

Eastern Illinois University  
Revised Course Proposal

ENG 1001G, College Composition I: Critical Reading & Source-Based Writing

Banner/Catalog Information (Coversheet)

1.  New Course or  Revision of Existing Course
2. **Course prefix and number:** ENG 1001G
3. **Short title:** College Composition I
4. **Long title:** College Composition I: Critical Reading & Source-Based Writing
5. **Hours per week:** \_3\_ Class \_0\_ Lab \_3\_ Credit
6. **Terms:**  Fall  Spring  Summer  On demand
7. **Initial term:**  Fall  Spring  Summer Year: \_2016
8. **Catalog 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. **C1 900R** (WC)

9. **Course attributes:**

General education component: Required course in general education

Cultural diversity  Honors  Writing centered  Writing intensive  Writing active

10. **Instructional delivery**

**Type of Course:**

Lecture  Lab  Lecture/lab combined  Independent study/research  
 Internship  Performance  Practicum/clinical  Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

Face to Face  Online  Study Abroad  
 Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

11. Course(s) to be deleted from the catalog once this course is approved.  ENG 1001G: Composition and Language \_\_\_\_\_

12. **Equivalent course(s):** \_\_\_\_\_

a. **Are students allowed to take equivalent course(s) for credit?**  Yes  No

13. **Prerequisite(s):** Passing grade in ENG 1000 or direct placement into ENG 1001G. Students who have either a minimum high school GPA of 3.00 or a minimum ACT-English score of 18/SAT-Writing score of 430 will be placed into ENG 1001G. Students who have both a high school GPA below 3.00 and a 17 or below on ACT-English (420 or below on SAT-Writing) will be placed into ENG 1000. However, if students want to challenge their placement into ENG 1000, they will write in

response to an assignment prompt administered by the English department (Composition Committee), and the department will evaluate whether placement into ENG 1001G is appropriate.

a. Can prerequisite be taken concurrently? \_\_\_ Yes  No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)?  Yes \_\_\_ No

d. Who may waive prerequisite(s)?

\_\_\_ No one  Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All students

b. Degrees, colleges, majors, levels, classes which may not take the course: none

16. Repeat status:  May not be repeated \_\_\_ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: \_\_\_

18. Grading methods: \_\_\_ Standard \_\_\_ CR/NC \_\_\_ Audit  ABC/NC

19. Special grading provisions: NA

\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee  No \_\_\_ Yes, Explain if yes \_\_\_\_\_

21. Community college transfer:

A community college course may be judged equivalent.

\_\_\_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.  Course is required for all majors \_\_\_\_\_  
 Course is required for the minor(s) of \_\_\_\_\_  
 Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective

2.

**Rationale for proposal:** ENG 1001G/1091G and 1002G/1092G were last revised in 2000. The change to sustained explicit instruction about critical thinking and information literacy coheres with the new undergraduate learning goals. The course, revised after extensive research about writing programs and placement practices across the nation, reflects best practices among college writing programs. The course has been revised to reinforce the undergraduate learning goal of speaking and listening, so sections will have students connect their writing with speaking-intensive activities such as leading discussion, delivering presentations, and presenting information and ideas for invention/brainstorming purposes. The course focuses on the careful, critical reading demanded by the academy. Reading in the course will reflect a diversity of purposes, genres, and rhetorical situations

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: Placement into ENG 1001G requires either (1) a minimum high school GPA of 3.0 or a minimum ACT-English score of 18/SAT-Writing score of 430, **or** (2) successful completion of ENG 1000. Based on analysis of five years of data, the English Department's Composition Committee determined that high school grade point average was the most significant factor related to pass rates in ENG 1001G and freshman-to-sophomore retention rates. In addition, ACT considers an ACT-English of 18 signifying "college readiness," and a SAT-Writing score of 430 is approximately equivalent to 18. In addition, that ACT subscore corresponds with other writing programs' placement practices. Students who feel they should not be placed into ENG 1000 have the opportunity to challenge their placement by writing a source-based paper administered through the Composition Committee of the English department.

