

College Writing I

ENG 180, section 34

Fall 2016 / TR 2:00-3:15 PM / Simpkins 315 (class) & 319 (lab)

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Office Hours: M 1:30-3; TR 3:30-5; and by appointment

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”
—Stephen King

Catalog Description

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. All sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F. IAI: C1 900.

Course Objectives

In English 180, you will be introduced to writing as a social activity with the goal of providing you with the knowledge you need to learn how to write. Specifically, we will focus on the following primary objectives:

- Writing Processes: You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.
- Discourse Communities: You will learn to define and identify different discourse communities, with a special emphasis on describing and analyzing how community shapes writing, especially in civic contexts.
- Rhetorics: You will identify and analyze the elements of the rhetorical situation (exigence, audience, and context) and will apply that knowledge to composing your own texts.
- Genres: You will analyze how genre functions as a typified response to a recurring situation, with special emphasis on applying conventions rhetorically.
- 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.

For a complete list of the standard objectives for English 180, see the Writing Program's handout provided in .pdf form here: <http://www.wiu.edu/cas/english/writing/F16%20ENG%20180%20Handout.pdf>.

Over the course of the semester, you will also work to cultivate the following **habits of mind** that have been identified as essential for successful college writing:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

For more information on the habits of mind, please see the Council of Writing Program Administrators’ [“Framework for Success in Postsecondary Writing.”](#)

Note: If you were force-enrolled in this course, you will need the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course you will need to speak with me first, and I will forward your request to the Director for consideration (permission is not granted automatically). Because you need permission to drop, you should begin the drop process early.

Required Texts

Hacker, Diana. *A Pocket Style Manual*. 7th ed., Bedford/St. Martin’s, 2016.

Palmquist, Mike. *Joining the Conversation: A Guide and Handbook for Writers*. 2nd ed. Bedford/St. Martin’s, 2014.

WIU English Department. *Guide to English 180*. 4th ed., Fountainhead Press, 2016.

Course Policies

1. Attendance/Class Participation:

1a. Although I may provide background and context for our reading at the start of each class period, the course will rely upon your active participation and your own exploration of our texts. Because we will be doing a good deal of writing in class and because our class discussions depend upon everyone's thoughtful contributions, it is essential that you maintain regular attendance and that you come prepared to discuss the reading material each day. You are permitted **five** absences over the semester for this course: for each absence beyond five, your final grade will be lowered one full letter grade. I do not distinguish between excused and unexcused absences, so please plan accordingly. If you are going to be absent for more than one class period, you should alert me via email prior to your absence so that we can plan ahead. In addition to the above policy, any absence will be detrimental to your class participation grade. Tardiness (defined as arriving more than five minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. Four tardies will count as one absence. If you arrive more than fifteen minutes late to class, you will be counted absent.

Leaving class early will also count as a tardy; leaving class more than fifteen minutes early will count as an absence.

1b. As per university policy, students missing class for observation of a religious holiday must notify me at least 5 calendar days prior to the absence so that I can arrange accommodations. Student athletes must meet with me at the beginning of the semester to review sports-related absences and develop an accommodation plan. Students with military obligations should contact me as soon as they know about those obligations so that we can develop an accommodation plan.

1c. Your class participation grade is worth 50 points (5%) of your final grade. You are expected to be a willing and thoughtful contributor to class discussion. As you do your reading for class, you should prepare questions and comments about the reading. In class you should be prepared to answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers. A healthy classroom environment is one in which each person feels comfortable expressing his or her opinion. I will not tolerate rude, disruptive, or inconsiderate behavior, which includes texting. Please put cell phones on vibrate and stash them away during class. Your class participation grade will be lowered if your participation is disruptive to the classroom climate as well as if you do not participate at all. Students engaging in disruptive behavior will be asked to cease the behavior once before being required to leave the classroom. Please see WIU's Disruptive Student in Class Policy: <http://www.wiu.edu/vpas/policies/disrupst.php>.

