

English 180.017: College Composition I
Fall 2016, MWF 11:00-11:50 a.m., 324 Simpkins Hall
Professor: Dr. Timothy Helwig
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Office Hours: M, 3:00-4:00; W, 3:00-5:00; F, 12:00-1:00
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“It is my design to render it manifest that no one point in [‘The Raven’s’] composition is referrible either to accident or intuition—that the work proceeded, step by step, to its completion with the precision and rigid consequence of a mathematical problem.”—Edgar Allan Poe, *The Philosophy of Composition* (1846)

“It is better to fail in originality than to succeed in imitation.”—Herman Melville, *Hawthorne and His Mosses* (1850)

Course Description

English 180 provides an introduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking. All sections are taught with word processors.

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 Process:** You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.
- **Rhetoric:** 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.
- **Genre:** You will analyze how genre functions as a typified response to a recurring situation, with special emphasis on applying conventions rhetorically.
- **Discourse Community:** 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.
- **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.

A complete list of the standard objectives for English 180 can be found online at <http://www.wiu.edu/cas/english/writing/F15%20ENG%20180%20Handout.pdf>

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.

Note: All additional texts beyond the ones listed above are available as PDFs on our Western Online course site and will be identified in the syllabus as “WO.” Please print off the texts on Western Online, and bring the copies with you to class for discussion.

Course Policies

1a. Attendance and Class Participation. Although I will provide background and context for our reading at the start of each class period, the course will rely upon your active participation, including your own analysis and exploration of our texts. 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. Each student is allowed *seven* absences total in this skills course. I do not expect or require students to explain nor document these absences, and I do not distinguish between excused and unexcused absences. Students who have eight or more total absences will receive an automatic F for the course. Finally, chronic tardiness and/or absenteeism will negatively affect your class participation grade, so please arrive promptly to class.

1b. Laptop and Cellphone Policy. Typing on a laptop or texting on a cellphone is distracting to me and to your peers. Therefore, unless you have a documented disability that permits the use of a laptop for note taking, you are *not* permitted to use a laptop during class. Cellphones, which can play a valuable role in the event of an emergency, should be set to vibrate at the beginning of class. Cellphone texting during class is strictly prohibited and will result in dismissal from the classroom and the loss of a full letter grade of class participation for each infraction after an initial warning. In the event of a personal emergency, please excuse yourself from the classroom to use your cellphone.

2a. Essay Assignments. 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), is worth 10% of your final grade. Assignment two, a group PowerPoint presentation that performs a rhetorical analysis of a printed advertisement, is worth 10% of your final grade. Assignment three, an annotated bibliography, is worth 10% of your final grade. Assignment four, an exploration of a problem (1,600-1,800 words), is worth 20% 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 48 hours in advance, late essays will be marked down one full letter grade for each class period they are late; essays more than three class periods late will receive a “0.”

2b. Electronic Submission. Essays will be submitted electronically on Western Online, and the assignment sheets will review how to submit your essays. If you are unsure about how to submit your essay, please speak with me well before the due date. Because you will submit essays electronically, you should save your work in several formats (on a hard drive, on a flash drive, by emailing the essay to yourself). Technology problems are not an excuse for submitting an essay late. You will submit your essays as Word files (.doc or .docx); essays submitted in any other file format or corrupted files will be returned to you and considered late until re-submitted as a Word file.

2c. Drafts and Peer Review Workshops. You will participate in four 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 10% of your final grade. Drafts and peer review worksheets will be graded from 1-10 (see Rubrics). Drafts and peer review worksheets for Peer Reviews 2 and 4 will be submitted electronically at the end of class on peer review day. Drafts and peer review worksheets for Peer Reviews 1 and 3 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.

2d. Reflections. You will write a one-page reflection after four 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 10% of your final grade.

3. Academic Integrity. Academic integrity is an important part of our intellectual community at Western Illinois University; therefore, acts of plagiarism and cheating will result in failure for the course and referral for academic discipline. Please review the university's Student Academic Integrity Policy online at <http://www.wiu.edu/policies/acintegrity.php>.

