

## **ENGLISH 180: COLLEGE WRITING I**

Professor: Barbara Ashwood

Email: b-ashwood@wiu.edu

Phone: 309-298-2431

Office: Simpkins Hall 09

Office Hours: T/TH 10:30-11:00 and 12:20-1:50, W by appointment

### **Course Description**

English 180 is an introductory writing course that explores the connection between writing and power while familiarizing you with various kinds of writing including personal essays, letters to the editor, analytical essays, annotated bibliographies, and reflective essays. Each assignment sequentially builds upon skills learned in previous assignments, culminating in a final portfolio.

### **Course Goals and Objectives**

Writing Process: You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.

Discourse Community: You will define and identify different discourse communities with special emphasis on describing and analyzing how community shapes writing, especially in civic contexts.

Rhetoric: You will identify and analyze the elements of the rhetorical situation and 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.

Critical Thinking, Reading, and Research: You will use critical thinking, reading, and research strategies to compose texts that participate in ongoing conversations, from both academic and extracurricular communities, with special emphasis on integrating your ideas with field research and appropriate secondary sources.

### **Required Texts**

*Motives For Writing, 5<sup>th</sup> Edition*

## **Course Requirements and Grade Distribution:**

**Assignment 1:** Reflective Personal Essay (you will describe and reflect upon your role as both an “other” and an “otherer”): 900--1200 words --**20%**

**Assignment 2:** Annotated Bibliography (you will summarize and evaluate multiple scholarly and non-scholarly sources and explain how you will use them in your Letter to the Editor): 500-900 words --**20%**

**Assignment 3:** Letter to Editor (you will compose a letter to a newspaper regarding an issue that interests you): 250-300 words --**15%**

**Assignment 4:** Final Portfolio and Reflection (you will use evidence from your work over the course of the semester to make specific claims about what you have learned about writing): Reflective Essay Length: 900-1200 words --**20%**

### **Weekly Exercises and Discussion Board Posts--25% (based on the number completed)**

In this class, you are required to complete weekly exercises to help you enhance your writing and analytical skills. The due dates for these exercises vary for each assignment. If you do not submit your exercise by the assigned due date, you will receive a zero.

You will post most of your exercise answers on our discussion board to share with the rest of the class. Please get into the habit of reading your classmates’ posts and responding to them—some exercises will even require you to do this in order to receive full credit. Make sure to carefully read the directions for each exercise!

### **Grade Scale:**

Your final grade must be at least a C in order to pass English 180. If your final grade is below a C, you will have to take the class again. You must also earn a “D” or higher on the final paper to pass the course.

100-95: A (4.0)	75-73: C (2.0)
94-90: A- (3.7)	72-68: C- (1.7)
89-87: B+ (3.3)	67-65: D+ (1.3)
86-82: B (3.0)	64-60: D (1.0)
81-79: B- (2.7)	59-57: D- (.7)
78-76: C+ (2.3)	56-0: F (0)

## **Course Policies:**

Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University's Academic Integrity Policy for more information (<http://www.wiu.edu/policies/acintegrity.php>).

You must submit your assignment on Western Online through the appropriate dropbox folder and email an electronic copy of it to [english.180.essays@gmail.com](mailto:english.180.essays@gmail.com) by the due date. All essays submitted to Western Online will be automatically be screened by Turnitin.com for plagiarism.

When emailing your assignment, make sure to send it as an attachment *and* copy and paste it into the body of an email. **Any student who fails to email their essay to me and submit it to dropbox by the due date will fail the assignment.**

Student Work must be completed and submitted on time. All assignments should be turned in by the due date. **Late work will not be accepted, and you will receive a zero for the assignment/exercise.**

All writing assignments must be typed and double spaced with one-inch margins and written in Times New Roman 12 point font. All assignments must also list a word count.

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.

## **Resources**

Me. Take advantage of my office hours. I am here to help!

The Writing Center. The University Writing Center offers students at any academic level collaborative, one-on-one consultation on writing projects from any discipline at any point in the writing process. For more information, visit the University Writing Center website (<http://www.wiu.edu/uwc>).

