

Eastern Illinois University

The Keep

Fall 2020

2020

Fall 2-23-2021

ENG 1001G-610: College Composition I

Ashley Flach

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2020



Part of the [English Language and Literature Commons](#)

Recommended Citation

Flach, Ashley, "ENG 1001G-610: College Composition I" (2021). *Fall 2020*. 36.
https://thekeep.eiu.edu/english_syllabi_fall2020/36

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Fall 2020 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1001: College Composition I
Fall 2020 – Collaborate Ultra on D2L

Instructor: Mrs. Ashley Flach
Office: 3037 Coleman Hall
Office Hours: M 9-10am; W 11-12pm; F 9-10pm (virtual hours)
or by appointment
Email: amflach@eiu.edu

Required Texts

- *The Little Seagull Handbook with Exercises*, 3rd ed. Bullock, Brody, and Weinberg
- Handouts on D2L
- Your writing

Materials

Writing instruments, a notebook, folder or binder, computer, a positive attitude, and other appropriate supplies. You will also be required to closely follow the syllabus, so I suggest putting it at the front of your notebook, folder, or binder for easy access.

Course Description

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.

Student Learning Objectives

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Produce effective argument prose
- Develop original claims and successfully support these claims with research-based support and analysis
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situations, 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 recognizable citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

Course Requirements

This course is an online synchronous writing intensive class that will meet on Collaborative Ultra on D2L and will consist of interactive discussion board posts (worth 10 points), peer review (worth 10 points), and independent writing in the form of five major writing assignments and journal entries. In addition, there is required reading for almost every day of class. The readings will primarily consist of notes on D2L. Along with your interaction, active listening is a must especially since we will be meeting virtually!

Because we will meet synchronously online, you must virtually attend each class at the same time we would meet in person. For example, if our class was scheduled to meet face-to-face at 9:30 am, you are required to be logged into Collaborate Ultra by 9:30 am. I'm sure it will take some time to get used to, but, with determination, we will all be pros in no time at all. In order to be efficient and successful, it's a must you pay close attention and not allow yourself to be distracted by outside sources, such as text messages, etc. Distracted listening isn't listening at all.

This class will be challenging, but with determination, a readiness to grow and learn, and an investment in the material, you will succeed!

Formatting and Documentation

For all formal, journals, and in-class writing assignments use MLA: Times New Roman, 1-inch margins, 12-point font, and double-spacing. MLA also requires a title, your last name and page number in the top right header, and in the upper left part of the paper (not in the header): Your name, Course Number (ENG 1001), My name, and the date (19 August 2019).

Journals

You will be required to write 10 one full-page double-spaced journals formatted in MLA. (They may be longer.) The first journal will be an introduction journal, and you will find the assignment sheet with the syllabus module. The last journal will be a feedback journal. The middle 8 journals will be open journals. That means you can write about whatever you want. You can treat it like a diary, brainstorm for upcoming papers, or write about things that concern you, etc. You may also use the journals for creative work. Also, if you choose to write creative work for these journals, you still must meet the page limit requirements. Again, they may be longer than one double-spaced page.

All journals must be original. Do not use work from other classes or reuse creative work you've already written.

Just because these journals are considered "low stakes" writing, you still need to give it time and attention. **They must be free of grammatical errors, organized, cohesive, and polished. For example, don't use text talk and don't forget punctuation.** Also, make sure these are all formatted in MLA.

Discussion Posts (worth 10 points each)

If for some reason we do not meet synchronously online, the activity scheduled for the day will be moved to the discussion board. You must respond to the prompt and two of your peers to facilitate a replacement for in-class discussion.

Revision

You may revise all five major writing assignments required for this course. You will have one week from the date of return. I expect deep revision, not just surface editing. If you engage in deep revision and you receive a higher grade, I will replace the existing grade. Upload revisions to the same Dropbox as original paper.

Peer Review Discussion Posts (worth 10 points each)

For every unit we will have a discussion board dedicated to peer review. These are worth 10 points. Though you don't get 10 points just for giving any kind of feedback. You must deeply engage with your partner's paper through close reading and thoughtful and helpful feedback based off of the peer review prompts I will provide. That means you can't just write, "This is good," "I like your paper," "Your paper sucks," etc. You need to go beyond surface comments and explain why. Again, the prompts will help you do this.

Peer review discussion posts are more than just helping your partner strengthen their paper. It's mostly for the peer reviewer. You get to see how someone else approached and fleshed out his/her paper. By engaging with someone else's writing, not only are you helping them, but, more importantly, you're helping yourself because, more than not, you will see through study of someone else's writing how to strengthen your own writing. Do not blow these days off.