4. Conferences. Before the Literacy Essay and the Exploring 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 count as an absence. During the rest of the semester, you are welcome to drop by during my office hours or schedule a conference.

5. 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 10% of your final grade. If you are absent, you may not make up a quiz or a freewrite. At the end of the semester, I will replace your two lowest scores with a 5.

6. Office Hours and Email. Over the course of the semester, you are encouraged to visit me during my office hours. They are available to you to use without setting up an appointment, although you are welcome to set up an appointment, too. If you are not able to meet during my office hours, please email me to set up an appointment. The best way to keep in touch with me during the semester is by email: I will respond to email inquiries within 48 hours. Over email you may make appointments to meet with me and you may ask questions regarding the assignments.

7. Please note that **to receive credit for English 180, you must earn at least a grade of 73%** in the class. Additionally, you must complete the three individual essay assignments (Literacy Essay, Annotated Bibliography, and Exploring a Problem Essay) no later than December 12, 2016 in order to pass this class.

8. University Writing Center (UWC) offers students at any academic level collaborative, one-on-one consultation on writing projects from any discipline at any point in the writing process. We have four writing centers open on the Macomb campus for your convenience, and you can walk in or call to

make an appointment: 3rd Floor of Malpass Library (298-2815), and satellite centers in 107 Simpkins Hall (298-1043), 108 Tanner Hall (298-3477), and Basement of Bayliss Hall (298-3624). See the UWC's webpage for more information: http://www.wiu.edu/university_writing_center/index.php

9. Disability Support Services: 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.

10. 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>.

11. Please review your **Student Rights and Responsibilities** online at www.wiu.edu/provost/students, and see me if you have any questions.

Breakdown of Final Grade

- 10% Literacy Essay**
- 10% Group PowerPoint: Rhetorical Analysis of an Ad**
- 10% Annotated Bibliography**
- 20% Exploring a Problem Essay**
- 10% Quizzes and Freewrites**
- 10% Drafts and Peer Review Workshops**
- 10% Reflections**
- 10% Final Portfolio**
- 10% Class Participation**

+/- Grading Scale

- | | |
|---------------------|---------------------|
| A.....93-100 | C.....73-77 |
| A-....90-92 | C-.....70-72 |
| B+...88-89 | D+....68-69 |
| B.....83-87 | D.....63-67 |
| B-....80-82 | D-.....60-62 |
| C+....78-79 | F.....0-59 |

Daily 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 AAPSM; readings from *Guide to ENG 180* will be labeled Guide. Bring JC, AAPSM, and Guide to all class meetings.

Unit 1: Concepts of Reading and Writing

Date	Read	Due
Mon., Aug. 22 (class)	<i>Introduction to Course</i>	
Wed., Aug. 24 (lab)	<i>What is Writing?</i> Read: JC Ch. 1 (focus on 4-25); Guide Chs. 1 and 3	Due: Student Survey (on WO by 11:59 pm)
Fri., Aug. 26 (class) (Fri., Aug. 26 is last day of open registration)	<i>Who Are Writers?</i> Read: JC Ch. 2 (focus on 28-32 and 43-47); Case Study 1 (on WO); Writing Inventory Assignment Sheet (on WO)	Due in class: Bring to class notes for Writing Inventory; print Writing Inventory Assignment Sheet and bring it with you to class Due: Writing Inventory (on WO by 11:59 pm)
Mon., Aug. 29 (lab)	<i>How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chs. 3 & 5 (focus on 50-51, 102-103, and 134-141); Guide Ch. 4 (“Literacy Essay”); Malcolm X’s “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	
Wed., Aug. 31	<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 “Portfolios” (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
Fri., Sept. 2 (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 “Portfolios” (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

Mon., Sept. 5	Labor Day—No Classes	
Wed., Sept. 7 (lab)	<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); “Failure Can Be an Important Part of Writing Development” (on WO)	
Fri., Sept. 9 (class)	<i>Peer Review 1</i>	Due in Class: Bring to class a complete, typed draft of your revised Literacy Essay; print and bring Peer Review Draft Worksheet #1 (on WO)
Mon., Sept. 12 (lab)	<i>How Do I Revise?</i> Read: JC Ch. 20 (focus on 637-640 and 643-645)	Due in Class: Bring to class the peer review worksheet and reviewed draft from Friday

