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ENG 1091G 099: College Composition I Honors

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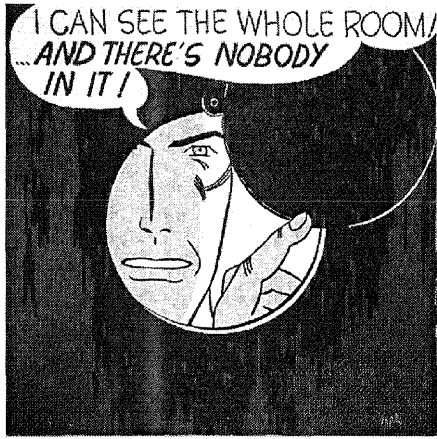


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Eng 1091 | Fall 2017

College Composition I: Critical Reading and Source-Based Writing

Word and Image

Prof. Angela Vietto, text/cell: 217-549-3203 (9 am to 9 pm),
arvietto@eiu.edu

Office hours: My “walk-in” office hours (no appointment needed) will be in 3345 Coleman Hall on Mondays from 2-4, Wednesdays from 10-12 and 2-3, and Fridays from 10-11. I am also available to meet at other times, by appointment (just talk to me before or after class, or text or call me to set up an appointment). On Tuesdays and Thursdays I will be spending most of my time in the Honors College (2164 Pemberton South), and so when we need to meet on a Tuesday or Thursday I will likely ask you to join me there.

About the course: Good writing is all about words—or is it? Throughout history and around the world, human beings have used both images and written words to communicate, often pairing them for the greatest impact. The Internet didn’t create visual communication; it just provided us with a new platform for images and words. In this class, we will explore how words and images have been used together (and separately) to convey information, to touch emotions, and to make arguments. Our explorations will reach back in history as well as addressing the present. We’ll be globe-hopping, too, looking at how images have been used to enhance everything from sacred texts to the most ephemeral of pop culture texts around the world.

The class will require careful critical reading and informative, analytical, evaluative and persuasive writing. We will work with sources and explore what makes an effective writing process. The exchange of ideas between class members will be a crucial part of our learning. Students will publish at least one piece of their writing for readers beyond our class.

While this will be our theme, the course still focuses on developing your writing skills as described in the official University description of the course: “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.” The official course learning objectives appear on p. 2.

Textbooks from TRS

Palmquist, *Joining the Conversation*
Bechdel, *Fun Home*

Additional readings will be distributed via D2L, Eastern’s online learning system.

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.

Learning Objectives

Students will demonstrate the ability 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 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

Policies

Attendance & Participation—Since this is a seminar, your preparation for class and your participation in discussion and other class activities is essential to your learning. In order to participate, of course, you'll need to be in class. You will receive a participation grade for each day of class; when you are absent, your participation grade will be 0. Since there are sometimes legitimate reasons to miss class, you have 3 “free” absences which will be dropped from the final participation grade. Most importantly, when you miss class, regardless of the reason, it is your responsibility to find out what you missed. On D2L (that's EIU's online learning space), you will find homework and other assignments, but if you have questions, you should have at least one classmate you can contact, and of course you can call or text me, between 9 am and 9 pm daily.

Cell Phones, Other Electronics, Multitasking—Research has demonstrated that multitasking is an illusion. While people may think they can give two things their simultaneous attention, in fact what we do is switch back and forth between two tasks. Some of us can switch more rapidly than others, but none of us can give full attention to two things simultaneously. So, do not attempt to “multitask” during class with your cell phone, other electronics, or non-electronic distractions. If there's a good reason to have your cell phone out, I'll let you know (or you can suggest it).

The Electronic Writing Portfolio—Any written project of 750 words or longer written for this class would be suitable for submission to the EWP. Submissions must be made by the last day of finals week at the end of the semester. *Earlier deadlines apply for graduating seniors.*

The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://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.

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. Plagiarism is among the most common violations in writing classes, so read on.

The English Department Statement 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 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Extensions and Late Work—In general, *if you ask for an extension in person or by phone by 9 p.m. the day before a deadline*, I will grant it (with no grade penalty). When you don’t ask for an extension, late work will be penalized. Of course, at the end of the semester I can’t always grant extensions since I must turn in final grades (and the University doesn’t give faculty extensions on that deadline, for good reason).

Grading and Major Assignments*

Participation, including short informal presentations	15%
Written homework, including preliminary drafts	10%
Major Essay 1 (informative; 4-5 pages)	15%
Major Essay 2 (evaluative; 4-5 pages)	15%
Major Essay 3 (analytical; 6-8 pages)	15%
Major Essay 4 (persuasive; 6-8 pages)	15%
Adaptations (3 at 5% each)	15%

Final Grading Scale

A	90-100%
B	80-89.99%
C	70-79.99%
NC	60% and below

Students must complete all major essays, with at least one preliminary draft and a revised final version, in order to pass the course.

