

ENG 280 sec 041: College Writing II (GEN ED – Communication Skills)

MWF 1-1:50pm

Fall 2016

Professor/Dr. Mossman

Office: Simpkins 217

Phone: 309- 298-1103 (messages only)

Office Hours: MWF 9:30-10:30am; M 2:30-3:30pm

Email: ap-mossman@wiu.edu

Please read this syllabus carefully. It is our contract to be followed for this class.

Course Description

With the ENG 280 goals as our starting point, we will focus on thinking about writing as problem solving. At a very basic level, our common problem is that we are not identical. To connect with each other and accomplish anything, we often use language to communicate. Each writing situation is therefore a communication situation that requires problem-solving at some level. The situation is brought about for some reason and has certain properties that may require an understanding of audience, social setting, academic setting, parameters that are specifically prescribed or only generally understood, and/or particular genres of writing. As the writer, you have a purpose, perhaps multiple purposes, that may be determined to a small or large degree by the writing situation itself or that may come from your personal reasons alone. Then there is the audience, who your writing has to impact in a particular way for all parties to be satisfied. Sometimes we share a lot with our audiences—values, culture, expectations—and sometimes we share very little, or we don't know what we share. Sometimes we actually conflict with our audience in many ways. These factors all contribute to how we respond to the situation through our writing. **Pre-requisites:** ENG 180 (C or better) and at least 24 s.h. earned.

Forced Enrollment: If you were force-enrolled in this course, you need my permission and that of the Director of Writing in order to drop. You will need to speak with me first; 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.

Course Goals

English 280 is the second in a series of required writing courses at Western Illinois University. In English 280, you will continue to learn about writing as a social activity with the goal of approaching inquiry as disciplinary.

- **Writing Processes:** acquire flexible strategies to articulate research questions, to conduct primary and secondary research, and to communicate research findings within specific discourse communities.
- **Discourse Communities:** identify and describe different discourse communities, with a special emphasis on assessing how community shapes writing, especially in disciplinary and professional contexts.
- **Rhetoric:** analyze and interpret the rhetorical situation (exigence, audience, and context) as a social construct, with special emphasis on assessing how discourse communities shape rhetoric.
- **Genres:** assess how genre sets and systems function in discourse communities, with special emphasis on disciplinary and professional contexts.
- **Critical Thinking, Reading, and Research:** use critical thinking, reading, and research strategies to compose texts that participate in disciplinary and professional conversations, with special emphasis on conducting primary research, selecting secondary sources, and integrating information from these sources with your ideas.
- **Personal Growth & Professional Development:** recognize your strengths and weaknesses as a writer; transfer what you learn about writing in this class to other classes and writing situations; and reflect in all of your other classes about what you learn about writing and yourself in this class

Required Texts

- Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual with LaunchPad Access*. 7th ed. New York: Bedford/St. Martin's, 2015. ISBN 9781319012823 (abbreviated in course documents as *PSM*)
- Other readings posted on western online or found through the WIU library databases

Grade and Assignment Breakdown

15%	Paper 1: Academic Genres Analysis Report	15 pts
15%	Paper 2: Critical Engagement Essay	15 pts
30%	Article Analyses (3 total)	30 pts (10 pts each)
20%	Freewrites, peer feedback, <i>PSM</i> responses	20 pts
5%	Reflective Essay	5 pts
15%	Showcase Portfolio	15 pts

Note: All papers, analyses, and final reflection must be completed to pass the course, regardless of points earned.

