

Spring 1-15-2019

# ENG 1001G-003: College Composition I

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**English 1001**  
**College Composition I: Critical Reading and Source-Based Writing**  
**MWF 10:00-10:50 in 3140 Coleman Hall**

**Instructor:** Dr. Woody Skinner

**Office:** Coleman Hall 3040

**Email:** wwskinner@eiu.edu

**Office Hours:** Mondays—9:30-10:00 and 1:00-2:00

Wednesdays—9:30-10:00 and 1:00-2:00

Fridays—1:00-2:00

**Required Texts and Materials**

- *The Bedford Book of Genres: A Guide and Reader*, 1<sup>st</sup> ed., Braziller and Kleinfeld
- A composition notebook for your process journal

Please bring these materials to class every day unless instructed otherwise.

**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.

**Course Objectives**

By the end of English 1001, you 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

**Course Policies**

**Attendance**

It will be very difficult to succeed in this class if you do not regularly attend. You are allowed up to five unexcused absences; however, absences strongly correlate with lower final grades. After five unexcused absences, I may deduct fifty points, or half of a letter grade, for each missed class.

### **Tardiness**

Please make every attempt to come to class on time. Four instances of tardiness will qualify as one unexcused absence.

### **Classroom Decorum**

Constructive university classrooms require professors and students to respect differences—of background, thought, opinion, and belief. This notion holds special significance in our writing classroom, where you will be asked to routinely engage with your classmates' perspectives and experiences. Therefore, respect will serve as the guiding principle and bedrock expectation of our work together this semester.

On a daily basis, you will be required to bring the appropriate materials to class and to have completed assigned tasks. Focused classroom discussion plays a vital role in the development of critical thinking skills, so you will be expected to participate. Please remember to turn off cell phones and remove headphones before class, as inappropriate use of electronics may result in the loss of participation points. If you must leave early, please let me know at the beginning of class.

### **Late Work and Make-Up Work**

Unless otherwise specified, essays will be due at the beginning of class on the assigned dates. I do not accept late essays unless qualifying circumstances are discussed with me beforehand. If you will be absent from class, you must make arrangements to turn in your essay on time. I do not allow make-up work for missed in-class assignments or homework.

### **Revision**

Because writing presents challenges that are best solved over time, revision practices are crucial to a writer's success. For this reason, you will have the opportunity to revise three (Rhetorical Analysis, Informative Essay, and Researched Argument) of the four major writing assignments. Upon receiving graded feedback, you will have one week to turn in your revision. For instance, if you were to receive graded feedback on October 1<sup>st</sup>, then your revision would be due by October 8th.

### **Policy on Plagiarism**

Here is the English department's plagiarism policy: "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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

For our purposes, all intentionally plagiarized assignments will receive a grade of zero, and subsequent instances of academic dishonesty will result in a course grade of F. However, you will not be required to navigate the treacherous waters of plagiarism alone; we will discuss this issue throughout the term and will work together to ensure that you leave the course with a

clear understanding of academic theft. If, at any point this semester, you find yourself uncertain about your use of sources, the best strategy is to ask me—*before* turning in your assignment.

### **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.

### **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.

### **D2L**

You will use D2L to view the syllabus, access supplemental readings, and turn in major assignments, so it will be important for you to familiarize yourself with the D2L platform. If, at any time, you have questions about our online resources or encounter a course-specific problem with D2L, please do not hesitate to contact me.

### **Essay Formatting**

All essays should be submitted in accordance with MLA document style (12 point Times New Roman font, standard headers, a correctly formatted Works Cited page, etc.). Please refer to our D2L site for more information, and feel free to contact me with additional questions.

### **Electronic Writing Portfolio**

English 1001 is a writing-centered course; therefore, essays written in this class may be included in your Electronic Writing Portfolio (EWP). Students who plan to submit one of our assignments to their EWP will be required to meet with me during office hours. Please note that any student who submits an essay from English 1001 will not be allowed to include an essay from English 1002.

## **Additional Support**

### **Office Hours**

Students who take responsibility for their progress have the greatest chance for success—not only in this class but in all university courses. For that reason, I urge you to visit me during office hours. If the demands of your schedule prevent you from meeting during office hours, please contact me to make other arrangements—we will find a time that works well for both of us.