Co-requisites: None

Enrollment restrictions: None

Writing active, intensive, centered: Writing centered: The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as discussion posts, emails, notes, drafts, etc.

### **4. General education assurances (answer N/A if not applicable)**

**General education component:** This writing-centered course (discussed above) prepares students for further academic study by teaching students to use a writing process that encourages thoughtful drafting and revision, to create critical and analytical texts in several genres, and to critically read others' writing. Students will complete multiple writing assignments. As stipulated by the Illinois Articulation Agreement (IAI), all sections of this first-year writing course will assign students to produce at least 10 pages of "multi-source

writing.” The course focuses on the undergraduate learning goals of critical thinking, writing, and critical reading. In addition, the course will provide speaking and listening opportunities aligned with some or all of these goals: “Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose”; “Developing and organizing ideas and supporting them with appropriate details and evidence”; “Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure”; “Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency”; “Employing effective physical delivery skills, including eye contact, gestures, and movement”; “Using active and critical listening skills to understand and evaluate oral communication.”

**Curriculum:** The course focuses on explicit instruction about analytical reading strategies, rhetorical principles, and writing processes (brainstorming, pre-writing, drafts, peer review, work in the writing lab, individual or group conferences with instructors, and revision). Because students must be engaged with multi-source writing per IAI, they will read others’ articles and essays and be introduced to college-level research to find and evaluate sources for their own papers. Throughout the term, students will have the opportunity to do speaking-intensive activities such as presentations (individual and/or group), discussions, and group activities.

**Instruction:** There will be explicit instruction about using writing processes: pre-writing/invention, drafting, revision, editing. Since the course is focused on critical reading and writing diverse texts, there will be direct instruction, guidance, group work, and student-centered discussion about crafting papers, finding sources, evaluating others’ work, using sources ethically and effectively, and presenting ideas while considering multiple perspectives.

**Assessment:** The main factors for assessment are the grades on writing assignments. Students will have to write different assignments and use source materials. Instructors will evaluate students’ strengths and weaknesses by offering formative feedback (before a grade, peer review, conferences), summative feedback (evaluation with a grade), and mandated or optional revision.

## 5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

## **Model Syllabus (Part II)**

Please include the following information:

### 1. **Course number and title:**

ENG 1001G: College Composition I: Critical Reading & Source-Based Writing

### 2. **Catalog description:**

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. The course challenges students to develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. **C1 900R (WC)**

### 3. Learning objectives:

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents (WCR-1, CT-2, CT-3, CT-4, CT-5, CT-6)
- Produce informative, analytical, evaluative, and persuasive prose (WCR 1-7, CT 1-6)
- Implement reading processes to evaluate sources (WCR-5, WCR-6, CT-1, CT-3, CT-4, CT-5, RC-1)
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community (WCR 1-7, CT 1-6)
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations (WCR 1-7)
- Find appropriate sources through secondary research, including the use of academic databases (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6)
- Integrate sources ethically and appropriately using at least one recognized citation style (WCR-7, CT-4, RC-2)
- Use effective language and delivery skills through speaking opportunities (SL 1-4)
- Present work in Edited American English (WCR-4)

### 4. Course materials:

Possible texts for ENG 1001G/1091G include the following:

Johnson-Sheehan and Paine. *Writing Today*

Braziller and Kleinfeld. *The Bedford Book of Genres: A Guide & Reader*

Ruszkiewicz and Dolmage. *How to Write Anything: A Guide and Reference*

Ede. *The Academic Writer: A Brief Guide*, 3<sup>rd</sup> ed.

Green and Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*, 3<sup>rd</sup> ed.

Wysocki and Lynch. *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2<sup>nd</sup> ed.