2. *Quizzes and Freewrites*: In order to ensure that all assignments are read, I will begin most classes with quizzes or freewrites. Quizzes and freewrites are not designed to trick you—if you read and digest the assignment you will do fine. Quizzes and freewrites will be graded from 1-5, corresponding to F-A. Quizzes and freewrites are worth 100 points (10%) of your final grade. If you are absent you may not make up a quiz or freewrite. At the end of the semester I will replace your lowest scores with a 5 for each allowed absences you did not use.

3. *Peer Review Workshops*: You will participate in five peer review workshops during this class. You will be graded on your own **complete** draft as well as your comments on other students' drafts. Drafts will be spot-checked at the beginning of each peer review. If you do not have a complete draft, you will be asked to leave, earning a 0 on that Peer Review and draft. This will also be considered an absence. Your peer review workshop grade makes up 100 points (10%) of your final grade. Drafts and peer review worksheets will be graded from 1-10 (see Rubrics). Drafts and peer review worksheets will be submitted electronically at the end of class on peer review day. If you are absent on the day of peer review, peer review workshops can be made up for partial credit, but you must arrange this with me ahead of time.

4. *Reflections*: You will write a one-page reflection after five of your writing assignments. Reflection assignments will be provided on WO. Reflections should be typed and submitted to Western Online. Reflections will be graded from 1-20 (see Rubrics), and will be worth 100 points (10%) of your final grade.

5. *Conferences*: Before the Literacy Essay and Exploration of a Problem Assignment you will be required to attend a conference with me to discuss your writing. I will tell you ahead of time what to bring to each conference. Failure to attend any conference will be considered an absence.

During the rest of the semester, you are welcome to drop by during my office hours or schedule a conference.

6. *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. The one-on-one assistance available at the University Writing Center is valuable for 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 (298-2815) and be sure to bring a copy of your assignment.

7. *Papers*:

7a. Over the course of the semester, you will complete four formal assignments in response to specific prompts. Assignment one, a literacy essay (600-900 words), will be worth 100 points (10%) of your final grade. Assignment two, a visual essay (4-5 images plus 400-500 words), will be worth 100 points (10%) of your final grade. Assignment three, an annotated bibliography, will be worth 100 points (10%) of your final grade. Assignment four, an exploration of a problem (1,600-1,800 words), will be worth 150 points (15%) of your final grade. You will also submit a group PowerPoint presentation, worth 100 points (10%) of your final grade. With each assignment, I will hand out a format sheet to follow, which will detail the guidelines for that particular assignment. Deviation from the guidelines will cause your grade to be lowered. Unless you make arrangements with me at least forty-eight hours in advance, late assignments will be marked down one letter grade for each day late; essays more than 7 days late will receive a "0." I will not discuss assignment grades on the day I return assignments to the class. You must make an appointment with me to discuss a grade.

7b. Papers will be submitted electronically on WesternOnline. Each format sheet will review how to submit the paper. If you are unsure about how to submit your paper, please speak with me well before the due date. Because you will submit papers electronically, you should make sure to save your work in several formats (on a hard drive, on a flash drive, by emailing the paper to yourself, by uploading to Google Drive or Dropbox). Technology problems are not an excuse for submitting a paper late. You will submit your papers as Word files (.doc or .docx); papers submitted in any other file format or corrupted files will be returned to you and considered late until re-submitted as a Word file.

7c. Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism and cheating may result in failure for the course and referral for academic discipline: <http://www.wiu.edu/policies/acintegrity.php>. Please make note that double submission (submitting the same paper or part of a paper for more than one class) is considered a violation of academic integrity.

8. *Portfolio*: In lieu of a final exam, you will submit an ePortfolio of your work over the course of the semester. Portfolios will consist of two components: 1) A reflective essay on your writing, and 2) Artifacts you reference in your reflective essay (artifacts may include any of the following: rough drafts, final drafts with my comments; revisions; peer review worksheets; writing reflections; quizzes and freewrites). Note that it is imperative that you keep track of all of

the work you do this semester so that you can compile a successful portfolio. Portfolios will be worth 100 points (10%) of your final grade.

