

Instructor: Dr. Neil P. Baird
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Fall 2016 Office Hours:
Monday, 1:00-2:00
Tuesday, 1:30-3:30
Wednesday, 1:00-2:00

ENGLISH 180.040 – COLLEGE WRITING I

COURSE DESCRIPTION:

ENG 180 is the first in a series of required writing courses at Western Illinois University. In this course, you will be introduced to writing as a social activity with the goal of providing the knowledge needed to learn how to write across contexts.

CORE OBJECTIVES:

You can expect to leave this course with knowledge about the following:

1. Writing Process: You will test and adapt writing processes to meet the demands of varying rhetorical situations and genres.
2. Rhetoric: You will identify and analyze the elements of the rhetorical situation (exigence, audience, and constraint) and will apply that knowledge to composing your own texts.
3. Genre: You will analyze how genre functions as a typified response to a recurring situation, with special emphasis on applying conventions rhetorically.
4. Discourse Community: You will define and identify different discourse communities, with special emphasis on describing and analyzing how community shapes writing, especially in civic contexts.
5. Critical Thinking, Reading, and Research: You will use critical thinking, reading, and research strategies to compose texts that participate in ongoing conversations, from both academic and extracurricular communities, with special emphasis on integrating your ideas with field research and appropriate secondary sources.

REQUIRED TEXTS:

- *How to Write Anything: A Guide and a Reference with Readings* by John J Ruskiewicz and Jay T. Dolmage (ISBN# 978-1-319-02421-5)

COURSE REQUIREMENTS (AT A GLANCE):

In addition to the careful reading of course texts and substantial participation in classroom discussion expected in this college class, this course will require the following:

- Quizzes
- Class Participation
- Four Writing Projects
 - Writing Inventory
 - Instruction Set
 - Review
 - Infographic
- Four Peer Reviews
- Final E-Portfolio

GRADING SUMMARY:

Quizzes	100 Points
Class Participation	200 Points
Four Writing Project	350 Points
Four Peer Reviews	200 Points
Final E-Portfolio	150 Points
Total	1000 Points

Letter	Point Range
A	1000-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D	699-600
F	599-0

COURSE REQUIREMENTS (DESCRIBED):

1. Quizzes: Quizzes are unannounced and given periodically to evaluate your understanding of our readings and discussions.
2. Class Participation: Actively discuss our readings and activities, in small and large groups. Write a self-evaluation in weeks 6 (75 points) and 15 (125 points).

3. Four Writing Projects: Draft and revise four writing projects: 1) an inventory of what you believe about what writing is and how it functions; 2) a set of instructions for a process and audience of your choosing; 3) a review of a popular culture artifact of your choosing (movie, book, game); and 4) an infographic for an organization you participate in.
4. Four Peer Reviews: Submit drafts of your writing projects for review and offer thoughtful written feedback to the work of your peers.
5. Final E-Portfolio: Write a reflection-in-presentation that returns to and revises the writing inventory based on the writing theory presented in this course. Include artifacts and one final revision of a project of your choice in a portfolio.

COURSE POLICIES:

Catalogue Description:

ENG 180 College Writing I. (3) (General Education/Communication Skills)
Introduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking.

Attendance:

Even though you should not miss any classes at this level, you are allowed to miss three class sessions for any reason; after this, your final grade for the course may be reduced by 30 points for each class missed. For example, if your final grade averages 910 (an A), missing four classes will reduce this to a final grade of 880 (a B+). Arriving late and leaving early only disrupts the class, so make every effort to arrive before class starts and remain until class ends. Being late to class twice results in an absence.

Late Work:

No late work will be accepted. If you know you are going to miss class, make arrangements to turn in work that is due ahead of time.

Student Decorum:

This course requires ethical and professional conduct, which includes academic integrity, collegiality in class, and professionalism when dealing with the community as part of course activities. Academic integrity violations will result in a failing grade for the assignment and possibly the course. Refer to the following for WIU's policy on academic integrity:

<http://www.wiu.edu/policies/acintegrity.php>.

