English 280-36: College Writing II  
Inquiry, Analysis, Argument

Session: Fall 2017  
Room: SI 314  
Instructor: Dr. Rahman  
TT 2:00-3:15 pm

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Office hours: TT 8-9 am, W 8-10 am.

Course Description  
(General Education/Communication Skills) Continued, advanced study and practice of writing as a social act with emphasis on disciplinary and professional contexts, rhetorical genre, and discourse community.

Course Goals and Objectives  
This course is the second in a series of required writing courses. Here, you will continue to learn about writing as a social activity with the goal of approaching inquiry as disciplinary.

Writing Processes  
- You will adjust your writing processes to various research writing situations. You will also acquire strategies for formulating and articulating research questions and several methods for conducting primary and secondary research.

Discourse Communities  
- You will identify and describe different discourse communities, with emphasis on analyzing how community shapes writing in disciplinary and professional contexts.

Rhetorics  
- You will analyze and interpret the rhetorical situation (exigence, audience, and context) as a social construct, with emphasis on assessing how discourse communities shape rhetoric.

Genre  
- You will understand genre sets and systems and assess how they function in professional and disciplinary discourse communities.

Critical Thinking, Reading, and Research  
- You will use critical thinking, reading, and research strategies to compose texts that participate in disciplinary and professional conversations with emphasis on conducting primary research, selecting secondary sources, and integrating information from these sources with your ideas.

For more information on these objectives, please see:  
http://www.wiu.edu/cas/english/writing/wp_outcomes.php

Prerequisites  
There are two prerequisites for English 280:
1) Completion of English 180 (or a first semester writing course accepted for transfer) with a grade of C (73%) or better. If you did not earn C or better in 180, you must repeat the course before taking 280.

2) Completion of a minimum of 24 hours of college credit.

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.

**Texts**
Stuart Greene and April Lidinsky, *From Inquiry to Academic Writing: A Practical Guide* (in the bookstore and on 2 hour reserve at Malpass library)
Bruce Ballenger, *The Curious Researcher* (in the bookstore and on 2 hour reserve at Malpass library)

**Methods of Teaching and Learning**
Our class will function primarily on the basis of discussion rather than lectures. While I may at times lecture, this is not a lecture class. This means that it will be very important for you to come to class prepared by having read the material carefully. The success and quality of this course is in your hands. I will expect you to raise questions, make comments, agree and disagree with each other in a respectful manner. Our discussions will help you think more deeply about the texts and eventually write better papers.

- Take reading notes to help you understand and engage the material.
- Consider not only the texts but also the larger issues they raise.
- Interrogate the assumptions made by the texts.
- **Bring 2-3 critical comments/discussion questions to class every class meeting.** *(Though I will not regularly collect these, I will spot check depending on class discussion.)*
- Good discussion questions should be open-ended, have multiple answers, and provoke discussion that helps us understand not only the work in question but also how the work shapes our understanding of the topic at hand. Avoid questions that can be answered with yes, no, or some other simple sentence.

**Required Work**
This course will require regular attendance and active engagement with the issues under discussion and writing (10% of your final grade). The major writing requirement of this course will be 3 formal essays of varying lengths (60% of your grade). You must receive at least a D on the research essay #2 which is the longest fully documented, multi-source writing assignment in order to pass the course. The rough drafts of Essays 1 and 2 will be peer reviewed **in class** (10% of your final grade) while I will review the rough draft of your third essay **in my office**. I also expect you to hand in your rough draft and your peer’s comments along with your papers so that I can track your improvement as well as your peer’s feedback. **I will not accept the three formal essays without a rough draft and comments. As a result, you must attend all peer review classes as well as your individual conference with me.** Your final copy of each of the three formal papers should be examples of good writing.
Your class participation grade will comprise not only in-class discussion but also the quality of the written comments you provide for your peers. In addition, you will be required to submit 4 short assignments (each worth 5% of your final grade).

