

English 180: College Composition I (Section 020)

Spring 2015

Tuesday/Thursday 11:00 a.m. to 12:15 p.m.

Simpkins 324 (Tuesdays)

Lab Simpkins 321 (Thursdays)

Dr. Rebekah Buchanan

Office: SI 226 B

Office Hours: Macomb: T 12:30 p.m.-1:30 p.m. and 4:30 p.m. to 5:00 p.m.;

Th 12:30 p.m. to 2:00 p.m.

Quad Cities: Wed 4:00-5:00 p.m.

Email: rj-buchanan@wiu.edu

Office Phone: (309) 298-1216

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 analyze the relationships among discourse communities, thinking, reading, writing, and power;
- *Writing Process Knowledge*: You will practice flexible writing and revision processes and analyze the relationship between those processes and the rhetorical situation;
- *Rhetorical Knowledge*: You will practice flexible strategies for reading, analyzing, evaluating, and responding to a variety of texts for a variety of purposes and will write in response to a variety of rhetorical situations;
- *Genre Knowledge*: You will analyze the social nature of and ideological hierarchies inherent in ways of thinking, research methods, and writing conventions;
- *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 knowledge.

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.php.

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

Andrea Lundsford, *The Everyday Writer, 5th Edition* (you can get this as an e-book or as a spiral bound book)

Various Articles on Western Online

Rules and Expectations

Attendance

Attendance at all classes is mandatory. Missed classes cannot be made up. I do not differentiate between “excused” and “unexcused” absences. **If you are not in class, you are absent.** Students with perfect attendance will raise their grade by a half letter (so a B will become a B+). You will receive three absences before points are deducted from your grade. Absences four and five will receive a half grade deduction from your final grade (so a B will become a B-). Each absence beyond five will receive a full grade deduction (so a B will become a C). This means after 6 absences you will no longer be able to pass this course. Do NOT waste your absences.

I would appreciate if you cannot attend class you email me ahead of time or as quickly as possible with an explanation. **You are then responsible for contacting a classmate to determine what you have missed.** Your absence will not allow your late work to be marked as “on time.”

Tardies

If you arrive more than 10 minutes late or leave more than 10 minutes early you will be marked absent. Three (3) tardies will be counted as one absence; after the third tardy, each two tardies will count as an absence. Tardies will count toward perfect attendance extra credit. You cannot receive extra credit points if you are tardy.

Coming Prepared

Generally 2 to 3 hours of time outside of class is needed to prepare for each hour in class. Since this course meets twice a week for 2.5 hours a week, you should be spending, at minimum, 5 to 7 hours outside of class each week preparing for this course. Please make sure you understand this time commitment and spread out your time preparing for class over the course of the week.

If you do not bring the required books to class you will be asked to leave. Class discussion is a major component to this course and materials and texts are needed in order to participate in discussion. If it is evident that you have not read the texts/readings for the class, you may be asked to leave. It is not fair to fellow classmates if you are not prepared to discuss texts and assignments.

Grades

I do my best to return papers promptly (usually a week after they are due). I will not discuss grades of papers when they are returned. If you would like to discuss your grade, please come to my office hours or make an appointment with me. I would be happy to discuss it then. I will also not discuss grades over email. Again, I am happy to discuss your grade at any time if you come to my office hours or schedule an appointment with me.

For papers one and two, papers that receive a U grade must be revised. Revised papers are due one week from the date the original paper is returned and can receive no higher than a grade of C. Under no circumstances will I accept a late revision. If you do not turn in a revision by the deadline provided, your original paper grade will change from a U to an F. You may revise a U grade paper for the Portfolio, but in order to be submitted as the revised paper in the Portfolio, a paper that receives a U grade must be revised during the initial revision period.

Communication, Emails, and Phone Calls

This course has a Western Online site where course changes, and other communication will take place. Please check it regularly to make sure that you are up to date on any changes.

I will also be using the app Remind to send out any course changes, class cancelations, reminders and other course-related information. You can sign up for texts from Remind a number of ways. You can enter the phone number 740-630-9489 and send the message @eng-180, you can also download the app: rmd.me/a. Don't have a smartphone? Just go to www.remind.com to sign in and get messages through email. Please note, you cannot respond to these texts. Also, I will not receive your cell phone number and cannot text you directly. Signing up is optional, but if you use your phone a lot, it will probably be helpful.

Any email you receive from me will go to your WIU account.