### **The Writing Center**

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

### 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](http://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 9th Street Hall, Room 1302.

### Grading

Assignment	Point Value
Rhetorical Analysis Essay (3 –4 pages)	100 (10%)
Informative Essay (5-6 pages)	150 (15%)
Researched Argument Essay (7-8 pages)	200 (20%)
Recast Project	50 (5%)
Recast Presentation and Rationale (2 pages)	100 (10%)
Reflective Narrative Essay (3-4 pages)	100 (10%)
Research Steps (33.3 points x 3)	100 (10%)
Process Journal (8 Entries)	100 (10%)
Participation (class discussions, quizzes, exercises, and informal writing) and Peer Support (paired work, group activities, and peer review)	100 (10%)
<b>Total Points</b>	<b>1,000</b>

Percentage Score	Final Grade
90-100	A
80-89	B
70-79	C
0-69	NC

## Schedule

The following schedule is tentative; I reserve the right to make adjustments for the benefit of the class.

### Unit One: Rhetorical Analysis

Week One	Monday, the 7th	Wednesday, the 9th	Friday, the 11th
January 7 <sup>th</sup> -11 <sup>th</sup>	Introducing English 1001	Understanding Genres	Evian Discussion
<b>Intro to the Course</b>	Syllabus, Course Policies, and Expectations	"One Event, Two Genres" (p. 17 and on d2l)	Rhetorical Analysis Essay Introduced
<b>The Writing Process</b>	Diagnostic Writing: Your Writing Process	Homework for Friday: <i>Read pp. 189-195.</i>	Homework for next week: <i>View rhetorical appeals video (D2L), jot down definitions of key terms, and bring them to class.</i>
<b>Rhetorical Situations</b>			
Week Two	Monday, the 14th	Wednesday, the 16th	Friday, the 18th
January 14 <sup>th</sup> -18 <sup>th</sup>	Logos, Pathos, and Ethos	"Adam and Steve" Discussion	"Today's Homes" Discussion
<b>Analyzing Persuasive Genres</b>	Michelin activity	Process Journal: Prewriting	Collage activity
<b>Rhetorical Appeals</b>			Homework for next week: <i>Finalize topic/text for Rhetorical Analysis Essay, and read "Advertisements R Us" (D2L).</i>
<b>Prewriting</b>	Homework for Wednesday: <i>Read pp. 198-208.</i>	Homework for Friday: <i>Read pp. 247-255.</i>	
Week Three	Monday, the 21st	Wednesday, the 23rd	Friday, the 25th
January 21 <sup>st</sup> -25 <sup>th</sup>	<b>Class Canceled: Martin Luther King Jr. Day</b>	"Advertisements R US" Discussion	"Stay-at-Home Dad" Discussion
<b>Guided Drafting</b>		In-Class Drafting: Body Paragraphs	In-Class Drafting: Sharpening Thesis Statements
<b>Essay Structure</b>			
<b>Body Paragraphs</b>			
<b>Thesis Statements</b>	Homework for Wednesday: <i>Read "Advertisements R Us" (D2L).</i>	Homework for Friday: <i>Read "Stay-at-Home Dad" (D2L).</i>	Homework for next week: <i>Complete Rhetorical Analysis workshop draft, and post it on D2L discussion board.</i>

<b>Week Four</b>	<b>Monday, the 28th</b>	<b>Wednesday, the 30<sup>th</sup></b>	<b>Friday, the 1<sup>st</sup></b>
<b>January 28<sup>th</sup>-February 1<sup>st</sup></b>	<b>Rhetorical Analysis Workshop Draft Due</b>	Small-Group Workshop	Small-Group Workshop
<b>Process Journal</b>	Process Journal: Drafting	MLA Checklist	
<b>Small-Group Workshop</b>	Peer Review Procedures		
<b>MLA Guidelines</b>	Homework for Wednesday: <i>Read pp. 480-484.</i>	Homework for Friday: <i>Review pp. 485-496, and post revision list on D2L.</i>	Homework for next week: <i>Finish Rhetorical Analysis Essay.</i>

