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Fall 2020

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ENG 1001G-003: College Composition I

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English 1001 Course Policy
College Composition I: Learning Through Writing
50 minutes MWF

Instructor: Karen Reed

Classroom: Arcola-Tuscola Rooms MLK Union/Online

Email: klreed@eiu.edu (Panthermail, **NO Not Use D2L email**)

Office Hours: 12:30-1:30 Monday, Wednesday, and Friday

Office: Booth Library—Make an Appointment via email

“Word-work is sublime because it is generative; it makes meaning that secures our difference, our human difference—the way in which we are like no other life. We die. That may be the meaning of life. But we do language. That may be the measure of our lives.”

Toni Morrison, 1993 Nobel lecture (1931-2019)

“The soul becomes dyed by the color of its thoughts.”

Marcus Aurelius, Greek Philosopher (120-180)

“It’s what you learn after you know it all that counts.”

John Wooden, Basketball Coach (1910-2010)

Required Texts and Materials

- *The Bedford Book of Genres: A Guide and Reader*
- *Who Says?: The Writers Research*
- *The Little DK Handbook*
- *Language: A Reader for Writers*
- Handouts distributed throughout the semester, in person or D2L
- One composition notebook—college ruled for in class writing
- Writing instruments—ink
- Two two-pocket folders

❖ Please bring all materials as assigned to class.

Course Description

College Composition I focuses on informative, analytical, evaluative, and persuasive writing, plus an introduction to college-level research. Students will strengthen critical reading and thinking skills, will develop strong writing processes, and work with sources.

Course Objectives

Students 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

Covid-19

Please refer to EIU's Covid-19 Return to Campus Guide for a complete list of guidelines. In part, no student will be allowed to participate in classroom activities without a properly fitting mask. Proper face covering means the mask fits over both the nose and mouth, is completely closed, and does not slide down when a person speaks. Persons will maintain safe social distance while coming and going from class, and during class. If you have symptoms of flu, strep, Covid-19, or anything respiratory, you should stay home and, as long as you are well enough to read and type, you should keep up with your coursework. If you not well enough to do that, you should be phoning a medical provider for advice and documentation of your illness.

Attendance

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “**properly verified** absences due to illness, emergency, or participation in an official University activity” are recognized. Excessive absences (I consider five or more excessive) make it difficult to succeed in a writing course because we will write in class every day, as well as collaborate with each other, an important part of our learning objective, and have frequent quizzes. These activities cannot be made up and you will lose participation points, which will have an impact on your final grade. Students are responsible for acquiring missed course materials and information from classes missed.

Late Work

Essays will be turned in at the start of class on the due date. I do not accept late work. Absences do happen, but if you miss on the day an assignment is due, you should make arrangements to turn it in on time, or make agreeable arrangements in advance with the instructor. Since revisions are built into our schedule for the first three major writing assignments, you should try to turn something in on the initial due date. There is no making up for missed in-class assignments or homework.

Essay Formatting

All essays should be submitted via paper copy in 12 pt. Times New Roman font with double-spacing and one-inch margins unless otherwise noted. Please submit all pre-writing, outlines, and drafts in a two-pocket folder. (This policy will probably be revised as the semester unfolds to online submissions.)

Revision Policy

Learning to revise is part of a writer's life. Revision can be looked at as an opportunity to learn and grow. Students will have the option to revise the first three major writing assignments to improve their grade.

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct at: <http://www.eiu.edu/judicial/studentconductcode.php>
Violations will be reported to the Office of Student Standards.

Policy on Plagiarism

The EIU English department's plagiarism policy states: "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."

- Any student papers found to be plagiarized will receive a zero on the assignment and the occurrence will be reported to the EIU Office of Judicial Affairs.
- Students should never copy someone else's work and present it as their own.

One professor shared this clear explanation of plagiarism from an English department outside of EIU: Plagiarism— To present someone else's work or ideas as one's own is plagiarism. A student can commit it in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's ideas or organization of ideas, putting them into his/her/their own words and not identifying the source.
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

The Writing Center

All students are encouraged to utilize EIU's Writing Center. The Writing Center is student centered and provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revision. 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. Please be aware, however, that the Writing Center is not a proofreading or editing service. They are there to help writers work through the writing process.

- The Writing Center has, as a result of Covid-19, revamped their operations, with all booking procedures and consultations now utilizing an online platform. To book your one-half hour appointment with a writing consultant visit the website at EIU Writing Center (www.eiu.edu/writing/).

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) for assistance with time management, test taking, note taking, overcoming procrastination, setting goals, and other skills to support academic achievement. The Student Success Center is located in McAfee Gym, room 1301, and provides individualized consultations. To make an appointment, call 217-581-6696.

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) at 217-581-6583. All accommodations must be approved through OSDS, which is located in McAfee Gym, room 1210.

Office Hours

Please don't hesitate to let me know if you have any questions about the course materials or your writing. For a quick question or to schedule an appointment feel free to email me. We can either meet in Booth Library, or use an online platform (TBD). Sometimes even a short visit to make sure you are heading in the right direction can save you time later.

Email Policy and Guidelines

I pass this policy down to you as it was given to me by one of my instructors because I appreciated the guidance: I welcome student emails if you have questions or concerns about your class work, but please use professional etiquette. This will help you become an overall better communicator. These are the guidelines you should follow:

- Use a brief and concise subject line, such as "Absent This Friday" or "Question about Revision" or "Availability for Meeting?"
- Begin with a formal address, such as "Ms. Reed," or "Dear Ms. Reed,"
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofreads effectively so as not to cause confusion
- Refrain from using abbreviations or "text-prose"
- Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," or "Have a good weekend," and your name

If an email does not follow these guidelines, I will simply reply to the email with this message: "Please resend this email once it's been revised to fit the standards of a professional email. See page 4 of my course policy." I do check my email everyday

through the week, but allow at least twenty-four hours for a response. In other words, if you need something please don't wait until the last minute to seek the help you need.

