

**College Writing I**

ENG 180, Sections 004 and 009

Fall 2016 / MWF 8:00-8:50 AM or 9:00-9:50 AM/ Simpkins 324 (class) & 321 (lab)

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MW 10-11 AM; and by appointment (7:30 AM preferred)

*“Language is what enables us to overcome our alienation.”*

— Charles Renner

**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.
- **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.
- **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*. 7<sup>th</sup>ed. New York: Bedford/St. Martin's, 2015.

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

WIU English Department. *Guide to English 180*. 4<sup>th</sup> 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 **seven** absences over the semester for this course: for each absence beyond seven 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 (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. Due to the class being held largely in Lab 321, food is not allowed in class. Students may bring bottled water but are responsible for any spills and bring their bottles with them when they leave. 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.

### 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. *All of my quizzes at the start of classes are open note, so long as the notes are handwritten and not photocopied.* Quizzes and freewrites will be graded 1-5. Sometimes I will give six questions (one free question out of charity) but the quizzes will always be out of 5. Quizzes and freewrites are worth 10% of your final grade. If you are absent you may not make up a quiz or freewrite, another reason why class attendance is crucial! Handwritten quizzes and freewrites must be done in blue or black ink (to differentiate between it and the instructor's ink). At the end of the semester I will replace your lowest scores with a 5 for each allowed absence 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 ZERO 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). 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 will be submitted in class at the proper due date. Reflections will be graded from 1-20 (see Rubrics), and will be worth 10% of your final grade.

*5. Conferences, Mandatory and Otherwise:*

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 email me schedule a conference. Students who wish to schedule a conference should know I make myself available for 7:30 AM appointments. Students should not consider a conference scheduled unless they receive a confirmation email of the date and time from the instructor.

*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. Again, the writing center is not just intended for students who are “bad writers” but rather is a worthwhile resource to help students of all levels, skills and writing disciplines as they work through their writing process.

*7. Papers*

*7a* Over the course of the semester, you will complete four formal assignments in response to specific prompts. There is a literacy essay (600-900 words), a visual literacy essay (4-5 images plus 400-500 words), and an annotated bibliography. Each of those assignments will be worth 10% of your final grade. Your exploration of a problem paper (1,600-1,800 words), will be worth 15% of your final grade. You will also submit a group PowerPoint presentation worth 10% of your final grade. With each assignment, there will be a format sheet on westernonline, 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; essays more than 7 days late will receive a “0.” Because this course is designed to help students improve their writing, it is important that students read the feedback on their papers, but I will not discuss grades on the day I return assignments to the class, and students are requested to wait 24 hours before emailing me to talk about a paper grade. For reasons of security and confidentiality, I will not discuss grades over email, so students who would like to discuss the grades on their assignments are welcome to come and talk to me during my office hours or to make an appointment to have the discussion.

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 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. Turnitin.com will be used to check papers for plagiarism.

7d. 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 possession of AND keep track of all of the work you do this semester so that you can compile a successful portfolio. ePortfolios will be worth 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 usually need at least 12-48 hours to reply to emails, though I will do my best to respond to student emails within 24 hours. You are also responsible for checking your WIU email and Western Online accounts on a regular basis, (at least daily) since they will be my primary methods of communication with you outside of class.

11. *Disability Resource Center: Disability Resource Center:*

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through the Disability Resource Center and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center at 298-2512 for additional services or see the DRC website: [http://www.wiu.edu/student\\_services/disability\\_resource\\_center/](http://www.wiu.edu/student_services/disability_resource_center/).

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:	5%	A: 93-100%; A-: 90-92%;
Quizzes/Freewrites:	10%	B+: 88-89%; B: 83-87%;
Drafts and Peer Review Workshops:	10%	B-: 80-82%; C+: 78-79%;
Literacy Essay:	10%	C: 73-77%; U: 60-72%;
Visual Literacy Essay:	10%	F: <60%
Annotated Bibliography:	10%	
Exploration of a Problem:	15%	
Group PowerPoint:	10%	
Reflections:	10%	
Portfolio:	10%	

*Note that you must receive a 73% 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: 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
Mon., Aug. 22 (class)	<i>Introduction to Course</i> Read: Guide Chs. 1 and 3	

Wed., Aug. 24 (lab)	<i>What is Writing?</i> Read: JC Ch. 1 (focus on 12-18); Guide Ch. 2; “Writing Is a Social and Rhetorical Activity”; “Habits of Mind” (on WO)	Due: <b>Student Survey</b> (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 44-47); Beaufort Ch. & Reading Guide (on WO); Writing Inventory Assignment Sheet (on WO)	Due in class: Bring to class notes for Writing Inventory Due: <b>Writing Inventory</b> (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”); <i>Education as Criticism – Luigi Giussani</i> (on WO) “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 “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
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 “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
Mon., Sept. 5	No Class: Labor Day	
Wed., Sept. 7 (lab)	<i>Why Should I Share My Writing?</i> and <i>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)	
Fri., Sept. 9 (class)	<i>Peer Review I</i>	Due in Class: Bring to class complete, typed draft of your revised Literacy Essay
Mon., Sept. 12 (lab)	<i>How Do I Revise?</i>	Due in Class: Bring to class

