

Course Syllabus and Information
ENG 180: College Composition I
Spring 2015
Prof. Bill Knox

Course and Conference Information

Class meetings: 9:30-10:45 a.m., T Th in Simpkins 321

Faculty Contact: Simpkins 013, 298-2505 (office), 298.2974 (FAX), wl-knox@wiu.edu

Office hours: MW 10:00-noon, T Th 9:00-9:30 a.m., and by arrangement in 013 Simpkins.

Prerequisite: Placement into ENG 180.

Texts and Materials

Hacker, Diana. *A Pocket Style Manual*. 6th ed. Boston: Bedford-St. Martin's, 2012.

Knox, Bill. *Writing Fast-Writing Well*. Dubuque: Kendal-Hunt, 2013.

Pollan, Michael. *In Defense of Food*. New York: Penguin, 2009. Print.

A three-ring binder with tab dividers

Initial Comments

Actions central to your success in this course include

- ***recalling and applying past learning about writing***
- ***attending class and visiting Western Online site three times a week***
- ***reading assignments thoroughly***
- ***studying assigned material before beginning assignments***
- ***asking me questions if the reading or assignments are unclear***
- ***completing assignments when due—late work will not be recorded.***

This syllabus serves as the basis for our work together this semester; however, some details may change as the semester progresses. Assignments and general communication (including changes in calendar and assignments, if any) will be given in class, via your WIU email address, or Western Online. Class information sent to you electronically should be printed as backup.

Although I am available via email outside of class, I prefer you to visit my office to talk about your writing and to share your questions and comments. As a rule, use email for routine questions, the telephone for immediate concerns, and office visits for matters that require in-depth discussion.

Course Content and Goals

Content: Your writing should interest your reader, convey significant ideas, and help identify you as its writer. The 2013-2014 Undergraduate Catalog says EN 180 is “[i]ntroduction to college writing, with emphasis on the writing process, reflective writing, and critical thinking” (196). For more information about ENG 180, please see http://www.wiu.edu/cas/english_and_journalism/writing/180-handoutSp12.pdf

Goals: By the end of the semester, you will also have mastery of normal content and form requirements for college-level essays. Your writing, the principal text in this class, should accomplish four goals:

- ***meet assignment requirements,***
- ***convey significant content,***
- ***interest the reader, and***
- ***define you as a competent, college-level writer.***

Our class is divided into units (calendar below), requiring reading, journaling, writing portfolio entries, papers, peer review, and a research project demonstrating growing writing skill. We will give attention to instruction and examples from *A Pocket Style Manual* and participate in workshops with each other to gain competence and confidence.

Teaching and Learning Activities

Class time will be devoted to instruction, discussion, topic selection, drafting, workshoping, and editing; we'll discuss assignments and any other class matter during mini-conferences in class. Develop daily habits of keeping up with the reading, making reading notes, journaling, and writing drafts to complete assignments.

Attendance, Due Date, Return, and Revision Policy

According to the WIU Undergraduate Catalog, “[s]tudents are expected to attend all classes in which they are enrolled” (56) so class participation is expected and all assignments are due at the start of class on specified dates in the Course Calendar below.

Marked papers will be returned usually within a week. Draft revisions of assignments should be discussed and completed before due dates.

Academic Honesty

In all WIU courses, “it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity” (wiu.edu/policies/acintegrity.php); therefore, take responsibility for your work and, as needed, give credit where it is due. Papers found not meeting this standard will receive an F. (Please also see <http://www.wiu.edu/provost/students.php> for “Student Rights and Responsibilities.”)

Use of Learning Technologies, Web Note, and Writing Assistance

Please use your WIU computer account for internet, email, and Western Online to receive assignments, send draft excerpts for your classmates and me to review before due dates, conduct research, and, when necessary, submit essays.

I encourage the use of information technologies in our classroom and every other class will be spent in the computer lab (see schedule below); however, cell phone use in class, unless I approve it, will result in an absence for that class. You are welcome to use your laptop or other device in class for note-taking and drafting. Students using these for on-line chatting, shopping, doing work for other courses, or other non-class business, however, will also face the cell phone sanction.

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, improving organization, and working through grammatical problems. The University Writing Center is located in Simpkins Hall 341—its website is www.wiu.edu/uwc. Call for an appointment (298-2815) and be sure to bring a copy of your assignment. You will also find online help with most elements of writing at OWL, the Online Writing Lab-- <http://owl.english.purdue.edu> .

Assignments and Assessment (1000 Points)

- | | |
|--|-----|
| • Attendance + Participation (5 points per class meeting) | 150 |
| • Class Binder/Portfolio (20 points per check) | 100 |
| • Five essays each on suggested topics (100 points each) | 500 |
| • Research-Attribution Paper | 200 |
| • Five Peer Review Forms--1 as writer + 3 or 4 as reviewer | 50 |

Standards for Assignment Assessment

Area	Standard
Content	Focused specific details and examples and precise language show great care for the information needs of a targeted, educated audience.
Structure	Order of document sections and transitions between them exhibit logic, emphasizing content clarity.
Correctness	Sentence structure, writing mechanics, and citations are copy ready.
Creativity	Meaningful thinking reflects imagination, not just conventional ideas.
Critical Thinking	Serious reflection in writing shows rejection of easy answers and pursuit of all key information.
Page Layout + Visual Impact	Each document exhibits recognized standards, includes appropriate visuals, and contains no distracting elements.

Percentage Grading Scale: A=1000-930; A-=929-900; B+=899-870; B=869-830; B-=829-800; C+=799-770; C; 769-730; D/U=729-600; F=<600.

(I reserve the right to add assignments and points for timeliness, effort, & improvement.)