#### **Unit Two: Research and Informative Writing**

<b>Week Five</b>	<b>Monday, the 4<sup>th</sup></b>	<b>Wednesday, the 6<sup>th</sup></b>	<b>Friday, the 8<sup>th</sup></b>
<b>February 4<sup>th</sup>-8<sup>th</sup></b>	<b>Rhetorical Analysis Final Draft Due</b>	Wade Discussion	Fraser Discussion
<b>Informative Genres</b>	Informative	Topic Selection	Refining Topics: Elevator Pitches
<b>Research Topics</b>	Essay Introduced		Research Step #2 Introduced—Gathering and Evaluating Sources
	Research Step #1 Introduced—Research Topic		
	Homework for Wednesday: <i>Read pp. 137-140.</i>	Homework for Friday: <i>Read pp. 596-601.</i>	Homework for next week: <i>Finish Research Step #1.</i>

<b>Week Six</b>	<b>Monday, the 11<sup>th</sup></b>	<b>Wednesday, the 13<sup>th</sup></b>	<b>Friday, the 15<sup>th</sup></b>
<b>February 11<sup>th</sup>-15<sup>th</sup></b>	<b>Research Step #1 Due</b>		<b>Lincoln's Birthday: Class Canceled</b>
<b>Conferences</b>	One-on-One Conferences	One-on-One Conferences	Homework for next week: <i>Read pp. 625-628, and gather sources for Research Step #2.</i>

Week Seven	Monday, the 18 <sup>th</sup>	Wednesday, the 20 <sup>th</sup>	Friday, the 22 <sup>nd</sup>
February 18 <sup>th</sup> -22 <sup>nd</sup>	Library Day (Research)	Process Journal: Conferencing	Class Canceled
Library Visit		"Right to Preach" Discussion	Research Step #2 Due by Noon
Gathering Sources			
Analyzing Informative Essays	Homework for Wednesday: Read "The Right to Preach on a College Campus" (available on D2L).	Research Step #3 Introduced on D2L— Integrating Sources  Homework for Friday: Finish Research Step #2. 670.	Homework for next week: Read pp. 661-

Week Eight	Monday, the 25 <sup>th</sup>	Wednesday, the 27 <sup>th</sup>	Friday, the 1 <sup>st</sup>
February 25 <sup>th</sup> -March 1 <sup>st</sup>	"Spin the Bottle" Discussion	Signal Phrases and Parentheticals	Research Step #3 Due
Drafting	Quote, Paraphrase, Summarize		In-Class Drafting
Quoting, Paraphrasing, and Summarizing	Homework for Wednesday: Work on Research Step 3.	Homework for Friday: Finish Research Step 3.	Homework for Next Week: Complete workshop draft of Informative Essay, and post it on D2L discussion board.
Citing Sources			

Week Nine	Monday, the 4 <sup>th</sup>	Wednesday, the 6 <sup>th</sup>	Friday, the 8 <sup>th</sup>
March 4 <sup>th</sup> -8 <sup>th</sup>	Informative Essay Workshop Draft Due		Informative Essay Final Draft Due
Workshop	Small-Group Workshop	Small-Group Workshop	Process Journal: Workshop
Revision	Homework for Wednesday: Post your revision list on D2L discussion board.	Homework for Friday: Update your revision list.	Researched Argument Introduced  Homework for the 18 <sup>th</sup> : Begin brainstorming/researching Researched Argument, and bring your topic to class after the break.



Week Ten	Monday, the 11 <sup>th</sup>	Wednesday, the 13 <sup>th</sup>	Friday, the 15 <sup>th</sup>
March 11 <sup>th</sup> -15 <sup>th</sup>	Spring Break: Class Canceled	Spring Break: Class Canceled	Spring Break: Class Canceled
Spring Break			

