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# ENG 1001G-244: College Composition I Dual Credit

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**EASTERN ILLINOIS™**

## **English 1001: College Composition Semester 2 '17/'18**



“Read, read, read. Read everything--trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it. Then write. If it’s good, you’ll find out. If it’s not, throw it out the window.”

-William Faulkner

**Instructor:** Laura Wagner  
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room 141

**Office Hours:** periods 2, 5, 6, 9  
or by appointment after school

### **COURSE PHILOSOPHY**

Perhaps you don’t love writing yet. You’ve written too much of the same type of writing. Or you find it to be a stressful process. I’m here to teach you the tricks to make your writing stronger and to make the writing process more enjoyable.

I promise that if you trust me, if you try every writing prompt, and if you are willing to revise, you will impress yourself and write something (many somethings) of which you are proud. You will become a stronger reader, and you will support each other in this writing community. Most of you will learn to enjoy writing, but many of you will learn to love the power you hold within your pen!

### **LEARNING OBJECTIVES**

*In this course you will:*

- 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 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
- Develop a unique voice
- Interpret a variety of complex texts for audience, tone, purpose, significant details, etc.
- Analyze rhetorical devices in texts to improve own writing
- Present work in Edited American English

### EASTERN ILLINOIS 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.

### REQUIRED TEXTS AND MEDIA

fiction	<i>Sudden Flash Youth: 65 Short-short Stories</i> , edited by Christine Perkins-Hazuka, Tom Hazuka, and Mark Budman “The Ones Who Walk Away From Omelas” by Ursula Le Guin selected poetry
non-fiction	“How to Avoid Class Participation” by Karisa Tell “Why We Crave Horror” by Stephen King “Feminist Standpoint Theory” from <i>Encyclopedia of Communications</i> “Lady Gaga and Feminism: A Critical Debate” by Curtis A. Fogel and Andrea Quinlan “A 36-24-36 Cerebrum: Productivity, Gender, and Video Game Advertising” by Shira Chess sources from databases and other internet resources
media	<i>Crash Course</i> on utilitarianism additional video clips

## COURSE SECRETS TO SUCCESS

<p><b>Manage your time to allow yourself to complete quality work.</b></p>	<p>College courses are difficult. English courses are no different. Please understand the amount of work you must invest for the grade you wish to receive. You are very intelligent and can produce high quality work. The question is whether you will allow yourself to achieve your best. Your success in this class ultimately comes down to time management.</p> <p>Assignments are due in Schoology by 8 a.m. Late work is not acceptable for a college class. Late minor assignments will <u>not</u> be accepted. For the major papers required for passing the course, a late paper or presentation is 50% off the first day late and then receives a zero after that (even though completion is still required for passing the course). <u>Whether or not you have an excused absence, you need to turn in major papers and presentations on their due date by the start of class.</u> Post them to Schoology or have a friend or family member drop them off in my mailbox in the English office (140) or main office.</p> <p>Since this is a composition class, you must turn in every single major paper/project in order to pass this course. Even if the rest of your papers/projects are submitted, you will not pass the class.</p> <p>Four years of English are required for graduation, so most of you need to pass this course in order to graduate on time.</p>
<p><b>Be an active learner.</b></p>	<p>Don't be a slug waiting passively for the teacher to give you information. You will learn more and enjoy the class more if you are an active learner. Participate actively every day. Read all of the reading assignments with the purpose coming to class with thoughtful insights to share. Looking at every word on the page and actually thinking about the deeper meaning and connections of what you read are two very different activities.</p>
<p><b>Take initiative.</b></p>	<p>If you don't understand an assignment or concept in class, you should ask questions in or outside of class (before school, during my free periods, after school, or via email) before it evolves into a bigger issue.</p> <p>Please know that I check email during the school day. While you can certainly email me in the evenings or on weekends, just know that I won't see it until the next school day. If there is a homework question you need a quick answer to, please review the calendar and assignment sheet, then text, email, or call a couple classmates.</p> <p>If you are absent, it is your responsibility to find out what you missed (in addition to reviewing the weekly calendar, calling a friend, emailing me, or talking to me before class the next day).</p>

	<p>I take the time to put grades in Infinite Campus so you can monitor your grades at least once a week. It is my personal goal to post minor assignments within the week and larger assignments in two-four weeks. If you are earning a grade lower than the one you want, take the initiative to ask questions immediately after a particular assignment or assessment so you know what to improve on for next time.</p>
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## CLASSROOM EXPECTATIONS

*In order to successfully focus on these goals, I expect you to come to class ready to learn.*