9. *Office Hours*: My regular office hours are listed above. At those times I will be in my office available to meet with you to discuss any aspect of the course. Please do not hesitate to drop by my office or to contact me to make an appointment to meet if you cannot meet during my regular office hours.

10. *Email*: The best way to get in touch with me outside of class is by email. Over email you can make appointments to meet with me, and you can ask questions related to the assignments. Please bear in mind that I will need at least a day to reply to emails. You are also responsible for checking your WIU email and Western Online accounts on a regular daily basis, since they will be my primary methods of communication with you outside of class.

11. *Disability Resource Center*: 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.

12. *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>.

Please review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

Grading		
Class Participation:	50	A: 930-1000; A-: 900-929;
Quizzes/Freewrites:	100	B+: 880-899; B: 830-879;
Drafts and Peer Review Workshops:	100	B-: 800-829; C+: 780-799;
Literacy Essay:	100	C: 730-779; U: 600-729;
Visual Essay:	100	F: <600
Annotated Bibliography:	100	
Exploration of a Problem:	150	
Group PowerPoint:	100	
Reflections:	100	
Portfolio:	100	

Note that you must receive a 730 or above in order to pass this class.

Schedule

This schedule is subject to change. You are responsible for any changes made in class, sent over email, or posted on Western Online (WO).

Class: 315; Lab: 319 (Note which room we are in next to the date)

Readings from *Joining the Conversation* will be labeled JC; readings from *A Pocket Style Manual* will be labeled PSM; readings from *Guide to ENG 180* will be labeled Guide. Bring JC, Guide, and PSM to all class meetings.

Unit 1: Concepts of Reading and Writing

Date	Read (prior to class)	Due
Tues., Aug. 23 (class)	<i>Introduction to Course</i> Read: Guide Chapters 1 and 3	
Thurs., Aug. 25 (lab) (Fri, Aug. 26 is last day of open registration)	<i>What is Writing and Who Are Writers?</i> Read from Books: JC Chs. 1 and 2 (focus on 12-18, 28-32, and 44-47); Guide Ch. 2 Read from WO: "Writing Is a Social and Rhetorical Activity"; "Writers' Histories, Processes, and Identities Vary"; and "Habits of Mind"; Writing Inventory Assignment Sheet	Due: Bring to class notes for Writing Inventory; Student Survey (on WO by 11:59 pm)
Tues., Aug. 30 (lab)	<i>What is Writing? and How Do I Reflect on My Own Reading and Writing?</i> Read from Books: JC Chs. 3 & 5; Guide Ch. 4 ("Literacy Essay") and 94-99 Read from WO: Case Study 1 and Case Study Reading Guide; "Learning to Read"; Literacy Essay Assignment Sheet	Due: Writing Inventory (on WO by 11:59 pm)
Thurs., Sept. 1 (Fri., Sept. 2 is last day of restricted reg. & drop w/t a "W")	<i>Individual Conferences</i> Read from Books: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527-537) Read from WO: Final Portfolio Assignment Sheet and "Portfolio" (pages 5-8 and 26-33)	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of 3 issues you want me to address when looking at your draft

Tues., Sept. 6	<i>Individual Conferences</i> <u>Read from Books:</u> JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527-537) <u>Read from WO:</u> Final Portfolio Assignment Sheet and “Portfolio” (pages 5-8 and 26-33)	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of 3 issues you want me to address when looking at your draft
Thurs., Sept. 8 (lab)	<i>Why Should I Share My Writing? and How Do I Avoid Plagiarism?</i> <u>Read from Books:</u> JC Chs. 4 and 13 (focus on 88-93 and 484-494) <u>Read from WO:</u> “All Writers Have More to Learn” and “Failure Can Be an Important Part of Writing Development”	
Tues., Sept. 13 (lab)	<i>Peer Review 1</i>	Due 5 Minutes Before Class: Electronic file of your revised Literacy Essay (loaded as a Google Doc to Peer Review 1 Drive folder)
Thurs., Sept. 15 (lab)	<i>How Do I Revise?</i> <u>Read from Books:</u> JC Ch. 20 (focus on 637-640 and 643-645) <u>Read from WO:</u> “Learning to Write Effectively Requires Different Kinds of Practice, Time, and Effort” and “Reflection is Critical for Writers’ Development”	
Fri., Sept. 16		Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)