Grading

Qualitative	4.0 scale	Letter Grade	Total Pts.
outstanding effort and/or achievement relative to level necessary to meet requirements and expectations; problems v. minor or nonexistent	4.00	A	95-100
	3.67	A-	90-94
strong effort and/or achievement relative to the level necessary to meet requirements and expectations; problems few	3.33	B +	87-89
	3.00	B	83-86
	2.67	B-	80-82
effort and/or achievement meets most requirements and expectations, but problems exist	2.33	C +	77-79
	2.00	C	73-76
effort and/or achievement below a C level, though a good faith effort was made (excellent attendance and participation, all assignments completed on time)	n/a	U	<73
a good faith effort was not made (academic dishonesty, poor attendance and participation, failure to hand in all paper assignments completely)	0	F	<73

Course Policies

Academic Integrity

Responsible academic conduct is required in this and all other Western Illinois University courses. Plagiarism and cheating are serious infractions subject to University policy on academic integrity. Scholastic dishonesty in *any* portion of the work for this course shall be grounds for awarding a grade of F for the assignment *or* an F for the entire course, and further disciplinary action may be taken.

It is crucial that you turn in your own work and that you document the sources for ideas that are not your own. If you are using material or ideas from another source, including the internet and any graphics, and have questions about how to properly document the material, you should consult a style manual for guidelines. If you remain unsure or if you have any questions about what constitutes plagiarism or cheating, please contact me before the assignment is due or test is given.

Please note that turning in work for this class that was prepared for another class or by another individual will be considered cheating. The policy on plagiarism and cheating applies to all drafts, as well as final products, turned in for this course.

For the university's policy on academic integrity, including plagiarism and cheating, refer to <http://www.wiu.edu/policies/acintegrity.php>.

Incompletes

An incomplete (“I”) grade will be given only in extraordinary circumstances (i.e., prolonged illness, death in family) at my discretion. It will not be considered unless the amount of work remaining in the course is limited (i.e., a single assignment) and you had a passing grade before the incomplete assignment. The assignment of an “I” requires a written agreement between me and you specifying the time and manner in which you will complete the required assignments. Failure to adhere to the contract could result in an F for the missing work and an F for the course.

Late or Missed Work

Generally, I don’t accept late work. You can hand work in late only if approved by me and the work may be subject to a grade reduction. If you know you’ll miss a class, turn in assignments early. If you are absent for a class meeting, you are responsible for finding out what you missed, if any changes to the syllabus/deadlines were made, and for getting your work to me on time through a friend, my mailbox, or email, as appropriate. For *true* emergencies, talk to me ASAP.

Participation, Preparation, and Peer Feedback

Bring any required materials to class (e.g., textbook, essay draft) and be prepared to discuss readings and work on materials as assigned or noted in the syllabus or the previous class. ***If you come to class unprepared, I may ask you to leave and it will be considered an unexcused absence*** (see “Attendance” section). You will lose points from your overall grade for not being prepared with a draft for writing workshops.

Professionalism and Respect

Respect and care should be shown in your behavior in class, contributions to discussion, interactions with me and your classmates, and the work you do for class assignments. ***During class time, turn off and keep out of sight MP3 players, cell phones, and other things that beep, ring, or vibrate.*** If you read, nap, text, or engage in other distracting behavior during class, you may receive a grade reduction. Disruptive, discourteous, threatening, or harassing behavior will not be tolerated and may result in dismissal from class. If you must have a cell phone on, please speak with me the first day.

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>.”

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.”

Tardiness

Tardiness disrupts lectures and discussions, and is discourteous to your classmates and professor. You are expected to arrive on time and remain for the duration of class. ***A pattern of tardiness may result in 0 class participation points.***

Student Rights and Responsibilities

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

Remember that your grade in this (and any) class is your responsibility to earn. If you find at any time during the term that you are having difficulties meeting the requirements for this course, please speak with me immediately.

Office Hours

I encourage you all to make appointments or stop by my office to discuss the course, assignments, and any concerns you may have at least once during the semester, but hopefully more often. If you can’t make it to office hours, email me to set up an appointment.

Guidelines for Writing

Page requirements are based on MLA format: papers must be typed, double-spaced, Times 12 font, with 1 inch margins and following MLA style format for page numbers, heading, citations, and references. I am happy to have you print your papers double-sided, or on the reverse side of previously used or recycled paper. Be sure to properly document all sources (from the course and otherwise). *Your obligation to pay your “intellectual debt” by clearly documenting borrowed language and ideas extends to sources found on the web.*

Use the *Pocket Style Manual* to help you with citations and paper formatting.