Western's Title IX Policy:

Title IX: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at:

http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php.

If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at:

<http://www.wiu.edu/vpas/policies/titleIX.php>.

Students with Disabilities:

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

University Writing Center:

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level, assisting with generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side) and in satellite centers in Simpkins, Bayliss, and Tanner. Call for an appointment (309-298-2815) and be sure to bring a copy of your assignment.

Course Calendar: Formal notice will be given if any changes to the calendar need to be made.
HWA = *How to Write Anything*; .pdf = Electronic file distributed via email.

8/22 **Course Introduction**

8/24 **Introductions**

8/26 **Writing Inventory**
Read: HWA (p. 334-39)

8/29 **Genre: Instructions**
Read: HWA (p. 340-42)
Due: Writing Inventory

8/31 **Rhetorical Situations...**
Read: "Rhetorical Situations and Their Constituents" (.pdf, p. 349-55)

9/2 **... And Their Constituents**
Read: "Rhetorical Situations and Their Constituents" (.pdf, p. 355-63)

9/5 **No Class – Labor Day!**

9/7 **Workday: Describing the Rhetorical Situation for Your Instructions**

9/9 **Reader-Centered Instructions**
Read: "Writing Reader-Centered Instructions" (.pdf, p. 646-51)

9/12 Read: "Writing Reader-Centered Instructions" (.pdf, p. 651-56)

9/14 Read: "Writing Reader-Centered Instructions" (.pdf, p. 656-62; 668-71)

9/16 **Document Design**
Read: HWA (p. 542-49)

9/19 **Workday: Writing Instructions**

9/21 **Testing Your Instructions**

9/23 **Workday: Designing Instruments for Your Performance Test**
Due: Draft of Your Instructions

9/26 **Genre: Review**
Read: HWA (p. 542-49)

9/28 **How Genres Organize Activity and People**
Read: "How Texts Organize Activity and People" (.pdf, p. 366-72)

9/30 Read: "How Texts Organize Activity and People" (.pdf, p. 372-75)
Due: Participation Self-Evaluation #1

- 10/3 Read: “How Texts Organize Activity and People” (.pdf, p, 375-81)
Due: Final Draft of Instructions; Peer Review #1
- 10/5 **Workday: The Genre of the Review**
- 10/7 **Writing Reviews**
Read: HWA (p. 100-08)
- 10/10 **Workday: Analyzing the Audience for Your Review**
- 10/12 Read: HWA (p. 109-11)
- 10/14 **No Class – Fall Break!**
- 10/17 **Workday: Establishing Your Review Criteria**
- 10/19 Read: HWA (p. 112-17)
- 10/21 **Workday: Structuring Your Review**
- 10/24 **Peer Review #2**
Due: Draft of Review
- 10/26 **Genre: Infographic**
Read: “The Concept of Discourse Community (.pdf, p. 215-222)
- 10/28 Read: “The Concept of Discourse Community (.pdf, p. 222-28))
- 10/31 **Workday: Establishing Contact with Clients**
Due: Final Draft of Review
- 11/2 **Working with Clients**
Read: HWA (p. 550-56)
- 11/4 **Tables, Graphs, and Infographics**
Read: HWA (p. 550-56)
- 11/7 **Tutorial: Creating Tables and Graphs**
- 11/9 **Incorporating Sources**
Read: HWA (p. 466-71)
- 11/11 **Workday: Designing Your Infographic**
- 11/14 **Peer Review #3**
Due: Draft of Infographic
- 11/16 **The E-Portfolio**
- 11/18 **Reconsidering Your Writing Inventory**

- 11/28 **Genre: Reflection-in-Presentation**
Due: Final Draft of Infographic
- 11/30 **Selecting Artifacts for Your E-Portfolio**
- 12/2 **Workday: Reflection-in-Presentation**
- 12/5 **Compiling Your E-Portfolio**
- 12/7 **Peer Review #4**
Due: Draft of Reflection-in-Presentation
- 12/9 **No Class – Work on E-Portfolio**
- 12/14 **Final Exam @ 3:00**
Due: E-Portfolio