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ENG 1091G-290: College Composition I Honors

Dagni Bredesen
Eastern Illinois University

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English 1091G – College Composition I, Honors: Freshman Seminar “Home and Abroad”
Course Policy & Syllabus
Fall 2018 – M/W –3:00-4:15pm – 3160 Coleman Hall

Instructor: Dr. Dagni Bredesen

Office: 3751 Coleman Hall

Office Hours: M/W 1:30-2.45 pm; T 1:30-3pm; or by Appointment

Email: dabredesen@eiu.edu (please do not use the email provided by D2L)

Catalogue Description: 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.

Class Description:

This section is a Substitution for College Composition 1: Critical Reading and Source-Based Writing, (Honors).

“Home and abroad” is one way which we cognitively structure our experience of the world. This seminar begins by asking what constitutes a home?; what makes it “homey” or as the Danes call it “cozy” (*hygge*)? We will think about the ancient roots of the word for home, in Latin *domus* and its derivations “domesticity” and “domestication,” and the Greek word “oikos” and its derivation “ecology,” as well as our ideas of family and the “familiar.” We will also tackle what lies on the shadow sides of home—as when the familiar turns strange, uncanny or, as Freud termed the phenomenon, the “unheimlich”—the “un-home-like” being at the heart of any horror film or story. Further we will (albeit briefly) consider violations of home and family that occur in events such as home invasions and domestic abuse. The second half of the semester focuses on turns away from the home. We will consider our fascination with travel, our attraction and at times aversion to the exotic, the foreign, the alien. We will also look at the drive away from the comforts of home and into the wilderness and the ways both travel and heading “back to nature” lead to self-discovery. Throughout we will read, discuss, research and write about texts—fiction and non-fiction, film and art—and generate our own original work.

Note: Additional Readings/Excerpts will be made available as handouts, sent via email or posted on D2L as required.

Materials: Writing instruments, paper, a storage system for returned work and supplementary materials, USB-compatible device for saving documents (i.e. a thumb drive), access to word processing and other design software.

Course Requirements: This course consists of in-class writing activities, discussion of assigned readings, peer review sessions, out-of-class writing/designing assignments of varying lengths, and presentations. Attendance is mandatory and will be factored into your in-class grade. Active and constructive class participation will make a positive impact on your overall grade.

In-Class Work/Participation (25%):

Daily work – includes in-class activities, writing, peer response, informal group work, and informal presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – includes attendance, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Formal Writing/Design Assignments/Essays & Presentations:

Students will analyze various arguments and compose their own in print and visual media. Assignments include:

- 1) **Personal Narrative: Part to Whole (15%)** –Final version will need to be 4 full pages.
- 2) **Historical Analysis 15%** (500-750 words)
- 3) **Close-Reading Paper—4 pages**
- 4) **Film Review 10%—2 pages**
- 5) **Research-Informed Project with final persuasive paper – (40%)**– Students will engage in a debate concerning contemporary social issues/policy. The result of this semester long inquiry will be a:
 - **Topic Submission List** (composition mode: linguistic, 25-100 words; completion grade)
 - **Annotated Bibliography** (composition mode: linguistic, 3-5pgs/750-1500 words; 100pts)
 - **Literature Review:** this paper synthesizes the research from the Annotated Bibliography and will act as an early portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
 - **Rebuttal Paper:** this paper counters claims made by the opposition and will act as a later portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
 - **Formal (MLA) Argument Research Paper:** this argument-based essay will synthesize research to take a stance on a controversial issue (composition mode: linguistic & visual, 7-8 pgs/1750-2500 words; 200pts)
 - **Multimodal Class Presentation:** this will provide an overview of the research project (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Writing/Design Process & Reflection (15%):

Peer Editing & Conferences – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before each major assignment is due and participation in these is expected. (Composition mode: aural and linguistic, length will vary depending on feedback required, but should result in a minimum of 1500 words).

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University’s General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

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

Instructor Class Policies:

Submitted Assignments: All documents must be submitted on time and have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards

when applicable. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue's Online Writing Lab at: <http://owl.english.purdue.edu>). When formal assignments (anything bolded on syllabus schedule) are turned in they will be submitted via D2L. Rough drafts can be reviewed in print or digital format as preferred. For your own protection, keep copies of all completed work and drafts. When saving your files be sure to use the following format: last name – assignment title.doc or docx.

Assignment Due Dates: Assignments, including drafts, are due by the start of class or as specified on the syllabus. Bring hard copies of any required print work to class. E-mail attachments will not be accepted as substitutes for hard copies of your work or D2L submissions. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance (and save often!). Please staple before submission.

Revision of Essays: Since this course focuses on writing and design as process, students will revise pieces throughout the semester. Students will reflect on their writing progress at the completion of individual assignments and at the end of the semester. 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 online at <http://www.eiu.edu/~assess/ewpmain.php>.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing/design as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. Therefore, absences negatively affect your grade. **After three absences a student's grade drops a half a grade (5%) for each additional absence.** For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. **Perfect attendance merits the addition of 25 extra-credit points to the in-class work/participation category.**

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not typically considered proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Academic Integrity/Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's 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 an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and an report filed with the Judicial Affairs Office.” The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, 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.

Instructor Access and Response Time: Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). Although I have a reputation for being a speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends and holidays. I will always email your school email addresses should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask about that grade, and note that instructors are not allowed to discuss grades over email (make an appointment to talk to me in person).

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.

Student Success Center & Writing 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 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.