**Breakdown of grades**

- Essay #1: Rhetorical Analysis  3 pages or 750 words  10%
- Essay #2: Research Paper  5 pages or 1250 words  30%
- Essay #3: Reflective Essay  4 pages or 1000 words  20%
- 4 Short Assignments  2 pages or 500 words each
  1. Literacy Narrative  5%
  2. Peer-reviewed article summary  5%
  3. Editorial  5%
  4. High School History  5%
- Class Participation  Peer review  10%
  Discussion and homework  10%

**Grading Scale**

- A  = 93-100%
- A-  = 90-92%
- B+  = 87-89%
- B   = 83-86%
- B-  = 80-82%
- C+  = 77-79%
- C   = 73-76%
- U   = 60-72%
- F   = 59% and below

If you receive a U or an F in 280, you must repeat the course in order to fulfill the Communication Skills requirement. You must earn at least a 73% (C) in order to pass the class.

**U Grades**

If you are not performing satisfactory work but are making a good faith effort to pass the course, you can earn a U (unsatisfactory) grade. You will earn no grade points or credits for a grade of U. However, the U grade is not a penalizing grade because it is not calculated in grade point average (GPA).

We consider a good faith effort to include all of the following:

- attending and participating in class,
- completing and submitting all components of major papers (bibliographies, drafts, and other materials required by instructors), and
- completing assigned reading and other assignments in a timely fashion.

If you meet requirements but are still not writing at a C or better level at the end of the term, you should receive a U grade for the course. The U grade reinforces our belief that writing is a process that requires considerable time and effort. We believe students who attempt to do the work but fail
to meet our standards should not be penalized, but should be permitted to retake the course and continue to improve their writing abilities.

_F Grades_

If you are not making a good faith effort, you should earn an F (failing) grade. You will earn no grade points or credits for a grade of F. Because the F grade is a penalizing grade, which negatively affects GPA, it is reserved for students whose effort is unsatisfactory for one or more reasons:

- poor attendance and participation,
- failure to complete and submit all components of major papers (bibliographies, drafts, and other materials required by instructors), or
- academic dishonesty.

If you choose not to complete course assignments and/or disregard course requirements, you should receive an F grade for the course.

_Class Policies_

- Please contact me as soon as possible if you need any kind of special learning accommodations.
- Attendance and active participation are required. If you are absent more than twice or if you do not take part in class discussion in a way that shows me that you have done the reading, your class participation grade will suffer.
- Under-prepared students may be asked to leave class. Reading and bringing course texts is part of preparation.
- Ethical and professional conduct is required. I expect academic honesty and collegiality in class.
- Feedback from you regarding the course is welcome at any time. Contact me, put a note in my mailbox, or speak to Prof. Mark Mossmann, chair of English.
- Keep all graded assignments. Keep track of grades.
- Late work is not accepted unless you have prior permission from me.

_WIU Policies_

- **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.
- **Sex discrimination:** 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 offences, 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.
- **Academic Integrity Policy**: Scholastic dishonesty of any kind with respect to course assignments will result in an F in the course and will be reported to CAGAS. It is your responsibility not only to abstain from cheating but also to avoid making it possible for others to cheat. The submission of the work of someone else as one’s own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another source for use in a course paper be fully acknowledged. Multiple submissions, “when one intentionally or knowingly submits substantial portions of the same academic work (including oral reports) for credit more than once without the explicit authorization of both instructors,” are also a violation of the academic integrity policy. I will be happy to answer any questions you may have about this. You should also consult the University policy at http://www.wiu.edu/policies/acintegrity.php

- **Student Rights and Responsibilities**: http://www.wiu.edu/provost/students.php

- **Disruptive Student in Class Procedure**: http://www.wiu.edu/policies/disrupst.php

**Grading Criteria for Formal Papers**

The final copy of your formal papers should be well-structured around a thesis, provide textual evidence for the argument and be written in standard English relatively free of mechanical errors.

An **A** paper is a tightly structured, well-written, nuanced argument which provides plenty of textual evidence to back up its claims. The first paragraph contains a clearly-articulated thesis with a roadmap briefly stating the points which will be elaborated later.

A **B** paper might provide a thesis in the first paragraph but the paper itself may not be as well-organized around that thesis. For instance, sometimes these papers do not clarify how each paragraph relates to the thesis. As a result, these papers may contain material that seems irrelevant. B papers are thus not as convincing as A papers.