When emailing please be sure to include a subject line in your email (this could be the course name or something that alerts me to the nature of the email). Also, include your name and course information in the email. I will return emails sent Sunday afternoon through Friday morning within 24 hours. I may return emails sent on the weekend within 24 hours, but do not expect your email sent Friday or Saturday night to be answered before Monday morning.

If you call me, please state your name and number clearly so that I can return your call. Please note, I don't check my messages often, so email is the best way to get in touch.

Deadlines

Deadlines are firm. All assignments are due on time. Late assignments will be downgraded at the rate of one half grade per day.

Assignments are due at the beginning of class. You must turn in a hard copy of all papers. I will not accept papers via email. DO NOT come to class expecting to be able to print your paper. Print your paper ahead of time.

Assignment Specifics

Students are expected to review the entire syllabus and become familiar with the course schedule, with weekly assignments, and with deadlines for papers and projects. Ignorance is not an excuse. If an assignment is not clear to you, e-mail me or bring it up in class.

Formal papers must be submitted in hard copy at the beginning of class. Papers should be typed-double spaced, 12-point font, and one-inch margins. All formal papers must be submitted in a folder with your final draft on one side and all drafts and peer review worksheets on the other. You MUST turn in all drafts and peer reviews to receive full credit for your assignment.

Be sure to save all your work in multiple places. (I would suggest not only on a flash drive but also somewhere in the cloud—your P drive, Google Drive, etc.). Having issues with technology is NOT an excuse to turn in a paper late. Make sure you print out your paper ahead of time and have it ready for class the day it is due.

Community

Students often report that they learn a lot from each other. Because the content of this class is not fixed but evolving and because students often bring new perspectives and experiences that enrich the content, students are expected to behave as members of a collaborative learning community, listening to and learning from each other as well as from me.

Student Initiative and Participation

Learning requires that the student meet the instructor half way. This course is designed to make the material as interesting as possible and to engage students in hands-on activities to promote active learning and student engagement. However, successful engagement requires students to approach the material and assignments with a positive attitude, an open mind and a desire to learn. I welcome your feedback and will be happy to hear any suggestions you have for improving the course. If you only want to do the minimum work necessary to get by, however, and are not interested in getting the most you can out of it, this course is probably not for you.

Personal Responsibility

This is a college class, and students are responsible for doing the work as assigned and striving to meet the content goals and reach the learning outcomes specified in the syllabus. You will have an opportunity to demonstrate what you have learned through your assignments and papers. If at any point you are unclear about the goals or expectations in this course, you should let me know. If you do not speak up, I will assume that you understand.

Writing Center

The Writing Center is available to help you at any stage in your writing process. Please feel free to talk with a tutor about larger issues such as organization and clarity or getting help with grammatical problems or other surface level concerns. The University Writing Center is located in Simpkins Hall 341. Call 298-2815 for an appointment.

Americans With Disabilities Act (ADA)

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies me of the need for an accommodation. For me to provide the proper accommodation(s), you must obtain the documentation of the need for an accommodation through Disability Support Services and provide it to me. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire about such particular needs. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact me as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional service.

Cell Phones

Please turn off all cell phones while you are in class. If you cannot go the class period without texting then you must leave class and take an absence for the period. There is no reason you would need to text during class that cannot wait until the class period is over. If I can go without my phone, so can you. If something is so important you can't wait for the call, text, status

update, or Tweet, you probably shouldn't be in class or should okay it with me first. (Exceptions will be made if we use cell phones during class assignments☺)

WIU Student Rights and Responsibilities

WIU Student Rights and Responsibilities are outlined on the web at <http://www.wiu.edu/provost/students>. You should be familiar with both your rights and responsibilities.

Academic Integrity Policy

Please be aware of WIU's academic integrity policy found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

Course Requirements and Grades

Grading

You should look at the evaluation criteria before you complete an assignment to understand what I am expecting from you. You can also review the criteria after you receive your grade if you are unsure why you received the grade you did.

