

College Writing I

ENG 180, Section 043

Spring 2016 | TTh 3:30 – 4:45 p.m. | Simpkins 324 (class) & 321 (lab)

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Office Hours: Tuesday, 2:15 – 3:15 p.m.; and by appointment

“Do not worry. You have always written before and you will write now.” – Ernest Hemingway

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/F15%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. New York: Bedford/St. Martin’s, 2015.

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

WIU English Department. *Guide to English 180*. 4th ed. Southlake, TX: 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. This attendance policy has been established by the Writing Program Director.

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; students who make sexist, racist, or insensitive comments may be asked to leave. 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 will be submitted to Western Online prior to peer review, and you will also need to bring typed, printed copies of drafts to class on those dates. Peer reviewed drafts and peer review worksheets will be submitted in class on the date indicated on the schedule. 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. Prompt attendance to each conference will result in 5 extra credit points. During the rest of the semester, you are welcome to drop by during my office hours or schedule a conference.

6. *Writing Center*: The Writing Center is available to all students to assist with any aspect of the writing process. I encourage you to make use of this valuable resource.

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. Physical copies of each paper are due at the beginning of class on the due date. Electronic copies of each paper are due on WO by **11:59 pm** on the day the paper is due. Failure to turn a paper in both physically at the beginning of class *and* digitally by 11:59 pm on the day the paper is due will result in your paper being counted late. Unless you make arrangements with me at least forty-eight hours in advance, late assignments will be marked down one letter grade for each business day late; essays more than 7 business 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 **and** handed to me in paper on the day the paper is due. 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 Docs 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. I expect papers to be formatted according to MLA style. If you are unsure as to what this means, please consult the following link: <https://owl.english.purdue.edu/owl/resource/747/01/>.

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 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	Note that you must receive
Group PowerPoint:	100	a 730 or above in order to
Reflections:	100	pass this class.
Portfolio:	100	

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: 324; Lab: 321 (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	Due
Tues., Aug. 23 (lab)	<i>Introduction to Course</i> Read: Guide Chapters 1 and 3	
Thurs., Aug. 25 (class) (Fri, Aug. 26 is last day of open registration)	<i>What is Writing and Who Are Writers?</i> Read: JC Chs. 1 and 2 (focus on 12-18, 28-32, and 44-47); Guide Ch. 2; “Writing Is a Social and Rhetorical Activity”; “Writers’ Histories, Processes, and Identities Vary”; and “Habits of Mind” (on WO); Writing Inventory Assignment Sheet (on WO)	Due: Bring to class notes for Writing Inventory; Student Survey (on WO by 11:59 pm)
Tues., Aug. 30 (class)	<i>What is Writing?</i> and <i>How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chs. 3 & 5; Guide Ch. 4 (“Literacy Essay”); “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	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: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527- 537), Final Portfolio Assignment Sheet (on WO), and “Portfolio” (on WO: 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> Read: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527- 537), Final Portfolio Assignment Sheet (on WO), and “Portfolio” (on WO: 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 (class)	<i>Why Should I Share My Writing? and How Do I Avoid Plagiarism?</i> Read: JC Chs. 4 and 13 (focus on 88-93 and 484-494); “All Writers Have More to Learn” and “Failure Can Be an Important Part of Writing Development” (on WO)	
Tues., Sept. 13 (class)	<i>Peer Review 1</i>	Due in Class: Bring to class complete, typed draft of your revised Literacy Essay <i>and</i> printed copy of Peer Review 1 Worksheet from WO <i>and</i> Due 5 Minutes Before Class: Electronic file of your revised Literacy Essay
Thurs., Sept. 15 (class)	<i>How Do I Revise?</i> Read: JC Ch. 20 (focus on 637-640 and 643-645); “Learning to Write Effectively Requires Different Kinds of Practice, Time, and Effort” and “Reflection is Critical for Writers’ Development” (on WO)	Due in Class: Bring to class printed copy of your draft with your reviewer’s comments & printed copy of your reviewer’s worksheet plus electronic file of your draft Due in class: Literacy Essay (in hardcopy at the beginning of class AND on WO by 11:59 pm)
Fri., Sept. 16		Due: Reflection Memo 1 (on WO by 11:59 pm)

Unit 2: Understanding Conversations

Date	Read	Due
Tues., Sept. 20 (class)	<i>What is the Rhetorical Situation? and What are Ethos, Pathos, and Logos?</i> Read: JC Ch. 10 (focus on 380-381, 387-393, and 402-412); “The Rhetorical Situation” (WO link); “Rhetorical Appeals” (on WO); “Writing Involves Making Ethical Choices” (on WO); Visual Essay Assignment Sheet (on WO)	Due in Class: Bring to class one magazine ad that catches your attention Due in Class: Drafts and Peer Review Worksheet from Peer Review 1
Thurs., Sept. 22 (lab)	<i>What is Visual Rhetoric?</i> Read: JC Ch. 5 (pages 118-132); “Visual Rhetoric” (WO link)	Due in Class: Bring to class electronic versions of images you want to use for your Visual Essay <i>And</i> Due in Class: Bring to class