A **C** paper might provide an argument that only reveals itself at the end of the paper. This kind of paper usually lacks a thesis in the first paragraph because the writer has not rewritten the introductory paragraph to match the final version of the paper.

A **U** paper is unacceptable. One reason for this might be that there is no thesis let alone an argument. Random thoughts are not a paper. Another reason might be that the thesis is completely negated by the paper itself. Or, sometimes too many mechanical errors will make it impossible for the paper to argue a thesis because the reader can’t follow the writer’s thoughts.

**The U paper and the University 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 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.

If you earn a U on either the first or second formal paper, **you must meet with me** to discuss how to improve. I will recommend that you go to the writing center for help in rewriting the paper which
will be due in a week. This will help you bring your grade up to a C. If you do not meet with me and rewrite within a week, you will receive the original F for that paper.

**Tentative Schedule**

**Week 1:** Habits of Mind of Academic Writers  
22 August 2017: Introductions  
24 August 2017: Greene/Lidinsky (G/L) pages 1-12  
25 August 2017: Open registration ends (technically at 11:59 PM, but if students need permission to enroll or drop, they should seek permission before 4:30 that day)

**Week 2:** Literacy Narratives  
29 August 2017: G/L pages 12-28  
31 August 2017: G/L pages 29-39; **Literacy Narrative Due**  
1 September 2017: Last day of restricted schedule changes/last day to drop without a W (technically at 11:59 PM, but students need permission to enroll [and sometimes to drop], so they should seek permission before 4:30 that day)

**Week 3:** Rhetorical Analysis  
4 September 2017: Labour Day—no class  
5 September 2017: G/L pages 39-48  
7 September 2017: **Peer review; Essay #1 Rhetorical Analysis Rough Draft Due**

**Week 4:** Rethinking the Research Paper  
12 September 2017: *Curious* pages 1-11 **Essay #1 Rhetorical Analysis Due**  
14 September 2017: *Curious* pages 11-19

**Week 5:** The Curious Researcher  
19 September 2017: *Curious* pages 21-36  
21 September 2017: *Curious* pages 37-48  
  **Homework: Research Proposal Due (See *Curious* page 45)**

**Week 6:** Finding Sources  
26 September 2017: *Curious* pages 49-73  
28 September 2017: *Curious* pages 73-100  
  **Homework: Working Bibliography Due (See *Curious* page 73)**

**Week 7:** Note-taking  
3 October 2017: *Curious* pages 101-121  
5 October 2017: *Curious* pages 122-140  
  **Summary of peer-reviewed article to be used in research due**

**Week 8:** Writing the Draft  
10 October 2017: *Curious* pages 141-164  
12 October 2017: *Curious* pages 164-186  
  **Homework: “Dialogue with Dave” Due (See *Curious* pages 143-145)**
Week 9: Revising the Draft
17 October 2017: Curious pages 187-222
19 October 2017: Peer review; bring typed draft of complete research paper
20 October 2017: Fall Break—no class

Week 10: Identifying Claims
24 October 2017: G/L pages 48-54; Essay #2 Research Paper Due
26 October 2017: G/L pages 55-62
29 October 2017: Last day to drop a course (students needing permission to drop should seek permission prior to October 27 at 4:30) AND last day for a total university withdrawal

Week 11: Editorial as Argument
31 October 2017: G/L pages 80-87
2 November 2017: G/L pages 87-92

Week 12: Student Writing
7 November 2017: G/L pages 164-170; Editorial Due
9 November 2017: G/L pages 170-182

Week 13: Individual Conferences
14, 16 November 2017: bring rough draft of portfolio with reflective essay to my office

20-24 November 2017: Thanksgiving—no class

Week 14: Politics Online
28 November 2017: G/L pages 183-192
30 November 2017: G/L pages 212-216

Week 15: Wrap-up and concluding discussion
5 December 2017: G/L pages 264-269; High School History Due
7 December 2017: G/L pages 282-285

Finals Week Schedule
12 December 2017, Tuesday, 3 pm: Essay #3 Reflective Essay with E-portfolio Due