Unit 2: Understanding Conversations

Date	Read	Due
Wed., Sept. 14 (class)	<i>What is the Rhetorical Situation?</i> Read: “Rhetorical Situations” (WO link to the Purdue Owl Writing Lab); “Rhetorical Situation” (on WO—You must download it in order to read it)	
Fri., Sept. 16	Class canceled: continue working on your Literacy Essay.	Essay Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)
Mon., Sept. 19 (class)	<i>What are Ethos, Pathos, and Logos?</i> Read: JC Ch. 10 (focus on 380-381, 387-393, and 402-412); “The Three Rhetorical Appeals” (on WO)	Due in Class: Draft and Peer Review Worksheet for Peer Review 1
Wed., Sept. 21 (lab)	<i>What Are Discourse Communities?</i> Read: Discourse Community Handout (on WO); Jack Solomon’s “Masters of Desire: The Culture of American Advertising” (on WO)	Due in Class: Bring to class a list of communities you belong to that use writing
Fri., Sept. 23 (class)	<i>What Are Genres?</i> Read: Genre Handout (on WO); Group Rhetorical Analysis Presentation Assignment Sheet (on WO); Jean Kilbourne’s “‘The More You Subtract, the More You Add’: Cutting Girls Down to Size” (on WO)	Due in Class: Bring to class a list of genres you have used both in school and in your personal writing

Mon., Sept. 26 (lab)	Read: Jackson Katz's "Advertising and the Construction of Violent White Masculinity" (on WO); JC Ch. 10 (387-393)	Due in Class: Bring to class one magazine ad that catches your attention
Wed., Sept. 28 (class)	<i>How Do I Analyze?</i> Read: JC Ch. 7 (focus on 216-217, 234-241, 249-250, and 269); "Writing About Texts" (on WO)	(Group assignments made in class)
Fri., Sept. 30 (lab)	<i>How Do I Work With a Group?</i> Read: JC Ch. 18 (focus on 599-602)	Due in Class: Groups should come to class with notes on their print advertisement; by end of class, groups will submit group work plan
Mon., Oct. 3 (class)	<i>How Do I Give an Oral Presentation Using PPT?</i> Read: JC Ch. 18 (focus on 584-598)	Due in Class: Bring analysis notes for your group's print advertisement; by end of class, groups will submit final group work plan with assignments for Wednesday
Wed., Oct. 5 (lab)	<i>Group Work Day</i>	Due in Class: Have group assignments from Monday completed before coming to class
Fri., Oct. 7 (class)	<i>How Do I Form a Research Plan?</i> Read: JC Ch. 9 (346-349 and 354-358) and Ch. 11; APSM 91-92; Annotated Bibliography Assignment Sheet (on WO) and Exploring a Problem Assignment Sheet (on WO)	Due in Class: Print Annotated Bibliography Assignment Sheet and print Exploring a Problem Assignment Sheet, and bring both sheets to class
Mon., Oct. 10 (lab)	<i>Group PowerPoint Presentations</i>	Due: Group Rhetorical Analysis of an Ad PowerPoint Presentation (on WO by 11:59 pm on <u>Sunday, Oct. 9</u>)
Wed., Oct. 12 (class)	<i>Group PowerPoint Presentations</i>	
Fri., Oct. 14	Fall Break—No Classes	

Unit 3: Participating in Conversations

Date	Read	Due
Mon., Oct. 17 (class)	<i>How Do I Form a Research Plan? and How Do I Conduct Field Research?</i> Read: JC Chs. 9 and 12 (focus on 349-353 and 478-482)	Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment Due by the end of Class: Research Plan Due: Reflection Memo 2 (on WO by 11:59 pm)