*Specifically, that means:*

<b>Respect others.</b>	For example, ways to respect me include being on time, not asking to leave the room unless it is an emergency, and not packing up or lining up before the bell rings or when I'm mid-sentence.
<b>Come prepared.</b>	Come to class each day with the proper materials: your homework completed, your written draft for workshopping, your charged iPad, pens, and the text we are using at that time.
<b>Attend class consistently.</b>	While there is nothing wrong with cell phones, they are frequently a distraction to one's learning. Therefore, we will spend 45 minutes each day using our time together.
<b>Use your iPad appropriately.</b>	Bring a charged iPad to class every day. Use the iPad as instructed in class and not for off-task and/or inappropriate behaviors. Because using the iPad is a privilege, if you are earning a D or F in the class, all games and non-academic materials will be deleted. The iPad is the school's property, so any school official has the right to inspect (and block) material on the iPad. Please make smart, responsible choices about using your iPad.
<b>Use your resources.</b>	I am here to help you, but please use the "three before me" guideline when you have an absence or question: the weekly calendar, the assignment rubric/explanation, and peers. These are real world skills to apply to your future professors and bosses.
<b>Use email etiquette.</b>	Use emailing your teachers as an opportunity to practice varying your audience, purpose and tone. In other words, do not email me using the same language as you would in a text to your friend.

	<p>Please do not email questions that can be answered by the syllabus, assignment sheets, rubrics, readings, or your classmates. This, of course, does not mean that you cannot ask for clarification or help.</p> <p>Please wait 24 hours before inquiring about a grade to allow yourself time to carefully review the rubric and thoughtfully craft your specific question.</p>
<b>Use integrity.</b>	<p>Plagiarism is the act of passing off another person's work as your own (This could mean copying someone else's homework; copying and pasting a sentence, paragraph, or paper from the internet; etc.). More than three words in a row need to be quoted and cited.</p> <p>Plagiarism is a serious offense and will result in an automatic zero for <u>all</u> parties involved (both the person who copied and the person who allowed his work to be copied) and possibly failure of the course. This incident will be documented, and your parents will be notified. Because this is a college course, any incident of plagiarism will be reported to Eastern and could impact your admittance to any college or university.</p>
<b>Follow all school rules.</b>	<p>You will be held accountable for all rules and consequences outlined in <i>The Academic Handbook</i>.</p>

### **EXPECTATIONS FOR WRITING**

Because this is a college class, I will be holding you to college-level writing standards. If there are fragments, comma splices, run-ons, capitalization errors, you will be referred to the Literacy Lab because your writing needs to be at a college level.

If you don't have something written on the day that drafts are due, you are communicating that you are not prepared, which is not college behavior, and I will refer you to the Literacy Lab.

## GRADE BREAKDOWN

Because this is a college class, I will not round up. A 69.9% is a non-college-credit bearing “D.” A 59.9% is a failing “F.” In order to earn a 59.9%, a student has made *multiple* poor decisions. Don’t put yourself in this situation. Nobody should be earning a “D.”

Participation: Discussion, Collaborative Activities, Peer Review	5%
Pre-Writing, Writing-to-Learn Assignments, Journals, Metacognitive Prompts, etc.	5%
Speaking-Intensive Assignments	10%
Major Writing Projects	80%

*The major writing projects must result in a minimum 20 pages of finished prose, at least 10 pages of which must be multi-source writing.*

## GRADES

A	90-100%	
B	80-89%	
C	70-79%	
D	60-69%	Does not earn college credit!
F	0-59%	Does not earn college credit!

## GRADE FOR EASTERN vs. GRADE FOR WHS

For most of you, your grade for Eastern should be the same as your grade for WHS. However, there is a unique situation concerning when grades are due for the two institutions. I need to report your Eastern grade by May 7, but WHS is in school until June 1. Therefore, between May 7 and June 1, we will be working on a poetry unit. If you turn in a complete poetry portfolio (Draft 5 poems and revise 3 of them) by May 31, I will report your Eastern grade as your WHS grade. However, if you do not turn in a complete poetry portfolio by May 31, you will drop a letter grade for your WHS grade. That means that if you earned a “D” for Eastern, you will earn an “F” for WHS and not graduate on time. We will do a lot of work on the poetry portfolio in class, so everyone should successfully complete this assignment.

## GRADING PRACTICE

I update Infinite Campus as quickly as I can. I typically update minor, daily assignments every week and larger projects and papers every three to four weeks. I encourage students and parents to check Infinite Campus approximately once a week. Students and parents should contact me with specific questions/concerns. I can respond to email the fastest.

These codes are being used to help you understand your grade in class:

<b>code in Infinite Campus</b>	<b>what it means</b>
T--turned in	Indicates an assignment is turned in--score may be added after assignment is graded.
M--missing	Indicates an assignment was not turned in--student may still complete work.
L--late	Indicates the assignment was accepted after the due date.
Ch--cheated	Indicates the student violated the D214 Academic Integrity policy and has been awarded a zero.
Dr--dropped	Indicates the teacher did not "count" the assignment toward the student's grade.