### Unit Three: Researched Arguments

Week Eleven	Monday, the 18 <sup>th</sup>	Wednesday, the 20 <sup>th</sup>	Friday, the 22 <sup>nd</sup>
March 18 <sup>th</sup> -22 <sup>nd</sup>	Argument Topics/Prewriting	“What Your Stuff Says about You” Discussion	Dickinson Discussion
The Purpose of Academic Arguments	Homework for Wednesday: <i>Read pp. 527-537.</i>	Evaluating Arguments	Sound Reasoning vs. Logical Fallacies
Evaluating Arguments		Homework for Friday: <i>Read pp. 223-228.</i>	Homework for next week: <i>Process Journal: Adding Research to Your Argument.</i>
Week Twelve	Monday, the 25 <sup>th</sup>	Wednesday, the 27 <sup>th</sup>	Friday, the 29 <sup>th</sup>
March 25 <sup>th</sup> -29 <sup>th</sup>	Slow Reading for Argument Structure	Class Canceled: D2L Activity	Class Canceled: D2L Activity
Argument Structure	Small-Group Argument		
Parts of an Argument	Sharing		
Counterarguments	Thesis Statement Exercise		Homework for Next Week: <i>Develop an outline for your Researched Argument essay.</i>

Week Thirteen	Monday, the 1 <sup>st</sup>	Wednesday, the 3 <sup>rd</sup>	Friday, the 5 <sup>th</sup>
April 1 <sup>st</sup> -5 <sup>th</sup>	Topic Sentences	Draft Inventory Activity	Guided Drafting
Guided Drafting	Guided Drafting	Guided Drafting	
Thesis Statements and Topic Sentences	Homework for Wednesday: <i>Work on Researched Argument draft.</i>	Homework for Friday: <i>Work on Researched Argument draft.</i>	Homework for next week: <i>Finish Researched Argument Draft.</i>
Workshop			

### Unit Four: Recast

Week Fourteen	Monday, the 8 <sup>th</sup>	Wednesday, the 10 <sup>th</sup>	Friday, the 12 <sup>th</sup>
April 8 <sup>th</sup> -12 <sup>th</sup>	Researched Argument Workshop Draft Due	In-Class Revisions	Researched Argument Final Draft Due
Revision		Mini-Conferences	Recast Assignment

<b>Mini-Conferences</b>	Workshop	Process Journal: Revision	Introduced
<b>Recast Assignment</b>	Homework for Wednesday: <i>Work on final draft of Researched Argument</i>	Homework for Friday: <i>Complete final draft of Researched Argument.</i>	Homework for Monday: <i>Review pp. 497-500, explore the Recast resources on D2L, and begin working on your project.</i>

<b>Week Fifteen</b>	<b>Monday, the 15<sup>th</sup></b>	<b>Wednesday, the 17<sup>th</sup></b>	<b>Friday, the 19<sup>th</sup></b>
<b>April 15<sup>th</sup>-19<sup>th</sup></b>	Process Journal: Recasting	Discuss Kipp's Rationale	Discuss Ganow Rationale
<b>Sample Recast Projects</b>	Recast Project Examples	Guided Drafting: Rationales	Reflective Narratives Introduced
<b>Sample Rationales</b>			Process Journal: Reflecting on Your Process
<b>Drafting Rationales</b>	Homework for Wednesday: <i>Read pp. 237-242.</i>	Homework for Friday: <i>Read pp. 476-480.</i>	Homework for next week: <i>Finish Recast and Rationale.</i>

<b>Week Sixteen</b>	<b>Monday, the 22<sup>nd</sup></b>	<b>Wednesday, the 24<sup>th</sup></b>	<b>Friday, the 26<sup>th</sup></b>
<b>April 22<sup>nd</sup>-26<sup>th</sup></b>	<b>Recast Project and Rationale Due</b>		
<b>Recast Presentations</b>	Recast Presentations	Recast Presentations	Recast Presentations
<b>Recast Rationales</b>	Homework for Wednesday: <i>Work on Reflective Narrative.</i>	Homework for Friday: <i>Work on Reflective Narrative.</i>	Homework for next week: <i>Work on Reflective Narrative.</i>

<b>Finals Week</b>	<b>Tuesday, April 30<sup>th</sup></b>
<b>April 29<sup>th</sup>-May 3<sup>rd</sup></b>	<b>Reflective Narratives Due at 12:15 p.m.</b>
<b>Reflective Narratives</b>	