Your essays should have a thesis or controlling idea, be carefully structured, clearly written, and meticulously proofread. Actively attempt to persuade your readers that your idea, understanding, or interpretation is valid and useful. Poor presentation in your paper is more than simply a matter of cosmetics: it damages your credibility with your audience by suggesting that you don't care enough about your own ideas to work hard to convey them. Because clarity is vital to the effectiveness of your argument, a poorly written essay is a poor essay, however brilliant conceptually. For help in any stage of the writing process, visit one of the three University Writing Center locations (www.wiu.edu/uwc).

Technology Snafus: How to Avoid Them

First, don't leave things to the very last minute—your risk of a problem is magnified!

? **“I emailed you—didn't you get it?”** I will verify receipt of emails, especially of papers. If you do not receive a confirmation from me, you are free to pester me for one. Ultimately, it is your responsibility to make sure your email or paper arrives in a timely manner.

■ **“My computer crashed.”** Save, save, and save often—on USB/thumb drive, CD-ROM, flash drive, zip disk, in email attachment, whatever. This way, you'll be able to salvage something, even if it is not a finished, polished draft.

☞ **“The computer wouldn't read my file.”** Most computers on campus read Microsoft Word. When in doubt, especially if you are navigating computer labs, try saving as text only or RTF.

☞ **“My printer ran out of ink.”** In a pinch, I will accept papers in any color ink if it is legible (not yellow), so if your black ink cartridge dies, try the color one. You should always have a spare cartridge on hand.

☐☐ **“I couldn't access WesternOnline to download the document.”** If this happens, contact me immediately and I can email you any document you might need.

Tips for Success in this Course

- ☑ Come to class and participate
- ☑ Keep up with the readings and stay on schedule with all assignments
- ☑ Read syllabus & handouts carefully; note where to go for policies & other information
- ☑ Read the guidelines & evaluation criteria for all assignments carefully
- ☑ Check your email and WesternOnline frequently (once a day)
- ☑ Talk with me about any questions or concerns as they arise, and meet with me for feedback on your work

Attendance

Attendance is required at all class meetings, just as showing up to work is required in any workplace. If you will miss class, you should notify me beforehand via email or phone, just as you would in the workplace. The reasons below may be considered excused in this class, provided you submit written documentation as soon as possible to me:

- Verified (documented) illness for which you were hospitalized or received emergency care (i.e., a note from a doctor saying you were at Beu Health Center during class is not sufficient)
- Participation in athletic events or other group activities sponsored by the University (provide documentation ahead of the absence)
- Serious family emergencies (contact me within 24 hours of the absence)
- Subpoenas and jury duty (provide documentation ahead of the absence when possible)
- Military service and religious observances within your faith (provide documentation ahead of the absence)

While I cannot anticipate all scenarios, experience has shown me that responsible students make every effort to attend class and when they cannot, they contact me as soon as possible (even before class) and are very conscientious about making up work. *Ultimately, I reserve the right to determine whether an absence will affect your grade for the course.*

You are permitted 3 unexcused absences—consider it one personal day and two sick days. Each subsequent unexcused absence will cost you 5 points from your overall grade. In order not to lose the points, you can choose to complete an extra assignment (assigned by me) for each unexcused absence; the assignment must be turned in by a designated date and be of B quality or better. After 6 total unexcused absences, this option will be retracted.

Should a real emergency (e.g., protracted illness or family crisis) cause you to miss more than six class periods, or if you have an excessive number of excused and unexcused absences, you must contact me immediately to determine whether or not you will be able to complete the minimum work required to pass the course or whether you have other options (such as a withdrawal).

