerns about your work in this class. Emailing provides you with an opportunity to show yourself off in the best light, and I want to help you do just that. Developing a graceful manner in your emails will help you with other professors and also give you practice in effective communication.

Here are some ideas for writing effective messages through email:

- Use the subject line. Leaving it blank is almost unpardonable!
- The subject should be clear, such "Absent This Friday" or "Question about Revision" or "Availability for a Meeting?" If your subject is "Hello," your professor might think that your email is spam.
- Use an address, such as "Dr. Wharram," or "Dear Dr. Wharram". At the university level, it's safest to use "Dr." or "Prof." Instructors who do not have doctorates and want you to write "Mr." or "Ms." will let you know. Better to err on the "up side."
- Be concise yet clear in your question or request, use paragraph breaks for reading ease and strong organization, and avoid using abbreviations or "txtng-prose."
- Proofread.
- Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," or "Have a good weekend".

Following these guidelines should help you make good impressions on your current and future professors.

ESSAY FORMAT

Your paper should include a title—even if it's simple "Response #1"—and page numbers. Format: 12-point Garamond font (or similar, such as Times New Roman), double-spaced, with one-inch margins. Always submit your papers using a consistent documentation format.

PLAGIARISM

Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course. I follow the departmental 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 own original work" (*Random House Dictionary of the English Language*)—has the right and the 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 Judicial Affairs Office."

AND NEW FOR 2023... AI & YOU & ME

We have entered into the new era of LLMs—that is, Large Language Models. Perhaps it is an inaccurate overstatement, but we have come to call these tools Artificial Intelligence (or "AI"), and sometimes use the metonymy of "ChatGPT" to refer to the entire medium (such as we often use "Kleenex" to refer to all facial tissues).

This new era will place some interesting demands on the education system as a whole, and I look forward to discussing and exploring the possibilities and drawbacks with you in the course of the semester. We will, of course, discuss the issues in more detail, but for now let me offer you my basic thoughts on “AI” in its slimmest form: you can use “it,” but you need to be explicit in letting me know when and how you have used it. In this way, we can be honest with each other, and we can learn how and when these tools may be useful. To repeat: much more to come, in the course of the semester.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

UNIVERSITY-WIDE POLICIES

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 are reported to the Office of Student Standards.

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 (SDS). All accommodations must be approved through SDS. Please stop by McAfee Gym, 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, 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 McAfee Gym, Room 1301.

Using the Writing Center

I encourage you to use our wonderful Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.