

College Writing I

ENG 180, section 38

Fall 2014 / MWF 11-12 / Simpkins 324 (class) & 321 (lab)

Ms. Chelsea Brotherton

343 Simpkins Hall / 298-2814

CN-Brotherton@wiu.edu

Office Hours: Wed. 12-1; and by appointment

"Tomorrow may be hell, but today was a good writing day, and on the good writing days nothing else matters." *Neil Gaiman, author*

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:

- **Discourse Community Knowledge**: You will identify how discourse communities influence your own thinking, reading, and writing;
- **Writing Process Knowledge**: You will identify, analyze, and build on the reading, writing, and revision processes you have employed in the past and, as part of this process, will choose writing processes based on rhetorical needs;
- **Rhetorical Knowledge**: You will interpret the rhetorical situation as a social construct;
- **Genre Knowledge**: You will analyze how genre functions as a typified response to a recurring situation;
- **Knowledge Domains**: You will practice, in a variety of mediums, the writing knowledge gained by examining the interconnected nature of discourse community, writing process, rhetorical, and genre knowledges, with an emphasis on rhetoric and genre.

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_and_journalism/writing/Pilot%20180%20Handout.pdf.

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 with 2009 MLA Update*. 5th ed. New York: Bedford/St. Martin's, 2009.

Palmquist, Mike. *Joining the Conversation: Writing in College and Beyond*. 2nd ed. New York: Bedford/St. Martin's, 2014.

WIU English Department. *Guide to English 180*. 2nd ed. Southlake, TX: Fountainhead Press, 2014.

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. Finally, 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. This attendance policy has been established by the Writing Program Director.

1b. 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. 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.

1c. Class participation is also dependent upon journal entries you will write and turn into me on a weekly basis. Each week, you will write one journal entry in class that you will hand in before

you leave for the day. You will not be graded on content. I am reviewing your entries for participation only and confidentiality is absolutely assured.

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. Quizzes and freewrites will be graded from 1-5, corresponding to F-A. Quizzes and freewrites are worth 5% of your final grade. If you are absent you may not make up a quiz or freewrite. At the end of the semester I will replace your lowest scores with a 5 for each allowed absences you did not use.

3. *Peer Review Workshops*: You will participate in four peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. Drafts and peer review worksheets will be graded from 1-5, corresponding to F-A. Your peer review workshop grade makes up 10% of your final grade. Drafts and peer review worksheets will be submitted electronically at the end of class on peer review day. 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. **If you do not bring a printed out copy of your draft and peer review worksheet (available on WesternOnline), you will be asked to leave the classroom and will receive no credit for that day.**

4. *Reflections*: After four assignments, you will write a one-page reflection on writing the assignment. The reflection assignment will be provided on WO. Reflections should be typed and submitted to Western Online. Reflections will be graded from 1-5, corresponding to F-A, and will be worth 5% of your final grade.

5. *Conferences*: Before papers two and three you will be required to attend a conference with me to discuss your paper. 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 schedule a conference.

6. *Writing Center*: The Writing Center is available to all students to assist with any aspect of the writing process. I encourage you to make use of this valuable resource.

7. *Papers*:
 - 7a. Over the course of the semester, you will write three formal papers in response to specific prompts. Paper one, a literacy essay (600-900 words), will be worth 10% of your final grade. Paper two, a examination/analysis essay (1,100-1,200 words plus 3-4 images), will be worth 15% of your final grade. Paper three, a genre analysis (1,500-1,800 words), will be worth 15% of your final grade. You will also submit a summary, worth 10% of your final grade, a group project, worth 10% of your final grade and an Annotated Bibliography, worth 5% points of your final grade. With each assignment, I will hand out a format sheet to follow, 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 late; essays more than 7 days late

will receive a “0.” I will not discuss assignment grades on the day I return assignments to the class. You must make an appointment with me to discuss a grade.

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 will be returned to you and considered late until re-submitted as a Word file.

7c. 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>.