*Please note that the syllabus is subject to change as I see fit. I will, however, make you aware of any changes.*



**Close Reading and Rhetorical Analysis of Narrative Writing**

**Unit Objectives:**

- Understand rhetorical principles and how they relate to writing situations
- Apply drafting techniques
- Understand and apply strategies for close, careful, critical reading
- Create vivid imagery and characterization using show-don't-tell
- Organize details to develop theme
- Participate in simultaneous Socratic Seminars
- Participate in peer review and/or conferencing about papers
- Rhetorically analyze both professional and peer narratives
- Produce rhetorically informative and persuasive prose
- Reflect on writing process and the transferable skills used in narrative, informative, and persuasive writing

**Readings:**

- “Shitty First Drafts” from Anne Lamott’s *Bird by Bird: Some Instructions on Writing and Life*
- thematic selections from *Sudden Flash Youth: 65 Short-short Stories*, edited by Christine Perkins-Hazuka, Tom Hazuka, and Mark Budman

**MAJOR DEADLINE: Narrative Portfolio due on Thursday, February 1**

## Unit 2: Voice Essay

Feb. 5-Feb. 15

### Close Reading and Rhetorical Analysis of Professional Essays

#### Unit Objectives:

- Understand rhetorical principles and how they relate to writing situations
- Use and refine invention and drafting techniques
- Produce rhetorically informative and persuasive prose
- Participate in peer review and/or conferencing about papers
- Reflect on the writing process and the transferable skills used in analytical writing

#### Readings:

- “How to Avoid Class Participation” by Karisa Tell
- “Why We Crave Horror” by Stephen King

**MAJOR DEADLINE:** Thursday, February 15

## Unit 3: Soundtrack of My Life Analysis Essay

Feb. 20-Mar. 5

#### Unit Objectives:

- Use and refine invention and drafting techniques
- Choose appropriate evidence and thoughtfully analyze that evidence
- Draft a clear, concise argumentative thesis with sub-contentions
- Produce rhetorically informative and persuasive prose
- Participate in peer review and/or conferencing about papers
- Reflect on the writing process and the transferable skills used in analytical writing
- Understand how to effectively and ethically work with sources
- Correctly apply MLA format

**MAJOR DEADLINE:** Thursday, March 1

## Unit 4: Media Synthesis Analysis Essay

Mar. 6-Apr. 16

### Unit Objectives:

- Understand rhetorical principles and how they relate to writing situations
- Further develop strategies for close, careful, critical reading of visual texts (movies, advertisements, television shows, video games, etc.)
- Use and refine invention and drafting techniques
- Take effective notes from sources
- Choose appropriate evidence and thoughtfully analyze that evidence
- Draft a clear, concise argumentative thesis with sub-contentions
- Produce rhetorically informative and persuasive prose
- Participate in peer review and/or conferencing about papers
- Reflect on the writing process and the transferable skills used in analytical writing
- Understand how to effectively and ethically work with sources
- Correctly apply MLA format

### Readings:

- “Feminist Standpoint Theory” summary
- “Lady Gaga and Feminism: A Critical Study”
- “A 36-24-36 Cerebrum: Productivity, Gender, & Video Game Advertising”
- various database articles

**MAJOR DEADLINE: Media Synthesis Analysis Essay due Monday, April 16**

## Unit 5: Utilitarianism Analysis Essay

Apr. 17-May 3

### Unit Objectives:

- Understand rhetorical principles and how they relate to writing situations
- Further develop strategies for close, careful, critical reading of a variety of texts
- Use and refine invention and drafting techniques
- Take effective notes from sources
- Choose appropriate evidence and thoughtfully analyze that evidence
- Draft a clear, concise argumentative thesis with sub-contentions
- Produce rhetorically informative and persuasive prose
- Participate in peer review and/or conferencing about papers
- Reflect on the writing process and the transferable skills used in analytical writing
- Understand how to effectively and ethically work with sources
- Correctly apply MLA format

### Readings:

- “The Ones Who Walk Away From Omelas” by Ursula Le Guin

**MAJOR DEADLINE: Tuesday, May 1**

## Reflective Final Exam

Friday, May 4

### Exam Objectives:

- Critically read and analyze your own writing
- Reflect on revision, the writing processes, and transferable skills used throughout the semester
- Understand one’s strengths, weaknesses, and areas of improvement as a writer
- Thoughtfully analyze a text and provide revision advice
- Produce rhetorically effective reflective prose

## Unit 6: Poetry

May 7-Jun. 1

### Close Reading and Rhetorical Analysis of Poetry

#### Unit Objectives

- Understand rhetorical principles and how they relate to writing situations
- Further develop strategies for close, careful, critical reading
- Use and refine invention and drafting techniques
- Utilize show-don't-tell, figurative language, and sound devices
- Participate in peer review and/or conferencing about papers
- Rhetorically analyze peer-written and professional poetry
- Reflect on writing and the transferable skills used in informative and persuasive writing

#### Readings:

- various poetry

**MAJOR DEADLINE: Poetry Portfolio due Thursday, May 31**