Late Work Policy/Extensions

I will not accept late work. Though it would be in your best interest to turn something in by the deadline because you may revise.

I will not allow extensions for major writing assignments. At this point in your academic career you are expected to follow the syllabus, be prepared, and meet all deadlines. (*I have had these rules ever since I began teaching. I understand that sometimes things happen that are beyond our control. If for some reason, you are struggling, you need to contact me as soon as you know, and I will help you get back on track. Don't go uncommunicative. I have found that students who do not have open communication with me don't do as well. You will find I am a very reasonable person, and if you come to me early and let me know if something is wrong, I will work with you. Though if you come to me after the due date and then tell me you're struggling, I won't be able to accept any late work from you. It's not fair to the students who get their work in on time, and it's not fair to me because I told you from the beginning I'm willing to help. If you don't take advantage, unfortunately, that tells me you don't care and aren't interested in helping yourself.)

Your Instructor

If at any time you feel like you are having trouble with the material, or if you need additional resources or reassurance, please contact me via email or schedule a meeting with me during my virtual office hours. I want you to succeed in this class, and I am here to support you!

Attendance

Emergencies arise in the form of illness, accidents, and happenings that you cannot control. I understand this. Though you must do your best to virtually attend every class. If you miss, unexcused (not having a doctor's note, university/sports event, accident report, etc.) or without discussing it with me beforehand, it tells me you aren't very interested in our class.

Email Policy

I welcome emails, though please use a professional and polite manner when doing so. Use a clear subject line that provides the topic of your email, begin with a greeting, such as "Hello Ashley" or "Dear Ashley," state your purpose in clear and organized prose, and close with a short sign-off, such as "Cheers," or "Best," and then your name.

Also, title your emails with your name and section number.

Class Conduct and Netiquette

The (virtual) classroom is a place for learning and growth, and as we will be doing important work this semester, I expect you to have good manners, engage in careful listening, and have respect for diverse backgrounds and opinions. I also expect maturity, participation, and for you to come to class prepared by having done the reading and be ready to write and discuss!

Because some of our work will be done on the discussion board, it is extremely important that we all use respectful language at all times. You may disagree with an idea but don't make it personal and belittle your classmate(s). Also, don't use text talk. Always write in complete and correct sentences. This is a writing class after all, and all writing we do is practice, which should be transferrable to your other classes and future profession.

Academic Integrity and Plagiarism

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. If you believe that you have a specific instance in your work that might be considered plagiarism, please come to me prior to turning in the final draft.

The official statement on plagiarism by the EIU English Department is as follows: "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 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."

If we all work together, we can ensure ethical resource use in our papers!

Using the Writing Center

I strongly encourage all students to utilize EIU's Writing Center, which is located at 3110 Coleman Hall. This free service provides one-on-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and developing your in-text citation and works cited/reference page to avoid plagiarism.

To schedule an appointment, you can visit during posted hours or call 217-581-5929.

Office hours are as follows: Mon-Thurs, 9am-3pm; 6pm-9pm; Friday 9am-1pm

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.

If you have accommodations, you need to alert me the first day of class.

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 to Ninth Street Hall, Room 1302.

Composition of Overall Grade
(all assignments and point totals are **tentative**)

Journals		100
10 Journals	10	
Peer Review Discussion Posts		40
4 Peer review days	10	
Midterm		50
Reflection		
Formal Writing Assignments		600
Informative (3)	100	
Rhetorical Analysis (4)	100	
Evaluative (5)	100	
Persuasive (5)	100	
• Proposal	50	
• Annotated Bib	50	
Reflective (4)	100	
Formal Online Speaking-Intensive Assignment		100
Recast Proposal	10	
Recast	90	
Semester Participation		100
Overall assessment for semester		

***Possible Discussion Board Posts**

10 points a piece and will be added to the total as we work through the semester, if necessary

990 tentative points

Grading Scale for Formal Documents

A = 100-92%	B+ = 89-88%	C+ = 79-78	D = 69-60
A- = 91-90%	B = 87-82%	C = 77-72	F = 59 and below
	B- = 81-80%	C- = 71-70	

Overall Grading Scale

A, B, C, No Credit

**ENG 1001 Syllabus
Fall 2020**

*All assignments and due dates are **tentative**.