8. *Portfolio*: In lieu of a final exam, you will submit an ePortfolio. Portfolios will consist of three components: 1) A reflective essay on your writing; 2) One paper revision (either Paper 1 or Paper 2) with a separate revision explanation paragraph; and 3) 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 track of all of the work you do this semester so that you can compile a successful portfolio. Portfolios will be worth 15% 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 need at least a day to reply to emails. You are also responsible for checking your WIU email and Western Online accounts on a regular basis, since they will be my primary methods of communication with you outside of class. **I will not answer emails past 8:00 PM.**

11. *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:

Grading		
Class Participation:	5%	A: 93-100; A-: 90-92;
Quizzes/Freewrites:	5%	B+: 88-89; B: 83-87;
Drafts and Peer Review Workshops:	10%	B-: 80-82; C+: 78-79;
Paper One:	10%	C: 73-77; U: 60-72;
Paper Two:	15%	F: <60
Paper Three:	15%	
Summary	5%	
Group Project:	10%	
Annotated Bibliography:	5%	
Reflections:	5%	
Portfolio:	15%	

Note that you must receive a 73 or above in order to pass this class.

I will not discuss individual grades in class. If you have any questions, comments, or concerns about your grades, please come by my office during my office hours or schedule a meeting.

ENG 180, Section 16**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., Jan. 19	No Class; MLK Day	
Wed., Jan. 21 (Class)	Introduction to Course	Student Survey due on WO by 11:59 PM
Fri.: Jan. 23 (Lab)	<i>What is Writing and Who Are Writers?</i> Read: JC Chapters 1 and 2	Syllabus Quiz due on WO by 11:59 PM
Mon., Jan. 26 (Last day of open registration) (Class)	<i>How Does Reading Relate to Writing? How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chapters 3 and 5; Guide Chapter 4 (“Reflective Essay” and “Literacy Narrative”); “Learning to Read” & Literacy Essay Assignment Sheet (on WO)	
Wed., Jan. 28	<i>Individual Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of at least three issues you want me to address when looking at your draft
Fri., Jan. 30	<i>Individual Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of at least three issues you want me to address when looking at your draft
Mon., Feb. 2 (Last day of restricted)	<i>Individual Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus

reg. & drop w/t a “W”)		a list of at least three issues you want me to address when looking at your draft
Wed., Feb. 4 (Class)	<i>Why Should I Share My Writing?</i> <i>How Do I Revise</i> Read: JC Chapter 4 & 20	
Fri., Feb. 6 (Lab)	<i>Peer Review 1</i>	Printed copy of your revised Literacy Essay – if you do not have a printed copy, you will be asked to leave the classroom
Sun., Feb. 8		Literacy Essay and Reflection Memo 1 (on WO by 11:59)

Unit 2: Understanding Conversations

Date	Read	Due
Mon., Feb. 9 (Class)	<i>What is the Rhetorical Situation?</i> Read: “What Is Rhetoric?” (on WO); “The Rhetorical Situation” (WO Link); Visual Literacy Essay Assignment Sheet (on WO)	
Wed., Feb. 11 (Lab)	<i>What is Visual Rhetoric?</i> Read: Guide Chapter 4 (“Visual Analysis”)	Electronic versions of images you want to use for your Visual Literacy Essay
Fri.: Feb. 13 (Class)	Class Canceled—Writing Program Assessment	
Mon., Feb. 16 (Lab)	<i>What are Ethos, Pathos, and Logos?</i> Read: JC Chapter 10; “Rhetorical Appeals” (on WO)	Bring to class one magazine ad that catches your attention
Wed., Feb. 18 (Class)	<i>Peer Review 2</i>	Printed copy of your visual literacy essay—if you do not have a printed copy, you will be asked to leave the classroom
Fri. Feb. 20 (Lab)	<i>How Do I Revise?</i> Read: JC Chapter 20	
Mon., Feb. 23 (Class)	<i>How Do I Read and Summarize a Multimedia Text?</i> Read: JC Chapter 3 and 623-624; PSM 109-110	
Wed., Feb. 25 (Lab)	<i>How Do I Analyze a Multimedia Text?</i>	Visual Literacy Essay and Reflection Memo 2 (on WO by

	Read: JC Chapter 3 and 623-624; PSM 109-110; Group Visual Analysis Assignment Sheet (on WO)	11:59)
Fri., Feb. 27 (Class)	<i>Group Work Day</i>	
Sun., Mar 1		Group Visual Analysis & Reflection Memo 3 (on WO by 11:59)
Mon., Mar. 2 (Lab)	<i>Group Work Presentations</i>	Group Visual Analysis