Wed., Oct. 19 (Library Day #1: Meet in 2 nd Floor Classroom in Malpass Library)	<i>How Do I Find Sources?</i> Read: JC Ch. 12 (focus on 454-477); Review Guide Ch. 2 (“WIU Libraries”)	
Fri., Oct. 21 (class)	<i>How Do I Conduct Field Research?</i>	Due by the end of Class: Field Research Plan
Mon., Oct. 24 (Library Day #2: Meet in 2 nd Floor Classroom in Malpass Library)	<i>Library Work Day</i>	Due by the end of Class: At the end of class, have two sources approved for Annotated Bibliography
Wed., Oct. 26 (class)	<i>How Do I Summarize a Source?</i> Read: JC Ch. 3 and 623-624; APSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); APSM 101-105	
Fri., Oct. 28 (lab) (Sun., Oct. 30 is last day to drop w/ a “W”)	<i>How Do I Summarize a Source?</i> and <i>How Do I Document My Sources?</i> Read: JC Ch. 21 (focus on 651, 654, 656, 666, and 668); Review JC Ch. 13	Due in Class: Electronic copies of sources
Mon., Oct. 31 (class)	<i>How Do I Write to Inform?</i> and <i>How Do I Choose a Main Point?</i> Read: JC Chs. 6 and 14 (focus on 162-164, 171, 192, and 498-502)	Due in Class: Bring to class notes on sources
Wed., Nov. 2 (lab)	<i>Peer Review 2</i>	Due 5 Minutes Before Class: Electronic file of both annotations
Fri., Nov. 4 (class)	<i>How Do I Choose the Right Genres?</i> and <i>How Do I Draft My Two Genres?</i> Read: JC Chs. 16 and 17 (focus on 519-521, 527-529, 533-534, 537-540, 551-553, 558-560); Guide Chapter 4 (“Problem Proposal”)	
Mon., Nov. 7 (lab)	<i>How Do I Organize?</i> Read: JC Ch. 15 (focus on 506-511)	Due: Annotated Bibliography and Reflection Memo 3 (on WO by 11:59 pm)
Wed., Nov. 9 (class)	<i>How Do I Use My Sources?</i> Read: JC Ch. 19 (focus on 610-619, and 621-624)	Due in Class: Bring to class results of field research plus your two library sources
Fri., Nov. 11 (lab)	<i>How Do I Document My Sources?</i> Read: JC Ch. 19 (focus on 628-631); APSM 125-167 (skim)	Due in Class: Bring to class results of field research plus your two library sources
Mon., Nov. 14	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and “Portfolios” pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment

Wed., Nov. 16	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and “Portfolios” pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment
Fri., Nov. 18 (class)	<i>Peer Review 3 and Reviewing Citation</i> Read: APSM 125-167 (skim)	Due in Class: Bring to class complete, typed drafts of your two revised genres for the Exploring a Problem Assignment
Nov. 21 - Nov. 25	Thanksgiving Break—No Classes	

Unit 4: Final Portfolio

Date	Read	Due
Mon., Nov. 28 (lab)	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO)	Due: Exploring a Problem and Reflection Memo 4 (on WO by 11:59 pm)
Wed., Nov. 30 (class)	<i>How Do I Write the Reflective Essay for My Portfolio?</i> Read: JC 602-608 and “Portfolios” (on WO: pages 63-69)	Due: Bring all writing from this semester Due in Class: Drafts and Peer Review Worksheet from Peer Review 3
Fri., Dec. 2 (lab)	<i>How Do I Write to Persuade?</i> Read: JC Ch. 10 (380-382 and 404-408); Guide Ch. 4 (“Researched Argument”)	Due in Class: Bring all writing from this semester
Mon., Dec. 5 (class)	<i>How Do I Choose My Evidence?</i> Read: JC Ch. 14; Guide Ch. 4 (“Final Reflective Essay”)	Due: Bring all writing from this semester
Wed., Dec. 7 (lab)	<i>Peer Review 4</i>	Due 5 Minutes Before Class: Electronic file of your Reflection Essay
Fri., Dec. 9 (class)	<i>Portfolio Proofreading and Problem Solving</i>	BRING YOUR LAPTOP TO CLASS Due: ePortfolio (Google Sites link emailed by 11:59 pm)