Arola, Shepherd, and E. Ball. *Writer/Designer: A Guide to Making Multimodal Projects*

Faigley. *The Brief Penguin Handbook*, 5<sup>th</sup> ed.

Harris and Kunka. *Prentice Hall Reference Guide*, 9<sup>th</sup> ed.

### 5. Weekly outline of content:

The sample syllabus is based on the textbooks *Writing Today* (WT) and *Compose, Design, Advocate* (CDA).

## Weeks 1–3: Introduction to the Course, Rhetorical Principles, and Informative Writing

### Unit Objectives:

- Understand rhetorical principles and how they relate to writing situations
- Be introduced to and use invention and drafting strategies
- Understand and practice strategies for close, careful, critical reading
- Participate in peer review and/or conferencing about papers
- Produce rhetorically effective informative prose
- Reflect on the writing process and the transferrable skills used in the informative writing project
- Understand how to effectively and ethically work with sources (if sources required for paper)

### **Readings, Activities, & Assignments:**

- Read Ch. 1-Writing and Genres, Ch. 2-Topic, Angle, Purpose, Ch. 3-Readers, Contexts, and Rhetorical Situations.
- Read Ch. 5-Profiles and/or Ch. 10-Commentaries and/or Ch. 13-Reports from WT along with sample essays/papers from Part 7-Anthology of Readings
- Read Ch. 1-A Rhetorical Process for Designing Composition from CDA
- If source work is required, read Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Explicit instruction about strategies for close, careful, critical reading
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Informative paper
- Informative paper due

### **Weeks 4-6: Visual Analysis**

#### **Unit Objectives:**

- Understand rhetorical principles and how they relate to writing situations
- Use invention and drafting strategies
- Develop strategies for close, careful, critical reading of visual texts
- Participate in peer review and/or conferencing about papers
- Produce rhetorically effective analytical prose
- Reflect on the writing process and the transferrable skills used in the analytical writing project
- Understand how to effectively and ethically work with sources (if sources required for paper)

### **Readings, Activities, & Assignments:**

- Read Ch. 9-Rhetorical Analysis from WT along with sample essays/papers from Part 7-Anthology of Readings.
- Read Ch. 10-Analyzing Posters, Ch. 11-Analyzing Documentary Photography, and Ch. 14-Analyzing Comics from CDA.
- If source work is required, read or review Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Explicit instruction about critical reading of visual texts
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Visual Analysis paper
- Visual Analysis paper due

## **Weeks 7-9: Textual Analysis**

### **Unit Objectives:**

- Understand rhetorical principles and how they relate to writing situations
- Use and refine invention and drafting strategies
- Further develop strategies for close, careful, critical reading
- Improve ability to engage in peer review and/or conferencing about papers
- Understand processes for effective college-level research
- Produce rhetorically effective analytical prose
- Reflect on the writing process and the transferrable skills used in the analytical writing project
- Understand how to effectively and ethically work with sources (if sources required for paper)

### **Readings, Activities, & Assignments:**

- Read Ch. 8-Literary Analyses or Ch. 9-Rhetorical Analyses from WT along with sample essays/papers from Part 7-Anthology of Readings.
- Read Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Read Ch. 9-Doing Rhetorical Analysis of Others' Texts, Ch. 12-Analyzing Editorial and Opinion Pieces, and Ch. 13-Analyzing Essays
- Read or review Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Explicit instruction about critical reading of texts
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Textual Analysis paper
- Textual Analysis paper due

## **Weeks 10-12: Evaluation**

### **Unit Objectives:**

- Understand rhetorical principles and how they relate to writing situations
- Use and refine invention and drafting strategies
- Use and refine strategies for close, careful, critical reading
- Improve ability to engage in peer review and/or conferencing about papers
- Produce rhetorically effective evaluative prose
- Reflect on the writing process and the transferrable skills used in the evaluative writing project
- Understand how to effectively and ethically work with sources (if sources required for paper)