Unit 3: Shaping Conversations

Date	Read	Due
Wed., Mar. 4 (Class)	<i>Group Work Presentations</i>	Group Visual Analysis
Fri.: Mar. 6 (Lab)	<i>What Are Genres?</i> Read: “Speech Acts, Genres, and Activity Systems” (on WO)	Group Visual Analysis
Mon., Mar. 9 (Class)	<i>How Do I Analyze?</i> Read: JC Chapter 7; “Analyzing a Text” (on WO)	
Wed., Mar. 11 (Lab)	<i>How Do I Analyze a Genre?</i> Read: “College Admissions Essay” (on WO); “The Genres of Chi Omega” (on WO); Genre Analysis Assignment Sheet (on WO)	
Fri., Mar. 13	<i>Individual Conferences</i>	
March 16-20	No Class—Spring Break	
Mon., Mar. 23	<i>Individual Conferences</i>	
Wed., Mar. 25	<i>Individual Conferences</i>	
Fri., Mar. 27 (Lab)	<i>How Do I Form a Research Plan? And How Do I Conduct Field Research?</i> Read: JC Chapter 11 & 12; PSM 87-89	Research Plan and Field Research Plan due on Apr. 3

Unit 4: Entering Conversations

Date	Read	Due
Mon., Mar. 30 (Class)	<i>How Do I Find Sources? and How Do I Write to Inform?</i> Read: JC Chapters 6 and 12	

	(pages 454-478); Guide Chapter 4 (“Annotated Bibliography”); PSM 100-103; Annotated Bibliography Assignment Sheet (on WO)	
Wed., Apr. 1 (Lab)	<i>Library Day</i>	
Fri., Apr. 3 (Class)	<i>How Do I Write to Inform?</i> Read: JC Chapters 6 & 12; Guide Chapter 4 (“Annotated Bibliography”); PSM 100-103; Annotated Bibliography Assignment Sheet (on WO)	Research Plan and Field Research Plan due at the beginning of class
Mon., Apr. 6 (Lab) (Last day to drop w/ a “W”)	<i>Peer Review 3</i>	Due in class: Hard copy of one annotation
Wed., Apr. 8 (Class)	<i>How Do I Cite My Sources?</i> Read: JC Chapters 19 & 21	
Fri.: Apr. 10 (Lab)	<i>How Do I Write Persuasively?</i> Read: JC Chapters 14 & 15; 3 persuasive texts TBD	
Sun., Apr. 12		Annotated Bibliography Reflection Memo 4 (on WO by 11:59)
Mon., Apr. 13 (Class)	<i>What Is Academic Integrity?</i> Read: JC pages 483-493, 628-630	Academic Integrity quiz due on WO by 11:59 PM
Wed., Apr. 15 (Lab)	<i>Work Day</i>	
Fri., Apr. 17	<i>Individual Conferences</i>	
Mon., Apr. 20	<i>Individual Conferences</i>	
Wed., Apr. 22	<i>Individual Conferences</i>	
Fri., Apr. 24 (Lab)	<i>Peer Review 4</i>	Printed copy of genre analysis—if you don’t have a printed copy, you’ll be asked to leave the classroom
Sun., Apr. 26		Genre Analysis Reflection Memo 5 (on WO by 11:59)

Final Portfolio

Date	Read	Due
Mon., Apr. 27 (Class)	<i>What is an ePortfolio?</i> Read: JC 602-608 and “Portfolio” (on WO: pages 63-69)	Bring all writing from this semester
Wed., Apr. 29 (Lab)	<i>How Do I Upload Artifacts to My ePortfolio?</i>	Bring all writing from this semester

Western Illinois University

Fri., May 1 (Class)	<i>How Do I Customize My ePortfolio?</i>	Bring all writing from this semester
Mon., May 4 (Lab)	<i>Work Day</i>	Bring all writing from this semester
Wed., May 6 (Class)	<i>Work Day</i>	Bring all writing from this semester
Fri., May 8 (Lab)	<i>Wrapping Up the Semester and Peer Review 5</i>	Bring draft of your reflective essay
Wed., May 13	<i>TBD – Class or Lab</i>	Final