Unit 2: Understanding Conversations

Date	Read (prior to class)	Due
Tues., Sept. 20 (class)	<i>What is the Rhetorical Situation? and What are Ethos, Pathos, and Logos?</i> <u>Read from Books:</u> JC Ch. 10 (focus on 380-381, 387-393, and 402-412) <u>Read from WO:</u> “The Rhetorical Situation”; “Rhetorical Appeals”; “Writing Involves Ethical...”; Visual Essay Assignment Sheet	Due in Class: Bring to class one magazine ad that catches your attention

Thurs., Sept. 22 (lab)	<i>What is Visual Rhetoric?</i> <u>Read from Books:</u> JC Ch. 5 (pages 118-132) <u>Read from WO:</u> “Visual Rhetoric”	Due in Class: Bring to class electronic versions of images you want to use for your Visual Essay
Tues., Sept. 27 (class)	<i>What Are Discourse Communities?</i> and <i>What Are Genres?</i> <u>Read from WO:</u> Discourse Community Handout; Genre Handout; “Writing Represents the World, Events, Ideas, and Feelings”; Group Rhetorical Analysis Presentation Assignment Sheet	Due in Class: Bring to class a list of communities you belong to that use writing and a list of genres you have used both in school and in your personal writing
Thurs., Sept. 29 (lab)	<i>Peer Review 2</i> and <i>How Do I Read a Multimedia Text?</i> and <i>How Do I Analyze?</i> <u>Read from Books:</u> JC Ch. 7 (focus on 216-217, 234-241, and 249-250); Guide Ch. 4 (“Visual Analysis”) <u>Read from WO:</u> “Analyzing a Text”; Browse through the Writing Program website	Due 5 Minutes Before Class: Electronic file of your Visual Essay (loaded as a Google Doc to Peer Review 2 Drive folder) (Group assignments made in class)
Tues., Oct. 4 (class)	<i>How Do I Work With a Group?</i> and <i>How Do I Give an Oral Presentation Using PPT?</i> <u>Read from Books:</u> JC Ch. 18 (focus on 584-602); Guide Ch. 4 (“Group Analysis”)	Due in Class: Bring analysis notes for your group’s website; by end of class, groups will submit final group work plan with assignments for Thursday Due: Visual Essay and Reflection Memo 2 (on WO by 11:59 pm)
Thurs., Oct. 6 (lab)	<i>Group Work Day</i>	Due in Class: Have group assignments from Tuesday completed before coming to class
Tues., Oct. 11 (class)	<i>How Do I Form a Research Plan?</i> <u>Read from Books:</u> JC Chs. 9 and 11 (focus on 346-349, 354-358, and 436-441); PSM 91-92 and 101-105; Guide Ch. 4 (“Annotated Bibliography”) <u>Read from WO:</u> Exploring a Problem Assign Sheet; Annotated Bibliography Assignment Sheet	Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment Due by the end of Class: Research Plan
Thurs., Oct. 13 (lab)	<i>Group Presentations</i>	Due: Group Rhetorical Analysis PPT (on WO by 11:59 pm on <u>Wednesday, Oct. 12</u>)