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](mailto: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.”

Title IX Coordinator. “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 a 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](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>.”

Leslie F. Malpass Library:

<http://www.wiu.edu/library>

Information regarding student rights and responsibilities:

<http://www.wiu.edu/provost/students.php>

And lastly, all assignments, texts, and due dates are subject to change.

## ENGLISH 180 CALENDAR

All assigned readings for the day should be completed by the end of the week

Assignments, texts, and due dates are subject to change.

### **(8/22-8/26) Week 1: Private and Public Writing/ Rhetorical Situation**

- Review syllabus and email me with any questions
- Reading Assignment: *Motives*: “Introduction” (1-7)
- Exercise 1: Public and Private Writing (See Instructions Online)
- Exercise 2: Rhetorical Situation (See Instructions Online)
- Open registration ends on 8/26

### **(8/29-9/2) Week 2: Analyzing Texts**

- Reading Assignment:
  - *Motives*: Sedaris “The Learning Curve” (584-592)
  - Online: Foxworthy “It’s Nice Work, If You Can Avoid It”
- Exercise 3: Identifying Themes (See Instructions Online and Post Your Response to the Discussion Board)

Last day of restricted schedule change is 9/2

### **(9/5-9/9) Week 3: Beginning Your Personal Narrative**

- Reading Assignment:
  - *Motives*: “Writing to Understand Experience” (47-54), Schiel’s “Levi’s” (55-59), Njeri’s “Life With Father” (71-76), and Walker’s “Am I Blue?” (563-568)
- Exercise 4: Identifying Examples of Literary Devices (See Instructions Online and Post Response on Discussion Board)

#### **(9/12-9/16) Week 4: Understanding Structure**

- Reading Assignment:
  - *Motives*: “Writing to Experiment with Form” (609-616), Sante’s “I Was Born” (650-655), Kothari’s “If You Are What You Eat, Then What Am I?” (640-649), and Ruiz’s “Oranges and Sweet Sister Boy” (656-664)
- Exercise 5: Considering Structure (See Instructions Online and Post Response on Discussion Board)

#### **(9/19-9/23) Week 5: Peer Review and Editing**

- *Motives*: “Peer Review” (34-37)
- Exercise 6: Peer Review

#### **(9/26-9/30) Week 6: Assignment 1 Due/Ways to Persuade**

- Assignment 1 due on 9/27
- Reading Assignment:
  - *Motives*: Bush’s “The State of Our Union” (549-556)
  - Online: Obama’s 2004 Democratic National Convention Keynote Address
- Exercise 7: Identifying Rhetorical Appeals (See Instructions Online and Post Response on Discussion Board)

#### **(10/3-10/7) Week 7: Conducting Research**

- Exercise 8: Conducting Research Online
- Reading Assignment:
  - *Motives*: “Writing to Persuade Others” (451-465)

#### **(10/10-10/14) Week 8: Review of Sample Annotated Bibliography**

- Exercise 9: Review sample annotated bibliography and list two of its strengths,

two of its weaknesses, and what could be done to make the assignment stronger.  
(Post on Discussion Board)

**(10/17-10/21) Week 9: Summarizing Sources**

- Exercise 10: Review handout on summarizing sources and post summary of one of your sources on the discussion board. You will then evaluate your partner's summary, and your partner will evaluate your summary. (Post All Components of Exercise on Discussion Board)
- Reading Assignment:
  - *Motives*: "Writing Papers in Academic Disciplines" (38-45) and "Writing to Report Information" (97-106)

**(10/24-10/28) Week 10: Annotated Bibliography Peer Review**

- Exercise 11: Peer Review (See Instructions Online and Post Response on Discussion Board)

Last day to drop course/ last day for total university withdrawal: 10/30

**(10-31-11/4) Week 11: Assignment 2 Due/ Reviewing Sample Letters to the Editor/Understanding Thesis Statements and Citing Sources**

