

Fall 8-15-2017

ENG 1001G 240: College Composition I Dual Credit

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Recommended Citation

Schultes, Anna, "ENG 1001G 240: College Composition I Dual Credit" (2017). *Fall 2017*. 85.
https://thekeep.eiu.edu/english_syllabi_fall2017/85

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College Composition - English 1001 2017-2018

Philosophy statement

As an English department we are committed to ensuring that all of our students are equipped with the essential skills necessary to be both college and career ready. We strive to instill a desire to question and to seek truth through reading, writing and thinking about the big "universal" issues, in order for students to become critical thinkers, life-long learners, and contributing members who engage ideas and others with mutual respect within the global society.

All students who complete the course successfully, earning a C or higher, will be eligible for 3 credit hours in English at Eastern Illinois University. This credit will be applied to the student's EIU transcript.

Digital Home: **Schoology**

Materials:

Binder

Highlighters

Loose-leaf paper

iPad -precharged!

Texts (provided by instructor):

Textbook: *Everything is an Argument*, Lunsford, Ruskiewicz, Walters; *Entering the Conversation*, Palmquist

Supplementary Texts: *They Say, I Say; The Language of Composition; 50 Essays*
The Week Magazine, essays selected by instructor

Goals:

Upon completing the College Composition course, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- apply effective strategies and techniques in their own writing
- create and sustain arguments based on readings, research, and/or personal experience
- write for a variety of purposes

- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- demonstrate understanding and mastery of standard written English as well as **stylistic maturity** in their own writings
- demonstrate understanding of the conventions of citing primary and secondary sources
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- write thoughtfully about their own process of composition
- revise a work to make it suitable for a different audience
- analyze image as text
- evaluate and incorporate reference documents into researched papers
- Understand the conventions of standard English grammar and usage
- Write a minimum of **20 pages of original prose, 10 of which should be citing sources**, in the following forms: written formal essays, academic research paper, and other forms of writing to be determined by the instructor

Breakdown of Grading Categories (total points):

Classwork / Homework

Writing Projects

Participation: Discussion, Collaborative Activities, Peer Review

Final Reflection

Major Writing Assignments:

Informative Paper

Visual Analysis Paper

Rhetorical Analysis Paper

Evaluative Paper

Persuasive Paper

Portfolio Reflection

Oral Comprehension:

Socratic Seminars (topics TBD)

Grading Scale:

For papers: A (100-90), B (89-80), C (79-70), D (69-60), F (below 60)

For the course grade: A, B, C, No Credit (NC)

As this is a college course, students will not receive grades on everything they write. Students will receive completion checkpoints as they work through each essay; only the final draft will be graded. Other grades may be given for reading checks, grammar, quizzes or impromptu writing assignments in class. All semester work will count for 90%, with a final exam essay worth 10%.

Late Work/Absences (D214 Board Policy):

A student, whose absence is authorized, unauthorized, or an unexcused absence will be permitted to make up the work missed. Credit given for such work will be appropriate to the nature of the work missed and the quality of the make-up work. The teacher will establish reasonable time limits for its completion.

Attendance and Tardy Policy: We will abide by BG's attendance and tardy policy. This is a school-wide policy, and I will make no exceptions. You will receive a detention for your third tardy of the semester. On each unexcused absence, your parents will receive a phone call or e-mail from me within 24 hours, and you will receive a referral to the dean (with a detention to follow). Please see the school's written policy for more details. Remember that if you are not fully inside my classroom by the time the bell finishes ringing, you are considered tardy.

I-pad Expectations: We will use the I-pad for instructional purposes in this class, so we can all benefit from this phenomenal tool! However, there are some rules that we all need to abide by.

- All games and iMessage should be shut off upon entering the room. If they are not, and you are using a district I-pad, I will lock you out of the App Store (games and iMessage) for a week. Second offense will be a month. Third offense will keep you locked out until I can meet with your parents.

-All I-pads must be charged when entering the room. **No charging will be done during class that requires you to move around as this may interfere in the flow of our class since our classroom is so small.**

-I reserve the right to add new rules and change them depending on students' behavior.

Academic Integrity

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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.