**Readings, Activities, & Assignments:**

- Read Ch. 7-Evaluations from WT along with sample essays/papers from Part 7- Anthology of Readings.
- If source work is required, read or review Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Evaluation paper
- Evaluative paper due

**Weeks 13-15: Persuasion****Unit Objectives:**

- Understand rhetorical principles and how they relate to writing situations
- Implement invention and drafting strategies effectively and efficiently
- Use strategies for close, careful, critical reading
- Engage in peer review and/or conferencing about papers effectively
- Produce rhetorically effective persuasive prose
- Reflect on the writing process and the transferrable skills used in the persuasive writing projects
- Understand how to effectively and ethically work with sources (if sources required for paper)

**Readings, Activities, & Assignments:**

- Read Ch. 11-Position Papers and/or Ch. 12-Proposals from WT along with sample essays/papers from Part 7-Anthology of Readings
- Read Ch. 8-About Argument and Advocacy from CDA
- If source work is required, read or review Ch. 24-Starting Research, Ch. 25-Finding Sources and Collection Information, Ch. 26-Quoting, Paraphrasing, and Citing Sources, and either Ch. 27-Using MLA Style or Ch. 28-Using APA Style.
- Explicit instruction about doing college-level research: use of the library's databases, peer-reviewed research, search strategies, etc.
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Persuasive paper/s
- Persuasive writing project/s due



## Week 16 –Final: Reflection on Learning, Writing, and Critical Reading

### Unit Objectives:

- Understand rhetorical principles and how they relate to writing situations
- Implement invention and draft strategies effectively and efficiently
- Critically read and analyze their own writing
- Engage in peer review and/or conferencing about papers effectively
- Reflect on revision, the writing processes and the transferrable skills used throughout the semester
- Understand one’s strengths, weaknesses, and areas of improvement as a writer and critical thinker
- Produce rhetorically effective reflective prose
- Understand how to effectively and ethically work with sources (if sources required for paper)

### Readings, Activities, & Assignments:

- Read Ch. 30-Creating a Portfolio from WT.
- Read Ch. 3-Composing a Design Plan
- Group discussion, collaboration, and activities related to readings and the writing assignment
- Speaking-intensive opportunities tied to papers (presentation of outlines and ideas, verbal peer review, discussion leading, informal presentations, formal presentations)
- Short written responses to reading
- In-class work on Reflective Paper/Portfolio
- Reflective Paper or Portfolio due at Final date

### 6. Assignments and evaluation, including weights for final course grade:

**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 of 20 pages of finished prose, at least 10 pages of which must be multi-source writing.

Writing Projects with sample page requirements:

- Informative (3)
- Visual Analysis (3)
- Textual Analysis (4)
- Evaluative (4)
- Persuasive (7)

- Final: Reflective Paper/Portfolio (4)

### 7. 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

### 8. Correlation of learning objectives to assignments and evaluation:

<b>Learning Objectives</b>	<b>Participation: Discussion, Collaborative Activities, Peer Review 5%</b>	<b>Pre-Writing, Writing-to-Learn Assignments, Journals, Metacognitive Prompts, Etc. 5%</b>	<b>Speaking-Intensive Assignments 10%</b>	<b>Major Writing Projects 80%</b>
Develop effective writing processes for producing documents	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Produce informative, analytical, evaluative, and persuasive prose		<b>X</b>	<b>X</b>	<b>X</b>
Implement reading processes to evaluate sources	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community		<b>X</b>	<b>X</b>	<b>X</b>
Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Find appropriate sources through				

secondary research, including the use of academic databases	X		X	X
Integrate sources ethically and appropriately using at least one recognized citation style				X
Use effective language and delivery skills through speaking opportunities	X		X	
Present work in Edited American English		X	X	X

Date approved by the department or school:

7 October 2015

Date approved by the college curriculum committee:

18 November 2015

Date approved by the Honors Council (*if this is an honors course*): NA

Date approved by CAA: 28 January 2016

CGS: NA