Assignments

Soundtrack of Your Life (Paper 1)	10% (100 points)
Texts Analysis(Paper 2a)	10% (100 points)
Artifact Analysis (Paper 2b)	10% (100 points)
Research Design and Annotations	5% (50 points)
Researched Persuasive Project (Paper 3)	15% (150 points)
Pecha Kucha	10% (100 points)
Journals and In-Class Writing	10% (100 points)
Participation	5% (50 points)
Portfolio	15% (150 points)
Drafts and Peer Review Workshops	10% (100 points)
Reflections	<u>5% (50 points)</u>
Total	100% (1000 points)

I will calculate final grades as follows:

A: 93-100% (930-1000)	B: 83-86% (830-869)	C:73-76% (730-769)
A-: 90-92% (900-929)	B-:80-82% (800-829)	U: 63-72% (630-729)
B+: 87-89% (870-899)	C+:77-79% (770-799)	F: Below 63% (0-629)

U (Unsatisfactory) Grades

You earn a grade of a U in English 180 if you are not doing satisfactory work, but you are putting forth an effort to pass the course. Putting forth an effort to pass the course would mean

you are attending class, completing all assignments, and participating. A grade of a U will not count toward your grade point or credits, so a U will not impact your Grade Point Average (GPA), but you will need to retake the course for a passing grade. If you are not putting forth an effort to pass the course, you will earn an F (Failing) grade. This will count toward your grade point average (GPA) and you will need to retake the course. Students who do not attend class on a regular basis, who do not complete major assignments and who do not participate in class will earn an F in the course.

Assignment Details

Papers

You will complete three formal papers this semester. Below are brief descriptions of each paper. In addition, you will receive formal assignment sheets for each paper can be found on Western Online. It is your responsibility to download those assignment sheets and bring them to class on the days in which we discuss each assignment. (See the Course Schedule for details.)

Soundtrack of Your Life (Paper 1)

10% (100 points)

If there were a soundtrack playing in the background of your life, what would it be? For your first paper you will select songs that in some way define who you are, describe moments in your life, or remind you of important events. You will write a 1000-1200 word piece introducing yourself and describing the songs you chose and the moments they represent.

Text and Artifact Analysis (Papers 2a and 2b)

5% each (100 points total)

For your next set of papers you will analyze a musical text (song, article, liner notes, reviews, etc) and an artifact (video, poster, etc). Each analysis will focus on a close reading of the text and artifact and a critical examination of each. (600-900 words each)

Researched Persuasive Project (Paper 3)

15% (150 points)

For this project, you are to choose a music-based discourse community (for example, a fan club, music bloggers, a specific musician/band, a music magazine, etc.) and present an issue you see within the community and the role of literacy in the community. This project will have two components and will also include your **Research Design and Annotations**. (1500-1600 words)

Reflections

5% (50 points)

You will complete five, one-page reflection after each writing assignments. Your reflections should be types and each will be graded 0-10 and total 5% (50 points) of your final grade.

Drafts, Conferences, and Peer Review Workshops

10% (100 points)

Throughout the semester you will participate in peer review workshops during class. During these workshops you will be graded on bringing in your own draft as well as the comments you make on your peers' work. Drafts and peer review worksheets will be graded 0-10 and total 10% (100 points) of your final grade. Drafts and peer reviews must be turned in with your final project in order to receive full credit. (You must also bring and complete them during class time set aside for review.

You will conference with me two times during the semester (for papers 2 and 3). Bringing drafts to your conference will count toward your points discussed above. *In addition, if you do not attend your conference it will count as an absence.*

Pecha Kucha

10% (100 points)

Your final project will consist of a presentation where you show 10 slides for 20 seconds each for a total of 3:20. (Don't worry; we'll practice.) It is a way for you to keep your presentation concise and fast-paced, allowing you move through information, not covering too much or taking too long.

Journals and In-Class Writing

10% (100 points)

Throughout the course we will do a number of in-class activities and writing assignments. In order to get credit for In-Class activities you must be present and participate in the course. In-Class activities cannot be made up and you will lose the points if you are not in class to complete them. Exceptions will only be made for university-sponsored activities for which you have a release. Missing in-class activities may result in a significant drop in your grade.

Participation

5% (50 points)

You are expected to contribute to class discussion. As you read and prepare for class, do so actively, preparing questions and comments on the reading. In class will be asked to answer questions, pose questions, and participate in discussion with your peers. In order to make class an atmosphere where everyone feels comfortable, part of your participation in class is to be active (awake and alert) and not being rude, disruptive, or inconsiderate. Disruptive behaviors or lack of participation will cause your participation grade to be lowered.

