

ENGLISH 180 I02: COLLEGE WRITING I

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Office Hours: T/TH: 1:00-2:45, W: 1:00-1:30

Course Description and Objectives

English 180 is an introductory writing course that uses personal writing as a way into public academic writing. You will choose paper topics based on your interests and become familiarized with several kinds of writing including personal essays, persuasive essays, project proposals, annotated bibliographies, and research papers. Each assignment sequentially builds upon skills learned in previous assignments and culminates in a final research paper.

Required Texts

Motives For Writing, 5th Edition

Course Requirements and Grade Distribution:

Assignment 1: Reflective Personal Essay (you will describe and reflect upon a significant experience, place, or person in your life): 3-4 pages (900-1200 words) -- 20%

Assignment 2: Analytical Persuasive Essay (you will make a claim about a controversy and support your claim with evidence): 3-4 pages (900-1200 words) -- 20%

Assignment 3: Annotated Bibliography and Project Proposal (you will summarize and evaluate multiple scholarly and non-scholarly sources and explain how you will use them in your research paper): 3-4 pages (900-1200 words) --15%

Assignment 4: Research Paper (you will make a claim and support that claim with scholarly research and your own analysis): 5-6 pages (1500-1800 words) --25%

Weekly Exercises and Discussion Board Posts--20% (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. Make sure to carefully read the directions for each exercise!

Sometimes, you will be required to post your exercises on our discussion board to share with the rest of the class. There will also be occasional discussion board questions that you are required to respond to.

Grade Scale:

Your final grade must be at least a C in order to pass English 280. 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 research paper to get a “C” in 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>).

Assignments must be submitted via Western Online’s dropbox link and also emailed to english.180.essays@gmail.com on the day they are due. Essays should be sent as an attachment *and* copied and pasted into the body of an email.

Each assignment that is uploaded to dropbox will automatically be submitted to Turnitin, a plagiarism detection service, for review.

Any student who fails to both email their essay to me and submit it to dropbox 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.** All writing assignments must be typed and double spaced with one-inch margins and written in Times New Roman 12 point font.

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 WIU Writing Center (<http://www.wiu.edu/uwc>) is available to provide writing tutoring and consultation. You may set up an appointment by calling 298-2815.

Disability Support Services. 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 Disability Support Services 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 Support Services at 298-2512 for additional services.

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.

(1/20-1/23) 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
- Exercise 2: Rhetorical Situation (Post on Discussion Board)
- Open registration ends on 1/26

(1/26-1/30) 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 (Post on Discussion Board)

(2/2-2/6) 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 (Post on Discussion Board)
- Exercise 5: Creating a Timeline
- Last day is restricted schedule change is 2/2

(2/9-2/13) 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 6: Considering Structure (Post on Discussion Board)

(2/16-2/20) Week 5: Peer Review and Editing

- Motives*: “Peer Review” (34-37)
- Exercise 7: Peer Review

(2/23-2/27) Week 6: Paper 1 Due/ Ways to Persuade

- Paper 1 due on 2/23
- Reading Assignment:
 - Motives*: Bush’s “The State of Our Union” (549-556)
 - Online: Obama’s 2004 Democratic National Convention Keynote Address
- Exercise 8: Identifying Rhetorical Appeals (Post on Discussion Board)

(3/2-3/6) Week 7: The Persuasive Essay

- Reading Assignment:
 - Motives*: “Writing to Persuade Others” (451-465)
- Exercise 9: Review sample persuasive essay and list two of its strengths, two of its weaknesses, and what can be done to make the paper stronger. (Post on Discussion Board)

(3/9-3/13) Week 8: Thesis Statements

- Motives*: “Drafting, Revising, and Editing (22-37)
- Exercise 10: Revising Thesis Statement

(3/16-3/20) Week 9: Spring Break (No Class)

(3/23-3/27) Week 10: Peer Review and Editing

- Exercise 11: Peer Review

(3/30-4/3) Week 11: Paper 2 Due / Conducting Research Online

- Persuasive Essay Due on 3/30

- Exercise 12: Conducting Research Online

Last day to drop course/ last day for total university withdrawal: 4/6

(4/6-4/10) Week 12: Review of Sample Annotated Bibliography

- Exercise 13: 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)

(4/13-4/17) Week 13: Summarizing Sources

- Exercise 14: 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.

- Motives*: "Writing Papers in Academic Disciplines" (38-45) and "Writing to Report Information" (97-106)

(4/20-4/24) Week 14: Annotated Bibliography Due

- Review research paper organization sheet and apply to research proposal

- Annotated Bibliography Due on 4/20

(4/27-5/1) Week 15: Research Paper: Introductions, Conclusions, and In-text Citations

- Exercise 15: Review sample research paper and list two of its strengths, two of its weaknesses, and what could be done to make the paper stronger. (Post on Discussion Board)

- Review worksheets on introductions & conclusions and citations and apply them to your paper

(5/4-5/8) Week 16: Peer Review

- Exercise 16: Peer Review

(5/11-5/15) Week 17: Research Paper Due

- Research Paper Due on 5/11