- Assignment 2 due on 11/3
- Exercise 12: Review the handouts on thesis statements, citing sources, and the sample letters to the editor. Once you read and understand all of the information, evaluate the letters in terms of how the authors incorporated a thesis statement and cited their sources. After you have done this, look at other aspects of each letter. What discourse community does each author seem to belong to? What discourse community does the author seem to be appealing to? Is their argument successful? Why or why not? (Post on Discussion Board)

**(11/8-11/11) Week 12: Letter to the Editor Peer Review**

- Exercise 13: Peer Review (See Instructions Online and Post Response on Discussion Board)

**(11/14-11/18) Week 13: Letter to the Editor Due/Review Sample Rhetorical Analysis Essays**

- Assignment 3 due on 11/17
  
- Exercise 14: Review rhetorical analysis essays and list two of their strengths, two of their weaknesses and what could be done to make the essays stronger. (Post on Discussion Board)

**(11/21-11/25) Week 14: Thanksgiving Break (No Class)**

**(11/28-12/2) Week 15: Writing a Strong Reflective Essay**

- Reading Assignment: *Motives*:
  - “Drafting, Revising, and Editing (22-37)
  
- Review worksheet on introductions & conclusions and citations and apply them to your essay

**(12/5-12/9) Week 16: Peer Review**

- Exercise 15: Peer Review (See Instructions Online and Post Response on Discussion Board)

**(12/12-12/16) Week 17: Portfolio Due**

- Assignment 4 Due on 12/15



## Evaluation Criteria For Rhetorical Analysis Essay

(Please refer the Reflective Personal Essay, Annotated Bibliography, and Letter to the Editor assignments for their evaluation criteria.)

	<b>Outstanding</b>	<b>Competent</b>	<b>Average</b>	<b>Needs Work</b>
Thesis Statement	Thesis is clear and makes an interesting and innovative claim that requires reasoning and analysis to support it.	The thesis has an argument, but could use some rewording for clarity.	Argument is somewhat clear. However, the thesis may be too broad or general. Thesis could be strengthened by rewording or restructuring.	Thesis fails to make a claim or claim made requires little analysis to support it
Supporting Evidence	<p>The paper offers analysis of several examples and quotations that support thesis argument.</p> <p>There are no irrelevant quotations, and outside sources enhance argument.</p>	<p>The paper offers several examples and various quotations that support and enhance argument outlined in thesis statement.</p> <p>However, the paper may sometimes rely too heavily on the obvious, though the writer does not consistently settle for the obvious. The reasoning is better than adequate.</p>	The paper offers evidence from text, but the evidence is not always clear or relevant. There are claims that are not adequately supported.	The paper offers minimal evidence--claims are poorly supported.

	<b>Outstanding</b>	<b>Competent</b>	<b>Average</b>	<b>Needs Work</b>
Paper Organization	<p>The paper is well organized with an informative introduction, good transitions, and a thoughtful conclusion.</p> <p>The paper's organization strengthens the thesis statement's argument.</p>	<p>The paper is fairly well organized. The introduction, transitions, and conclusion clearly connect to the thesis statement's argument.</p>	<p>The paper is somewhat clear and organized, but deviates at times from making connections to the thesis statement's argument.</p>	<p>The paper has major organizational flaws that distract from the thesis statement's argument.</p>
Grammar and Mechanics	<p>The essay's sentence structures, grammar, spelling, punctuation, and word choice are intentional and help strengthen the overall paper and argument.</p>	<p>The essay's sentence structures, grammar, spelling, punctuation, and word choice are generally correct. There are few, if any, major errors; unlike the A paper, the B paper may exhibit some minor grammar errors.</p>	<p>An occasional instance of poor sentence structure, grammar, punctuation, and/or word choices and misspellings.</p>	<p>Several sentence structure, grammar, spelling, punctuation, and/or word choices errors that hinder reader's understanding of essay.</p>
Citations and Works Cited Page	<p>The paper has no citation errors and a correct Works Cited page (if applicable).</p>	<p>The paper has minimal citation errors and a correct Works Cited page (if applicable).</p>	<p>The paper has a few citation errors and a few errors on Works Cited page (if applicable).</p>	<p>The paper has several significant citation errors.</p>