	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)	printed copy of your draft with your reviewer’s comments & printed copy of your reviewer’s worksheet plus electronic file of your draft
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Unit 2: Understanding Conversations
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Date	Read	Due
Wed., Sept. 14 (class)	<i>What is the Rhetorical Situation?</i> Read: Visual Essay Assignment Sheet (on WO); “The Rhetorical Situation” (WO link); “Writing Involves Making Ethical Choices” (on WO)	
Fri., Sept. 16 (lab)	<i>What is Visual Rhetoric?</i> Read: JC Ch. 5 (focus on 118-132); “Visual Rhetoric” (WO link)	Due in Class: Bring to class electronic versions of images you want to use for your Visual Essay Due: <b>Literacy Essay and Reflection Memo 1</b> (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); “Rhetorical Appeals” (on WO)	Due in Class: Bring to class one magazine ad that catches your attention
Wed., Sept. 21 (lab)	<i>What Are Discourse Communities?</i> Read: Discourse Community Handout (on WO); “Writing Represents the World, Events, Ideas, and Feelings” (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)	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)	<i>Peer Review 2</i>	Due 5 Minutes Before Class: Electronic file of your Visual Essay
Wed., Sept. 28 (class)	<i>How Do I Analyze? and How Do I Read a Multimedia Text?</i> Read: JC Ch. 7 (focus on 216-217,	(Group assignments made in class)

	234-241, and 249-250); “Analyzing a Text” (on WO); Guide Ch. 4 (“Visual Analysis”); Browse through the Writing Program website	Due in Class: Draft and Peer Review Worksheet for Peer Review 2
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 website; by end of class, groups will submit group work plan Due: <b>Visual Essay and Reflection Memo 2</b> (on WO by 11:59 pm)
Mon., Oct. 3 (class)	<i>How Do I Give an Oral Presentation Using PPT?</i> Read: JC Ch. 18 (focus on 584- 598); 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 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; PSM 91-92; Exploring a Problem Assignment Sheet (on WO)	
Mon., Oct. 10 (lab)	<i>Group Presentations</i>	Due: <b>Group Rhetorical Analysis PPT</b> (on WO by 11:59 pm on <u>Sunday, Oct. 9</u> )
Wed., Oct. 12 (class)	<i>Group Presentations</i>	
Fri., Oct. 14	No Class: Fall Break	

Unit 3: Participating in Conversations
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<b>Date</b>	<b>Read</b>	<b>Due</b>
Mon., Oct. 17 (class)	<i>How Do I Form a Research Plan?</i> and <i>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: <b>Reflection Memo 3</b> (on WO by 11:59 pm)
Wed., Oct. 19 (lab)	<i>How Do I Conduct Field Research?</i>	Due by the end of Class: Field Research Plan
Fri., Oct. 21	<i>How Do I Find Sources?</i>	

(Library Day 1)	Read: JC Ch. 12 (focus on 454-477); Review Guide Ch. 2 (“WIU Libraries”)	
Mon., Oct. 24 (lab)	<i>How Do I Summarize a Source?</i> Read: JC Ch. 3 and 623-624; PSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); PSM 101-105; Annotated Bibliography Assignment Sheet (on WO)	
Wed., Oct. 26 (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
Fri., Oct. 28 (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 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? and 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 3</i>	Due 5 Minutes Before Class: Electronic file of both annotations
Fri., Nov. 4 (class)	<i>How Do I Choose the Right Genres? and 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”)	Due in Class: Draft and Peer Review Worksheet for Peer Review 3
Mon., Nov. 7 (lab)	<i>How Do I Organize?</i> Read: JC Ch. 15 (focus on 506-511)	Due: <b>Annotated Bibliography</b> and <b>Reflection Memo 4</b> (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); PSM 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>	Due: Bring to Conference

	Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO)	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 “Portfolio” 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 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
Nov. 21 - Nov. 25	Thanksgiving: No Class	Due Mon Nov 21, Peer Review 4 (on WO by 11:59 pm)

Unit 4: Final Portfolio
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<b>Date</b>	<b>Read</b>	<b>Due</b>
Mon., Nov. 28 (lab)	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO)	Due: <b>Exploring a Problem and Reflection Memo 5</b> (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 “Portfolio” (on WO: pages 63-69)	Due: Bring all writing from this semester
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 5</i>	Due 5 Minutes Before Class: Electronic file of your Reflection Essay
Fri., Dec. 9 (class)	<i>Portfolio Proofreading and Problem Solving</i>	<b>BRING LAPTOP TO CLASS</b> Due: Due: Draft and Peer Review Worksheet for Peer Review 5 <b>ePortfolio</b> (Google Sites link emailed by 11:59 pm)