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ENG 1001G-242: College Composition I Dual Credit John Hersey HS

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conference periods: before school and periods 2, 4, and 6 by appointment

Course Description

“College Composition 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” (Eastern Illinois University).

Course Objectives

At the conclusion of the College Composition course, students should be able 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” (Eastern Illinois University)

Course Requirement

By semester’s end, students must have crafted 5,000 words (approximately twenty pages) of polished prose through multiple writing projects.

Rigor

College Composition demands attention. Expect challenging course work that develops your reading, writing, and critical thinking skills. Remember, this course is a dual credit course. Passing the course will save you both time and money in college. That said, your health, mental and physical, always takes priority. Talk with me (before the assignment is due) if you can’t meet a deadline.

Grading

Grades are available online via Infinite Campus. Daily grind tasks are entered weekly while writing projects take longer to assess. If you have a concern about your grade, please schedule a time to meet with me before school or during a free period.

Category	Percentage
Writing Projects	65%
Daily Grind	25%
Final Exam	10%

Grade	Range
A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60%
F	59% & below

Writing Projects

Students will write a variety of informative, analytical, evaluative, and persuasive essays. These projects will cultivate varied essential writing skills while teaching the writing process: invention, brainstorming, drafting, conferencing, revising, and editing. Students will submit their essays via turnitin.com and assemble an online writing portfolio in order to document growth and reflect on progress.

Daily Grind

Daily work will occur in the forms of annotations, exercises, journals, quizzes, peer reviews, projects, presentations, and participation. Make sure to use the Schoology calendar to keep track of deadlines and manage both your workload and time accordingly.

Attendance

Absence: Since I value our time together, I expect you to be in class every day—physically and mentally. If you are absent make sure to contact a classmate or myself in order to learn what you missed during class. Absences, excused or unexcused, do not free you from long term due dates. You may email the assignment (expect a confirmation email in return) or send the work to school with a friend or relative. Make-up work (including missed tests/quizzes) must be completed within one week of an excused absence. You may take tests and quizzes before/after school or during any free period in the Test Make-up Center. Remember, make-up work is your responsibility.

Materials

Please bring your iPad to class daily. Work to establish the habit of checking your D214 email and our course Schoology page regularly. Announcements, updates, resources, and materials will be posted frequently. Remember, your school-issued iPad is a tool for learning not a toy for distraction.

Course Texts

Cohen, Samuel. *50 Essays: A Portable Anthology*. Bedford / St. Martin's, 2011.

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say*. W.W. Norton & Company, 2009.

Lunsford, Andrea A., and John J. Ruzkiewicz. *Everything's An Argument*. Bedford / St. Martin's, 2010.

Controversial Material

"Should you or your parents find the content of a required text objectionable, see your teacher to discuss your concerns" (District 214 Policy).

Academic Integrity

Be responsible for your academic growth and success. Cheating/plagiarizing results in a zero for the assignment. It is not worth it. Do the work yourself, and reap the benefits. Please reference the John Hersey High School/District 214 Academic Integrity Policy for additional information. The policy will be strictly enforced.

*If there is anything I can do to help ensure your success in this course, please let me know as soon as possible.
I look forward to a stimulating, productive, and challenging semester. Best wishes!*

Analysis & Evaluation (Weeks 1-6)

Writing Tasks

- **Book Review (50 points – 2 pages)**
 - Skills:
 - formulating criteria
 - presenting evidence
 - developing voice
 - Sources:
 - *Everything's An Argument*: chapter 10
 - *New York Times* Book Reviews

- **Advertisement/Commercial Visual Analysis (50 points – 2 pages)**
 - Skills:
 - rhetorical situation: audience, purpose, tone, context, exigence
 - appeals to ethos, pathos, logos
 - arrangement
 - schemes & tropes
 - Sources:
 - *Everything's An Argument*: chapters 1-5, 13, 15

Informative & Persuasive Argument (Weeks 7-16)

Writing Tasks

- **Technology Synthesis (100 points – 4 pages)**
 - Skills
 - They Say: summary, quotation, paraphrase
 - I Say: agree, disagree, both
 - Sources
 - *50 Essays*
 - *They Say, I Say*

- **I Search (100 points – 4 pages)**
 - Skills
 - source reliability, relevancy, accuracy, currency
 - MLA citation format
 - Sources
 - Katie Alexander–JHHS Librarian
 - OWL @ Purdue
 - *Everything's An Argument*: chapters 16 & 19

- **Problem-Solution (100 points – 4 pages)**
 - Skills
 - Toulmin Model
 - claim / qualifier
 - warrant / backing
 - evidence
 - conditions of rebuttal and response
 - Sources
 - *Everything's An Argument*: chapter 7

Final Exam Project (Weeks 17-19)

Writing Tasks

- **Op-Doc Review Project: analysis and argument (100 points - 2 pages)**
 - Skills
 - rhetorical situation: audience, purpose, tone, context, exigence
 - appeals to ethos, pathos, logos
 - arrangement
 - schemes & tropes
 - They Say: summary, quotation, paraphrase
 - I Say: agree, disagree, both
 - Toulmin Model
 - claim / qualifier
 - warrant / backing
 - evidence
 - conditions of rebuttal and response
 - Sources
 - *Everything's An Argument*
- **Metacognitive Journal (100 points - 4 pages)**
 - Skills
 - self-assessment
 - goal-setting
 - evidence of growth