Unit 3: Participating in Conversations

Date	Read (prior to class)	Due
Tues., Oct. 18 (Library Day 1: Meet in 2 nd floor library classroom)	<i>How Do I Find Sources?</i> <u>Read from Books:</u> JC Ch. 12 (focus on 454-456); Review Guide Ch. 2 (“WIU Libraries”)	
Thurs., Oct. 20 (lab)	<i>How Do I Conduct Field Research?</i> <u>Read from Books:</u> JC Chs. 9 and 12 (focus on 349-353 and 478-482)	Due by the end of Class: Field Research Plan Due: Reflection Memo 3 (on WO by 11:59 pm)
Tues., Oct. 25 (Library Day 2: Meet in 2 nd floor library classroom)	<i>Library Work Day</i>	Due by the end of Class: At the end of class, have two sources approved for Annotated Bibliography
Thurs., Oct. 27 (lab) (Sun., Oct. 30 is last day to drop w/ a “W”)	<i>How Do I Summarize a Source? and How Do I Document My Sources?</i> <u>Read from Books:</u> JC pages 75 and 623-624; JC Ch. 21 (focus on 651, 654, 656, 666, and 668); PSM 112-113; Guide Ch. 4 (“Summary”)	Due in Class: Electronic copies of sources
Tues., Nov. 1 (class)	<i>How Do I Write to Inform? How Do I Choose a Main Point? and How Do I Choose the Right Genres?</i> <u>Read from Books:</u> JC Chs. 6, 14, and 17 (focus on 162-164, 171, 192, 498-502, and 558-560); Guide Chapter 4 (“Problem Proposal”)	Due in Class: Bring to class notes on sources
Thurs., Nov. 3 (lab)	<i>Peer Review 3 and How Do I Document My Sources?</i> <u>Read from Books:</u> JC Ch. 19 (focus on 628-631); PSM 125-167 (skim)	Due 5 Minutes Before Class: Electronic file of both annotations (loaded as a Google Doc to Peer Review 3 Drive folder)
Tues., Nov. 8 (class)	<i>How Do I Organize and Draft? and How Do I Use My Sources?</i> <u>Read from Books:</u> JC Chs. 15, 16, and 19 (focus on 506-511, 519-521, 527-529, 533-534, 537-540, 551-553, 610-619, 621-624)	Due in Class: Bring to class results of field research plus your two library sources Due: Annotated Bibliography and Reflection Memo 4 (on WO by 11:59 pm)

Thurs., Nov. 10	<i>Individual Conferences</i> <u>Read from WO:</u> Final Portfolio Assignment Sheet and “Portfolio” (pages 55-61)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment
Tues., Nov. 15	<i>Individual Conferences</i> <u>Read from WO:</u> Final Portfolio Assignment Sheet and “Portfolio” (pages 55-61)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment
Thurs., Nov. 17 (lab)	<i>Peer Review 4 and Reviewing Citation</i> <u>Read from Books:</u> PSM 125-167 (skim)	Due 5 Minutes Before Class: Electronic files of your two revised genres for the Exploring a Problem Assignment (loaded as a Google Doc to Peer Review 4 Drive folder)
Nov. 21 - Nov. 25	Thanksgiving: No Class	

Unit 4: Final Portfolio

Date	Read (prior to class)	Due
Tues., Nov. 29 (lab)	<i>How Do I Use Google Sites?</i> <u>Read from WO:</u> Final Portfolio Assignment Sheet	Due: Exploring a Problem and Reflection Memo 5 (on WO by 11:59 pm)
Thurs., Dec. 1 (lab)	<i>How Do I Write the Reflective Essay for My Portfolio?</i> <u>Read from Books:</u> JC 602-608 <u>Read from WO:</u> “Portfolio” (pages 63-69)	Due: Bring all writing from this semester
Tues., Dec. 6 (lab)	<i>How Do I Write to Persuade? and How Do I Choose My Evidence?</i> <u>Read from Books:</u> JC Chs. 10 and 14; Guide Ch. 4 (“Researched Argument” and “Final Reflective Essay”)	Due: Bring all writing from this semester
Thurs., Dec. 8 (lab)	<i>Peer Review 5 and Portfolio Proofreading and Problem Solving</i>	Due 5 Minutes Before Class: Electronic file of your Reflection Essay (loaded as a Google Doc to Peer Review 5 Drive folder)
Fri., Dec. 9		Due: ePortfolio (Google Sites link emailed by 11:59 pm)
Tues., Dec. 13	Office Hours: 3-5 pm	