Classroom Decorum

This, as in all university classrooms, is a place where instructors and students respect differences of background, thought, opinion, and belief. Our particular college classroom decorum is built on respect, patience, and kindness. As informed and responsible citizens of the classroom, community, and world, we will conduct ourselves accordingly.

Out of mutual respect for the instructor and your other classmates, if you must leave class early, please let me know at the beginning of class.

Overall Grading Expectations

All assignments, number of assignments, page totals, and point totals are tentative. I want to leave room for expectations to evolve as the class evolves.

Participation	100 (10%)
Includes class discussions, in-class writing, small group work, informal presentations, respect of classroom decorum	
Quizzes	50 (5%)
Journals	50 (5%)
Shorter Writing Assignments	
(These are typically one or two page documents)	
Personal Introduction Paper	50 (5%)
Student Writing Process and Goals (3 pages)	50 (5%)
Feedback Memo	50 (5%)
Feedback Memo	50 (5%)
Major Writing Assignments	
Persuasive Reflective Essay (3 pages)	100 (10%)
Evaluative Paper (3 pages)	100 (10%)
Argument Paper (5 pages)	100 (10%)
Rhetorical Analysis (3 pages)	100 (10%)
Informative Essay (5 pages)	100 (10%)
Writing Portfolio (2 pages; reflective memo, single-spaced, plus artifacts from the course)	100 (10%)
Total Points	1000

Percentage Score

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

ENG1001 Syllabus

Fall 2020

All assignments and due dates are subject to change

BB = *Bedford Book of Genres*

WS = *Who Says?: The Writer's Research*

DK = *The Little DK Handbook*

LA = *Language: A Reader for Writers*

D2L = *Desire To Learn*

= *Handout*

Week One

M 08/24—Course Introduction (FTF)

Course Policy and Expectations

Brainstorming Activity-Goals

W 08/26—Writing Process (FTF)

Course Policy Quiz

Introduce Informal Presentation—Personal Student Introductions

F 08/28—Reflective Genre (FTF)

Informal Presentations—Personal Student Introductions

Week Two

M 08/31—Peer Review (FTF)

W 09/02— Prewriting (Online Class Day—D2L)

F 09/04—Persuasive Genre

“Your Writing Process and Goals” Finished Draft Due with artifacts (rough draft)

Week Three

M 09/07—Labor Day—No Class

W 09/09—The Art of Persuasion (FTF)

F 09/11—Drafting Process

Week Four

M 09/14—Thesis Statement (FTF)

W 09/16—Peer Review (D2L)

Persuasive Reflective Paper—Early Draft Due for Peer Review

F 09/18—Writing With Credibility (FTF)

Week Five

M 09/21—Critical Thinking (FTF)
Persuasive Reflective Paper Due—Final

W 09/23—Solnit (D2L)

F 09/25—Working With Sources
Library Tour

Week Six

M 09/28—Analyze (FTF)

W 09/30—The Indomitable Language (D2L)

F 09/02—Introduce Evaluative Essay (FTF)
Vocabulary for Evaluative Essay
Introduce TED Talks

Week Seven

M 10/05—Narrowing Down a Topic (FTF)
Response to TED Talk Due
Assignment Sheet—Evaluative Essay
Thesis Statements

W 10/07—Prewriting (D2L)
Thesis Statements
Introduction

F 10/09—Outlines (FTF)
Outline Due Mondsy

Week Eight

Midterm

M 10/12— Drafting an Outline (FTF)

W 10/14—Peer Review Evaluative Paper—Early Draft (D2L)

F 10/16—Fall Break
No Class

Week Nine

M 10/19—(FTF)
Introduce Argument Paper
Assignment Sheet

W 10/21—(D2L)
Evaluation Paper Due to Dropbox—Finished Draft

F 10/23—(FTF)

Week Ten

M 10/26—(FTF)

Argument Paper—Peer Review Outline

W 10/28—(D2L)

Peer Review Argument Paper—Early Draft

F 10/30—(FTF)

Week Eleven

M 11/02—(FTF) Introduce Rhetorical Analysis Paper

Review Assignment Sheet

W 11/04—(D2L)

Argument Paper Due to Dropbox—Finished Draft

F 11/06

Week Twelve

M 11/09—(F2F)

W 11/11—(D2L)

Peer Review Rhetorical Analysis Paper—Early Draft

F 11/13—(D2L)

Week Thirteen

M 11/16—(FTF)

Introduce Informative (Career Profile) Paper

W 11/18—(D2L)—Rhetorical Analysis Paper Due—Finished Draft

F 11/20—(FTF)

11/23, 11/25, 11/27—No Class

Thanksgiving Break—Conduct interviews and write up transcripts.

Week Fourteen

M 11/30—(FTF)

W 12/02—(D2L)

Peer Review Informative (Career Profile) Paper—Early Draft

F 12/04—(FTF)

Week Fifteen

M 12/07—(FTF)

Informative (Career Profile) Paper Due—Finished Draft

W 10/09—(D2L)

Revisions for Final Portfolio

F12/11—(FTF)

Revisions for Final Portfolio

Finals

Final Portfolio Due 12/16 (D2L)