Portfolio

15% (150 points)

Instead of a final exam, you will submit a Portfolio of your work over the course of the semester. Your Portfolio will include (a) A reflective essay on your writing; (b) One revised paper (either Paper 1, 2a or 2b) with a paragraph explaining your revision; and (c) Artifacts you reference in your reflective essay (rough drafts, final drafts with comments, peer review worksheets, revisions, reflections, freewrites, etc). This means you **MUST** keep track of all your work in order to compile a successful portfolio.

Course Schedule

(This schedule is tentative and subject to change)

Readings found in *Everyday Writer* are labeled (EW).

All other readings can be found on Western Online.

Date	Topics	Readings	Assignments
Week One			
Tues Jan 20	Course Introduction Memorable Events	Syllabus	
Thurs Jan 22 (Lab)	Discourse Communities	<i>Sign 'O' the Times</i> <i>Too Much Coffee Man</i>	Memorable Events Notes (In Class)
Week Two			
Tues Jan 27	Paper One Brainstorming Belonging to a Discourse Community	<i>Hip Hop Stole My Black Boy</i>	
Thurs Jan 29 (Lab)	Music Discourse Communities Writing About Self	<i>EW</i> Ch. 2 (pp. 12-17) <i>Decoded</i>	Memorable Events: Typed in Class
Week Three			
Tues Feb 3	Peer Reviews		Draft Soundtrack
Thurs Feb 5 (Lab)	Writing Reflections	<i>What is Rhetoric?</i>	Soundtrack Final Copy
Week Four			
Tues Feb 10	Reading and Summarizing Texts	<i>The Rhetorical Situation</i> <i>EW</i> Ch. 5 (pp. 48-57)	Soundtrack Reflection
Thurs Feb 12	Lincoln's Birthday, No Class		
Week Five			
Tues Feb 17	Ethos, Pathos, Logos	<i>Analyzing a Text</i> <i>EW</i> Ch. 12-13 (pp. 123-151)	
Thurs Feb 19 (Lab)	Analyzing Texts	<i>Entertainment Texts</i> <i>EW</i> Ch. 14 (pp. 151-166)	
Week Six			
Tues Feb 24	No Class—Individual Conferences (Article Selection/Drafting Notes Due)		
Thurs Feb 26	No Class—Individual Conferences (Article Selection/Drafting Notes Due)		
Week Seven			
Tues March 3	Peer Review		Rhetorical Analysis Draft
Thurs March 5 (Lab)	What Are Genres?	<i>Speech Acts, Genres, and Activity Systems</i>	Rhetorical Analysis Final

Week Eight			
Tues March 10	Examining Music Discourse Communities	<i>Style in Revolt</i> EW Ch. 15 (pp. 175-180)	Text Analysis Reflection Graphic Artifact
Thurs March 12 (Lab)	Peer Review Analyzing Genres Brainstorming	EW Ch. 16 (pp. 180-193)	Graphic Analysis Draft
March 16-20: Spring Break, No Class—Be Safe			
Week Nine			
Tues March 24	Field Research	EW Ch. 17 (pp. 193-211)	Graphic Analysis Final
Thurs March 26 (Lab)	Research Plan Annotations	EW Ch. 18 (pp. 211-220)	Graphic Analysis Reflection
Week Ten			
Tues March 31	Research Proposal Using Sources	EW Ch. 19 (pp. 220-227)	One Print Source, One Electronic Source, Name of Interviewee
Thurs April 2	No Class, Research Day		
Week Eleven			
Tues April 7			Research Proposal/Annotations Due
Thurs April 9 (Lab)	Writing to Persuade	EW Ch. 7-8 (pp. 64-89)	
Week Twelve			
Tues April 14	Organizing Evidence	<i>The Beatles on BBC</i>	
Thurs April 16 (Lab)	Presenting Research	EW Ch. 3c (pp. 25-36)	
Week Thirteen			
Tues April 21	No Class, Conferences (Draft of Paper/Pecha Kucha)		
Thurs April 23	No Class, Conferences (Draft of Paper/Pecha Kucha)		
Week Fourteen			
Tues April 28	Revising, Editing, Proofreading		Writing from Semester
Thurs April 30 (Lab)	Reflective Essay for Portfolio		Drafts of Everything
Week Fifteen			
Tues May 5			Pecha Kuchas
Thurs May 7 (Lab)			Pecha Kuchas Final Draft Paper Three
<p style="text-align: center;">Finals Week: Portfolios Due by Thursday May 14 at 10 a.m. Pecha Kucha and Final Draft Reflections Due</p>			