**University Student Absence Policy Clarification (see also
http://www.wiu.edu/student_services/student_development_office/current/absencepolicy.php)**

Students are expected to attend all classes in which they are enrolled except in cases of illness or other serious emergency. Each faculty member determines his or her own policy dealing with class attendance. Therefore, if a student misses a class or classes, the student is expected to discuss the matter with the instructor, and it is up to the discretion of the instructor whether to allow a student to make up any missed assignments, exams, or projects.

If a student knows he or she is going to miss a class, the student is advised and is expected to discuss the situation with the appropriate faculty member in advance and in accordance with that faculty member's guidelines for class attendance. If documentation of the reason or reasons for an absence is desired by the faculty member, the student should inquire of the faculty member what would suffice for that purpose (e.g., medical documentation, proof of court appearance, etc.).

If a student needs medical documentation, he or she should contact the proper medical source directly for whatever material is needed. Neither the Student Development Office nor the Beu Health Center issue excuses for not attending class, but a student may obtain a form indicating the date and time of a completed medical appointment at the Health Center, for example, should a faculty member desire or require such evidence.

If a student makes a decision not to attend a class because of a non-emergency illness or injury (e.g., sore throat, cold, sprained ankle, etc.), it is the responsibility of the student to discuss the absence with the faculty member should the student desire to make up any academic work missed because of the absence. Depending upon such factors as the faculty member's class attendance policy, the reasons for the absence, and the student's prior record of class attendance, the faculty member may or may not grant the request to make up work that has been missed. It is emphasized that it is the individual faculty member's decision whether or not to grant the request.

The Student Development Office will serve as a contact resource for a student in extreme/emergency cases when the student is unable to make contact with a faculty member. Accidents/hospitalizations that occur out of town, death of an immediate family member (mother, father, sister, brother), serious emotional/psychological problems, serious physical injuries or trauma, and medically prescribed inpatient treatment for substance abuse are examples of situations where the Office of Student Development and Orientation might appropriately be contacted and called upon for assistance.

If the president issues a "University Advisory" because of an emergency condition (such as inclement weather) and classes are not canceled, students should arrange with faculty to complete academic course requirements missed during the time of the advisory. Individual faculty members are responsible for their academic course requirements and it is the individual faculty member's decision whether or not to grant a request to make up work that has been missed as a result of a "University Advisory". If classes are canceled, faculty members will inform students at a later time how missed course activities will be satisfied.

Assignment Descriptions

Paper 1. Academic Genres Analysis Report. For this essay you will interview a faculty member in your major about the kinds of writing you can expect to do in your discipline. You will also read an example of scholarly writing from your discipline and review an assignment from a WID course in your discipline. Based on these three sources (and other evidence as appropriate), you will develop an essay that analyzes writing expectations and genres in your academic community/discipline. 4 pages minimum following the syllabus paper guidelines (not counting the additional works cited page, where you will cite your interview, the scholarly article, the assignment sheet, and any other sources you use).

Paper 2. Critical Engagement Essay. Option A: Using at least four sources from scholarly and/or professional journals in your discipline, you will write an essay on an issue particularly relevant in your field, explaining the issue, analyzing the different aspects or positions, and developing your own critical response to it based on what you've read. 5 pages minimum following paper guidelines (not counting the additional works cited page). **Option B:** Using the three articles we read on writing and at least one other scholarly source, write an essay in which you develop your own critical response to the issue of required composition courses and writing transfer in the context of your own discipline. 5 pages minimum following the syllabus paper guidelines (not counting the additional works cited page).

Article Analyses. For each article analysis, you will analyze an assigned article according to specific questions on an assignment sheet. Approximately 3 pages (each), following paper guidelines.

Reflective Essay. In this essay, you'll talk about what you learned about yourself as a writer and about writing as problem solving in relation to the goals of the course. 2 pages minimum, following paper guidelines.

Freewrites. Freewrites will be written in response to a prompt, and are designed to make you think about your own writing, articles we read, and the course goals. These will be graded on the quality of their content (i.e., did you think critically and thoughtfully about the prompt).