		printed versions of images you want to use for your Visual Essay
Tues., Sept. 27 (class)	<p><i>What Are Discourse Communities?</i> and <i>What Are Genres?</i> Read: Discourse Community Handout (on WO); Genre Handout (on WO); “Writing Represents the World, Events, Ideas, and Feelings” (on WO); Group Rhetorical Analysis Presentation Assignment Sheet (on WO)</p>	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 (class)	<p><i>Peer Review 2</i> and <i>How Do I Read a Multimedia Text?</i> and <i>How Do I Analyze?</i> Read: JC Ch. 7 (focus on 216-217, 234-241, and 249-250); “Analyzing a Text” (on WO); Guide Ch. 4 (“Visual Analysis”); Browse through the Writing Program website</p>	<p>Due 5 Minutes Before Class: Electronic file of your Visual Essay <i>and</i> Due in Class: Bring to class complete, typed draft of your Visual Essay <i>and</i> printed copy of Peer Review 2 Worksheet from WO (Group assignments made in class)</p>
Tues., Oct. 4 (lab)	<p><i>How Do I Work With a Group?</i> and <i>How Do I Give an Oral Presentation Using PPT?</i> Read: JC Ch. 18 (focus on 584-602); Guide Ch. 4 (“Group Analysis”)</p>	<p>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 in class: Visual Literacy Essay (in hardcopy at the beginning of class AND on WO by 11:59 pm) Due: Reflection Memo 2 (on WO by 11:59 pm)</p>
Thurs., Oct. 6 (lab)	<i>Group Work Day</i>	<p>Due in Class: Have group assignments from Tuesday completed before coming to class</p> <p>Due in Class: Drafts and Peer Review Worksheet from Peer Review 2</p>
Tues., Oct. 11 (class)	<p><i>How Do I Form a Research Plan?</i> Read: JC Chs. 9 and 11 (focus on 346-349, 354-358, and 436-441); PSM 91-92; Exploring a Problem Assignment Sheet (on WO)</p>	<p>Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment Due by the end of Class: Research Plan</p>

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>)
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Unit 3: Participating in Conversations
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Date	Read	Due
Tues., Oct. 18 (class)	<i>How Do I Conduct Field Research?</i> Read: 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)
Thurs., Oct. 20 (Library Day 1)	<i>How Do I Find Sources?</i> Read: JC Ch. 12 (focus on 454-456); Review Guide Ch. 2 (“WIU Libraries”)	
Tues., Oct. 25 (Library Day 2)	<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> Read: JC 75 and 623-624; JC Ch. 21 (focus on 651, 654, 656, 666, and 668); PSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); PSM 101-105; Annotated Bibliography Assignment Sheet (on WO)	Due in Class: Electronic copies of sources <i>and</i> Bring to class hard copies of two sources or tablet/laptop with sources downloaded
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> Read: 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 (class)	<i>Peer Review 3 and How Do I Document My Sources?</i> Read: JC Ch. 19 (focus on 628-631); PSM 125-167 (skim)	Due 5 Minutes Before Class: Electronic file of both annotations <i>and</i> printed copy of Peer Review 3 Worksheet from WO <i>and</i> Bring to class complete, typed draft of your Annotated Bibliography
Tues., Nov. 8 (class)	<i>How Do I Organize and Draft?</i>	Due in Class: Bring to class

	and <i>How Do I Use My Sources?</i> Read: JC Chs. 15, 16, and 19 (focus on 506-511, 519-521, 527-529, 533-534, 537-540, 551-553, 610-619, 621-624)	results of field research plus your two library sources Due in class: Annotated Bibliography (in hardcopy at the beginning of class AND on WO by 11:59 pm) Due: Reflection Memo 4 (on WO by 11:59 pm)
Thurs., Nov. 10	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and "Portfolio" pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment Due at Conference: Draft and Peer Review Worksheet for Peer Review 3
Tues., Nov. 15	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and "Portfolio" pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment Due at Conference: Draft and Peer Review Worksheet for Peer Review 3
Thurs., Nov. 17 (class)	<i>Peer Review 4 and Reviewing Citation</i> Read: PSM 125-167 (skim)	Due in Class: Bring to class complete, typed drafts of your two revised genres for the Exploring a Problem Assignment <i>and</i> printed copy of Peer Review 4 Worksheet from WO <i>and</i> Due 5 Minutes Before Class: Electronic files of your two revised genres for the Exploring a Problem Assignment
Nov. 21 - Nov. 25	Thanksgiving: No Class	

Unit 4: Final Portfolio

Date	Read	Due
Tues., Nov. 29 (lab)	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO)	Due in class: Exploration of a Problem (in hardcopy at the beginning of class AND on WO by 11:59 pm) Due: Reflection Memo 5 (on WO)

		by 11:59 pm)
Thurs., Dec. 1 (class)	<i>How Do I Write the Reflective Essay for My Portfolio?</i> Read: JC 602-608 and “Portfolio” (on WO: pages 63-69)	Due: Bring all writing from this semester Due in Class: Drafts and Peer Review Worksheet from Peer Review 4
Tues., Dec. 6 (class)	<i>How Do I Write to Persuade?</i> and <i>How Do I Choose My Evidence?</i> Read: 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 <i>and</i> Due in Class: Bring to class complete, typed draft of your Reflection Essay <i>and</i> printed copy of Peer Review 5 Worksheet from WO
Fri., Dec. 9		Due: ePortfolio (Google Sites link emailed by 11:59 pm)
Th., Dec. 15	Office hours: Thursday, 3:00 – 5:00 p.m.	Due: Draft and Peer Review Worksheet for Peer Review 5