

ENG 180, Section 039: College Composition I

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Office: Simpkins 343 B6
Office Hours: W 1:00 – 3:00 PM

Summary

This schedule is subject to change. You are responsible for any changes made in class, delivered through email, or posted on WesternOnline (WO). Class will alternate each day between classroom (Simpkins 315) and lab (Simpkins 319). Please make note of which day meets in which room. In the assignment guide listed below, 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 GE. You are responsible for bringing all three books to each class period.

Assignment/Reading Guide**Module 1: Concepts of Reading and Writing**

T	Lab	20 January	<i>Introduction to Course; Policies and Procedures</i>
Th	Class	22 January	<i>Discourse Communities</i> Read: JC Chapter 1 and 2; GE Chapter 1 and 3; “Beaufort Chapter” (on WO) Due: “Student Survey” (submit to WO by 11:59 PM) Note: Last day of open registration is 26 January 2014
T	Lab	27 January	Read: JC Chapter 3 and 5; GE Chapter 4; “Learning to Read” (on WO); Literacy essay Assignment Sheet (on WO)
Th	Office	29 January	Read: JC Chapters 14-16; Selections from <i>Close to the Knives</i> (on WO); Selections from <i>They Say/I Say</i> (on WO); “Portfolio” (on WO), Final Portfolio Assignment Sheet (on WO) Due: Complete, typed draft of Literacy Essay Note: Class canceled for individual conferences
T	Office	3 February	Read: JC Chapters 14-16; Selections from <i>Close to the Knives</i> (on WO); Selections from <i>They Say/I Say</i> (on WO); “Portfolio” (on WO), Final Portfolio Assignment Sheet (on WO) Due: Complete, typed draft of Literacy Essay Note: Class canceled for individual conferences
Th	Class	5 February	<i>Peer Review</i> Read: JC Chapter 4 In-Class: Literacy Essay Introduction (ePortfolio) Due: Electronic file of your completed Literacy Essay
T	Lab	10 February	<i>The Revision Process</i> Read: JC Chapter 20 Due: Printed draft of Literacy Essay with reviewer commentary
Th	N/A	12 February	Class Canceled – President Lincoln’s Birthday Enjoy!

F	N/A	13 February	<i>Revision Wrap-Up</i>
			Due: Literacy Essay and Reflection (on WO by 11:59 PM)

Module 2: Understanding Conversations

T	Lab	17 February	<i>The Rhetorical Situation</i> Read: Visual Literacy Essay Assignment Sheet (on WO); “What is Rhetoric?” (on WO); “The Rhetorical Situation” (on WO)
Th	Class	19 February	<i>Visual Rhetoric: An Introduction</i> Read: JC Chapter 5 pp. 118-132; “Visual Rhetoric” (on WO) Due: Digital images for use in your essay
T	Lab	24 February	<i>The Rhetorical Situation</i> Read: JC Chapter 10 (pp. 380-397 and 400-412); Rhetorical Appeals (on WO) Due: One (1) magazine ad
Th	Class	26 February	<i>Peer Review</i> Read: JC Chapter 23 Due: Digital file of your Visual Literacy Essay
T	Lab	3 March	<i>Reading and Summarizing a Multimedia Text</i> Read: JC Chapter 3 and (pp. 623-624); PSM 109-110; Guide Chapter 4 (“Summary”); Summary Assignment Sheet (on WO); browse through the Writing Program website Due: Visual Literacy Essay (on WO by 11:59 PM) and Reflection Memo
Th	Class	5 March	Read: JC Chapter 18; “Speech Acts, Genres, and Activity Systems” (on WO) Due: Groups should come to class with website chosen
T	Lab	10 March	Read: GE Chapter 4 (“Visual Analysis”); Group Rhetorical Analysis Presentation Assignment Sheet (on WO) Due: Groups should come to class with notes on website
Th	Class	12 March	<i>Peer Review</i> Due: Digital file of your complete, typed draft of Summary
F	N/A	13 March	Due: Summary and Reflection Memo
	N/A	16-20 March	Note: No Class. Spring Break
T	Lab	24 March	Read: JC Chapter 7 and “Analyzing a Text” (on WO)
Th	Class	26 March	In-class: Group work day

Module 3: Shaping Conversations

T	Lab	31 March	<i>Discourse Community and Genre</i> Read: Selections: Part I from <i>Virtual Communities</i> (on WO), “College Admissions Essays” (on WO); “The Genres of Chi Omega” (on WO); Genre Analysis Assignment Sheet (on WO) Due: Bring to class a list of genres you have used and communities you belong to that use writing
Th	Class	2 April	<i>Group Presentations</i> Read: Selections: Part II from <i>Virtual Communities</i> (on WO) Due: Group Rhetorical Analysis PPT and Reflection Memo 4 (on WO by 11:59 PM on Wednesday, 1 April)