PSM responses. These activities ask you to work through the PSM and familiarize yourself with it as a resource for now and future courses, and to help you learn to navigate and adhere to some of the academic research and writing expectations you'll face during your college career.

Drafts and Peer Feedback. For paper 1 and 2 and the reflective essay, you'll be asked to provide feedback to your workshop group, and to respond to your group's drafts. Written feedback should refer to specific aspects of each paper. *You must come to your workshop group with a complete draft for credit for the workshop session.*

Course Schedule (subject to change)

Unit	Date	Reading Due/In Class Activity	Writing Due
Intro to College Writing II: Writing Processes, Rhetoric, Genres, & Discourse Communities	M 8/22	Course Introduction	
	W 8/24	Go over paper 1 assignment; in-class reading/writing	
	F 8/26	Go over article analysis assignment; in-class reading/writing	
Learning about Different Writing Genres and Discourse Communities	M 8/29	Using library databases	
	W 8/31	In-class reading/writing	
	F 9/2	Poe, "On Writing Instruction and a Short Game of Chess..."	Article analysis 1 due
	M 9/5	LABOR DAY – NO CLASS –	
	W 9/7	Conducting interviews	Confirm interview person
	F 9/9	Driscoll and Wells, "Beyond Knowledge and Skills..."	Article analysis 2 due
	M 9/12	Assignment analysis	Bring outside assignment sheet to class
	W 9/14	In-class reading/writing	
	F 9/16	Lockhart and Soliday, "The Critical Place of Reading in Writing Transfer (and Beyond)..."	Article analysis 3 due
	M 9/19	<i>PSM</i> Ch.25, 29 & 35	PSM 1
	W 9/21	<i>PSM</i> Ch.26 & 27	PSM 2
	F 9/23	<i>PSM</i> Ch.28, 30, & 36	PSM 3
	M 9/26	Writing workshop group 1	Paper 1 draft due group 1
	W 9/28	Writing workshop group 2	Paper 1 draft due group 2
	F 9/30	Writing workshop group 3	Paper 1 draft due group 3
	M 10/3	Go over paper 2 assignment	Paper 1 due
	Touching Base I: Individual Conferences	W 10/5	No class – individual conferences
F 10/7		No class – individual conferences	
M 10/10		No class – individual conferences	
W 10/12		No class – individual conferences	
F 10/14		FALL BREAK – NO CLASS –	
M 10/17		No class – individual conferences	
W 10/19		CAMPUS SUSTAINABILITY EVENT – NO CLASS –	

Applying What You've Learned about Research, Writing, Genre, and Discourse Communities	F 10/21	<i>PSM</i> Ch.31, 32, & 37	PSM 4
	M 10/24	<i>PSM</i> Ch.33, 38, 43, & 45	PSM 5
	W 10/26	<i>PSM</i> Ch.34, 39, 44, & 46	PSM 6
	F 10/28	<i>PSM</i> Ch.18, 20, 22, & Glossary of Usage	PSM 7
	M 10/31	Writing workshop group 2	Paper 2 draft due group 2
	W 11/2	Writing workshop group 3	Paper 2 draft due group 3
	F 11/4	Writing workshop group 1	Paper 2 draft due group 1
	M 11/7	Go over reflective essay assignment and portfolio assignment	Paper 2 due
Touching Base II – Individual Conferences	W 11/9	No class – individual conferences	
	F 11/11	No class – individual conferences	
	M 11/14	No class – individual conferences	
	W 11/16	No class – individual conferences	
	F 11/18	No class – individual conferences	
	11/19-27	THANKSGIVING BREAK – NO CLASS –	
Synthesizing and Reflecting on What You've Learned	M 11/28	Writing workshop group 3	Reflective essay draft due group 3
	W 11/30	Writing workshop group 1	Reflective essay draft due group 1
	F 12/2	Writing workshop group 2	Reflective essay draft due group 2
	M 12/5	TBA	
	W 12/7		Portfolio workshop all
	F 12/9		Portfolio and reflective essay due
	W 12/14 @ 10am		