LSH = The Little Seagull Handbook

= Handout on D2L

Week 1: 8/24-8/28 - Unit 1: Informative Writing

T 8/25 Intro to Course/How to be Successful/Overview of Expectations

TH 8/27 # Notes on Purpose, Audience, & Genre
Notes on Writing Processes
Notes on Developing Paragraphs
Notes on Informative Writing
***Introduction Journal due to D2L by 11:59 pm**
(-All journals should be a full double spaced page formatted in MLA)

Week 2: 8/31-9/4

T 9/1 # Informative Writing
"Age of Heroes" Activity
***Journal due to D2L by 11:59 pm**

TH 9/3 Independent Comp Day

Week 3: 9/7-9/11

T 9/8 Peer Review Discussion Board (worth 10 points)

TH 9/10 *No synchronous class - Online/Independent work day*
***Informative Paper due to D2L by 11:59 pm**

Week 4: 9/14-9/18 - Unit 2: Rhetorical Analysis

T 9/15 #ENG 1001 Notes on Rhetorical Analysis
#ENG 1001 Notes on Rhetorical Analysis 2
***Journal due to D2L by 11:59 pm**

TH 9/17 #Toni Morrison "The Sight of Memory"
Morrison Discussion Activity

Week 5: 9/21-9/25

T 9/22 #Phillis Wheatley pgs 137-41
Phillis Wheatley Discussion Activity
***Journal due to D2L by 11:59 pm**

TH 9/24 **Independent Comp Day**

Week 6: 9/28-10/2

T 9/29 **Peer Review Discussion Board (worth 10 points)**

TH 10/1 ***No synchronous class - Online/Independent work day***
***Rhetorical Analysis due to D2L by 11:59 pm**

Week 7: 10/5-10/9 - Unit 3: Evaluative Writing

T 10/6 #Notes on Evaluative Writing
Evaluative Criteria Discussion Activity
***Journal due to D2L by 11:59 pm**

TH 10/8 #Frank McCourt "Learning to Chill Out"
#Frank McCourt 2
Frank McCourt Discussion Activity

Week 8: 10/12-10/16 - Midterm (10/16: Fall Break - No Classes)

T 10/13 #Jumbo Beach Ball Review
Jumbo Beach Ball Discussion Activity
***Journal due to D2L by 11:59 pm**

TH 10/15 **Independent Comp Day**
***Midterm Reflection due to D2L by 11:59 pm**

Week 9: 10/19-10/23

T 10/20 **Peer Review Discussion Board (worth 10 points)**

TH 10/22 ***No synchronous class - Online/Independent work day***
***Evaluative Paper due to D2L by 11:59 pm**

Week 10: 10/26-10/30 – Unit 4: Argument Writing

T 10/27 #Notes on Argument Writing Overview
#Notes on Key Elements of an Argument & Tips for Writing Argument
#Flach Am Lit Project Proposal
Discuss Proposal – Go over sample proposal
***Journal due to D2L by 11:59 pm**

TH 10/29 #Astrological Activity
#Flach Am Lit Annotated Bib Sample
***Argument Proposal due on Discussion Board by 11:59 pm**

Week 11: 11/2-11/6 (10/3: Election Day – No Classes)

T 11/3 Election Day – No Classes

W 11/4 Annotated Bibliography due to the Discussion Board by 11:59 pm

TH 11/5 Independent Comp Day

Week 12: 11/9-11/13

T 11/10 Peer Review Discussion Board (worth 10 points)

TH 11/12 *No synchronous class – Online/Independent work day*
***Argument Paper due to D2L by 11:59 pm**

Week 13: 11/16-11/20 – Unit 5: Reflective Writing

T 11/17 #Notes on Reflective Writing
"So What" Thesis Activity
***Journal due to D2L by 11:59 pm**

TH 11/19 #Sherman Alexie's "Why the Best Kids Books are Written in Blood"
#Frederick Douglass "Learning to Read and Write"
Reflective Writing Discussion Activity

11/23-11/27 – Thanksgiving Break

Week 14: 11/30-12/4

T 12/1 #Recast Project Proposal Assignment Sheet
***Reflective Paper due to D2L by 11:59 pm**

W 12/2 ***Recast Proposal due to the Discussion Board by 11:59 pm**

TH 12/3 Class Discussion of Proposals/Work Time

Week 15: 12/7-12/11

M 12/7 ***Recast Presentations due to Discussion Board by 11:59 pm**

T 12/8 Recast Presentations
***Journal due to D2L by 11:59 pm**

TH 12/10 Recast Presentations

Week 16: 12/14-12/18 - Finals Week

T 12/15 ***Final Recast Presentation and Rationale due**
***Feedback Journal due to D2L by 11:59 pm**

TH 12/17

You made it! Have a great holiday!