T	Lab	7 April	Read: JC Chapter 11 and Chapter 12 (pages 478-482); PSM (pp. 87-89) Due: Research Plan and Field Research Plan by end of class
Th	Class	9 April	<i>Using Sources and Writing 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) Assignment Sheet (on WO) Due: List of discourse communities you belong to
T	Library	14 April	<i>Library Day and Peer Review</i> Read: GE Chapter 2 Due: Digital file of one annotation
Th	Class	16 April	<i>Group Work on Genre Analysis</i> Due: Select genres
Su	N/A	19 April	Due: Annotated Bibliography (on WO by 11:59 PM)
T	Office	21 April	<i>Individual Conferences</i> Read: “Portfolio” pages 55-61 (on WO), Final Portfolio Assignment Sheet (on WO) Due: Complete, typed draft of Genre Analysis
Th	Office	23 April	<i>Individual Conferences</i> Read: “Portfolio” pages 55-61 (on WO), Final Portfolio Assignment Sheet (on WO) Due: Complete, typed draft of Genre Analysis
T	Lab	28 April	<i>Peer Review and Reviewing Citations</i> Read: PSM (pp. 121-154) Due: Complete, typed draft of Genre Analysis

Module 4: Final Portfolio

Th	Class	30 April	<i>The Reflective Essay</i> Read: JC 602-608 and “Portfolio” (on WO: pages 63-69) Due: Genre Analysis and Reflection (on WO by 11:59 PM)
T	Lab	5 May	<i>Writing to Persuade and Choosing Evidence</i> Read: JC Chapters 10 and 14; Guide 98-103 Due: Bring all writing from the semester to Lab
Th	Class	7 May	<i>Peer Review</i> Due: Digital file of Reflection Essay
T	Lab	12 May	<i>The Portfolio: Proofreading and Problem Solving</i> Due: ePortfolio (on WO by 11:59 PM)

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“Tomorrow may be hell, but today was a good writing day, and on good writing days nothing else matters.” – Neil Gaiman

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 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 interpret the rhetorical situation as a social construct, understanding how perceptions of purpose and audience are influenced by discourse community;
- 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

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.

Supplementary Texts (OPTIONAL)

The following texts will be used with significance throughout the semester. Adobe PDF scans will be provided of the material necessary for class activity and discussion, but further context may be derived from reading the primary texts. These publications, while not required, are encouraged.

Birkenstein, Cathy, and Gerald Graff. *They Say / I Say: The Moves That Matter in Academic Writing*. 3rd ed. New York: W.W. Norton & Company, 2014.

Song, Felicia Wu. *Virtual Communities: Bowling Alone, Online Together*. New York: Peter Lang Publishing, 2009.

Wojnarowicz, David. *Close to the Knives: A Memoir of Disintegration*. New York: Vintage Books, 1991.

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 five absences over the semester for this course: for each absence beyond five, 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 three minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. Four tardy arrivals will count as one absence. If you arrive more than fifteen minutes late to class, you will be counted absent.

1b. Your class participation grade is worth five (5) percent 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 silent 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 fully.

2. *Quizzes and Freewrites:* It is possible that classes will begin 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 ten (10) percent 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 five (5) for each allowed absence you did not use.

3. *Peer Review Workshops*: You will participate in six peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. Your peer review workshop grade makes up ten (10) percent of your final grade. Drafts and peer review worksheets for Peer Reviews 1, 2, 5, and 6 will be graded from 1-10; drafts and peer review worksheets for Peer Reviews 3 and 4 will be graded from 1-5. Drafts and peer review worksheets for Peer Reviews 1-6 will be submitted electronically at the end of class on peer review day. Drafts and peer review worksheets for Peer Review 5 will be submitted in class on Thursday, 30 April. 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.

4. *Reflections*: You will write a one-page reflection after five of your writing assignments. Reflection assignments will be provided on WesternOnline. Reflections should be typed and submitted to WesternOnline. Reflections will be worth ten (10) percent of your final grade.

5. *Conferences*: Before the Literacy Essay and Genre Analysis 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 ten (10) percent of your final grade. Paper two, a visual literacy essay (4-5 images plus 200-300 words), will be worth ten (10) percent of your final grade. Paper three, a genre analysis (1,500-1,800 words), will be worth fifteen (15) percent of your final grade. You will also submit a group PowerPoint presentation, worth ten (10) percent of your final grade, a Summary, worth five (5) percent of your final grade, and an Annotated Bibliography, worth five (5) percent 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 (48) hours in advance, late assignments will be marked down one letter grade for each day late; essays more than seven (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 or corrupted will be returned to you and considered late until successfully 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>. Please make note that double submission (submitting the same paper or part of a paper for more than one class) is considered a violation of academic integrity.

8. *Portfolio*: In lieu of a final exam, you will submit an ePortfolio of your work over the course of the semester. Portfolios will consist of two components: 1) A reflective essay on your writing, and 2) 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 fifteen (15) percent 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 one day to reply to emails. You are also responsible for checking your WIU email (Zimbra) and WesternOnline accounts on a regular basis, since they will be my primary methods of communication with you outside of class.

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:

http://www.wiu.edu/student_services/disability_resource_center/

Please also review your “Student Rights and Responsibilities” here:

<http://www.wiu.edu/provost/students>

Grading Rubric	
Class Participation	5%
Quizzes/Freewrites	10%
Drafts and Peer Review	10%
Literacy Narrative	10%
Analysis Paper	10%
Persuasion Paper	15%
Summary	5%
Group Power Point	10%
Research Proposal and Bib	5%
Reflections	5%
Portfolio	15%

Breakdown	
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
U	60-72
F	0-59

Notice: Students must receive a 73 or above in order to pass the class.

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.