Major essays are traditional academic essays, each using multiple sources and formal documentation.

Adaptations are projects in which you will take part (or, possibly, all) of what you learned, thought, or argued in the process of producing one of your major essays and reshape that material for a specific audience and purpose, in some format other than a formal academic essay (for example, an online blog posting, an oral presentation with visual aids, a short video, a poster display, a pamphlet, even an artistic performance of some kind). The format selected for each adaptation should be appropriate to the audience and purpose. For at least one of your adaptations, you will be required to actually publish your communication to the audience you wish to reach. Optionally, you may publish two or all three of the adaptations. Three adaptations are required over the course of the semester, and we will brainstorm possibilities from each of the four essays; you will decide which essays to adapt. It’s possible that you might make more than one adaptation from the same essay.

Although I hope and expect that you will begin working on adaptations earlier in the semester, you will have until finals week to complete all three, publish at least one, and turn in a portfolio that provides evidence of publication, provides some kind of representation of all three of the adaptations, and reflects on the choices you made for each adaptation.

Schedule Overview

(Daily homework assignments, including reading and writing, will be announced in class and on D2L)

M Aug 21	No class meeting; please read the syllabus carefully, and come to class with any questions you have and ready to introduce yourself.
W Aug 23	Introductions: You, Me, the Course, and Unit One: Text, Image, Attitudes, and Informative Writing
F Aug 25 M Aug 28 W Aug 30 F Sept 1	In this first unit, we will explore key concepts about how both language and images can be used to provide information <i>and</i> how language and images shape attitudes toward information. We will also review and expand on key concepts related to writing processes, use of sources in your writing, and developing your own voice.
M Sept 4	<i>Labor Day—no class</i>
W Sept 6 F Sept 8	Unit One continues
M Sept 11	First Draft of Essay 1 due
W Sept 13	Peer review/revision workshop
F Sept 15	Revised Essay 1 due
M Sept 18	Style and editing workshop
W Sept 20	<i>Final Essay 1 due</i> Brainstorming: possible adaptations for Essay 1
F Sept 22 M Sept 25 W Sept 27 F Sept 29 M Oct 2	Unit Two: Evaluation In this unit, we will move deeper into principles that will help us explain how both words and images shape reactions in readers. We will use these principles to evaluate a short text that includes both words and images.
W Oct 4	First draft of Essay 2 due
F Oct 6	Peer review/revision workshop
M Oct 9	**No class meeting today. Optional one-on-one appointments Monday & Tuesday.
W Oct 11	Revised Essay 2 due
F Oct 13	<i>Fall break—no classes</i>
M Oct 16	<i>Final Essay 2 due</i> Brainstorming: Possible adaptations from Essay 2

W Oct 18	Unit Three: Analysis
F Oct 20	In this unit we will continue applying principles we've studied in the first half of the course to an analysis of a longer text that includes both words and images. In addition to analyzing the words and the images in the text you select, you will analyze the audience for whom the text was produced, both to practice the valuable skill of audience analysis and to help you explain how the text might be more or less effective considering its audience and purpose and the choices made by its creator(s).
M Oct 23	
W Oct 25	
F Oct 27	
M Oct 30	
W Nov 1	First draft of Essay 3 due
F Nov 3	Peer review/revision workshop
M Nov 6	<i>Final Essay 3 due</i> Brainstorming: Possible adaptations from Essay 3
W Nov 8	Unit Four: Persuasion As we begin to consider the elements of effective persuasive writing, we will also apply what you have learned about integrating words and images together to communicate effectively. The essay you produce will be on a live topic of debate at the moment and will use both images and text to make its case.
F Nov 10	** No class meeting today. Optional one-on-one appointments Thursday & Friday.
M Nov 13	Unit Four continues
W Nov 15	
F Nov 17	
Nov 20-24	<i>Thanksgiving break—no classes</i>
M Nov 27	First draft of Essay 4 due; optional one-on-one meetings M, T, W
W Nov 29	Working on adaptations
F Dec 1	<i>Final Essay 4 due</i>
M Dec 4	Wrapping up: During this final week of the course, we will review what we have learned, work on adaptations, share some of those adaptations with each other, evaluate the course, and make plans for next semester.
W Dec 6	
F Dec 8	
Finals Week W Dec 13	<i>Adaptation Portfolio Due by 5 pm</i>