Course Calendar (Note Room Numbers for Class Meetings and Computer Lab Days)

Week	Unit	Class Days	Room	Class Activity	Due
1	Intro	T, 01/20	SI 321	Class Intros; Essay 1 Intro	
	Food Info	Th, 01/22	SI 321	<i>IDF</i> , 1-15 ?s; Essay 1 Wksp	
2		T, 01/27	SI 324	<i>IDF</i> , 19-40 ?s; Draft; <i>WFWW</i> , Ch. 1	
		Th, 01/29	SI 324	Peer Review (PR)	
3	Food Theory	T, 02/03	SI 324	Essay 2 Intro; <i>IDF</i> , 40-58 ?s; Draft; <i>WFWW</i> , Ch. 2	Essay 1
		Th, 02/05	SI 321	Essay 2 Wksp	Portfolio Ck 1
4		T, 02/10	SI 324	<i>IDF</i> , 58-78 ?s; Draft	
	Lincoln's Birthday	Th, 02/12		No Class	
5	Food Practice	T, 02/17	SI 324	Peer Review	
		Th, 02/19	SI 321	Essay 3 Intro; Draft; <i>IDF</i> , 78-101 ?s; <i>WFWW</i> , Ch. 3	Essay 2
6		T, 02/24	SI 321	Essay 3 Wksp	Portfolio Ck 2
		Th, 02/26	SI 324	<i>IDF</i> , 101-118 ?s; Draft	Research Topic
7		T, 03/03	SI 324	Peer Review	
	Food Conflict	Th, 03/05	SI 324	Essay 4 Intro; <i>IDF</i> , 118-136 ?s; Draft; <i>WFWW</i> , Ch. 4	Essay 3
		T, 03/10	SI 321	Essay 4 Wksp	Portfolio Ck 3
8		Th, 03/12	SI 324	Conferences	
	Spring Break	M, 03/16-20		No Classes	
9		T, 03/24		Conferences	
		Th, 03/26	SI 324	<i>IDF</i> , 139-161 ?s; Draft	
10		T, 03/31	SI 324	Peer Review	
	Food Future	Th, 04/02	SI 324	Essay 5 Intro; <i>WFWW</i> , Ch. 5 <i>IDF</i> , 161-181 ?s	Essay 4
11		T, 04/07	SI 321	Essay 5 Wksp	Portfolio Ck 4
		Th, 04/09	SI 324	<i>WFWW</i> , Ch. 6; Draft	
12		T, 04/14		Library	
	Food Problem	Th, 04/16	SI 324	Research Project Intro; <i>IDF</i> , 181-201 ?s	Essay 5; Portfolio Ck 5

13		T, 04/21	SI 324	Peer Review; Research Project; Wksp	
		Th, 04/23	SI 324	Research Project Draft	
14		T, 04/28	SI 321	Conferences	Research Draft
		Th, 04/30	SI 324	Conferences	Research Draft
15		T, 05/05	SI 321	Final Research Project Check	Research Draft
		Th, 05/07	SI 324	Research Project Wrap Up	Research Paper
Finals 8:00-9:50 a.m.		Th, 05/08	SI 324	Final Conference—SI 324	Crse. Matl. Ret.

Dates for Your Attention

January 26: 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)

February 2: Last day of restricted schedule changes (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)

February 12: Lincoln's Birthday—no class

March 16-20: Spring Break—no class

April 6: Last day to drop a course (students needing permission to drop should seek permission prior to April 6 at 4:30) AND last day for a total university withdrawal

Important 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.

Disability 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 Resource Center (DRC) 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 (DRC) at 298-2512 for additional services.

Comments

Scheduling changes may be necessary, but I will usually announce these in advance. At any time, feel free to tell me how the class can serve you better during the term. Good luck!

Notes

Assignment 1
ENG 180: College Composition I
Spring Semester 2015
Prof. Bill Knox

Here is the first writing assignment for the semester. You should study the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Doing so will serve as a refresher and as an introduction to several useful tools for completing it.

1: Food Information

Where do you get your information about food?

- Length: 1 full page (~500 words)
- Topic: For this first short essay, reflect on your primary sources of information—no more than three-- about food from your childhood until the present. Put a face on these sources by showing your relationship to the person, class, or website. Select three pieces of information that showed you the positive and/or negative impacts of several foods. Conclude by explaining why you have followed this information. Use your ability to describe, narrate, and analyze.
- Sources: Your experience and memories are the primary sources of information for this essay.
- Example: Perhaps you had a health-oriented high school or college course that explained some good sources of vitamins: Identify the course, share the information, and explain how and why you apply it.
- Points of Special Clarity: Your audience should be able to locate your experience in time, place, and significance for you.
- Audience: Our class and me—help us to get to know you.

Assignment 2
ENG 180: College Composition I
Spring Semester 2014
Prof. Bill Knox

Here is the second writing assignment for this semester. You should study the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Doing so will serve as a refresher and as an introduction to several useful tools for completing it.

2: Food Theory

What is your sense of food theory?

- Length: 1 full page (~500 words)
- Topic: For this second paper, explain your understanding of a theory of eating. You know that some people simply eat until they are full, others because they are athletic, others to lose weight, and others eat what they can afford. Choose one

of these and give reasons—as you understand them—for one of these eating approaches. Use your ability to observe, explain, and reason.

- Sources: Your experience and power of observation are the primary sources of information for this essay, but also bring in what your subject has told you.
- Example: Maybe you have a friend who is a “picky eater” in the residence hall. As well as you can, explain the reasons for this theory of eating and make a judgment about its effectiveness.
- Points of Special Clarity: Make sure your audience understands the theory and why you believe you would recommend it or not.
- Audience: The person you are writing about! Make your point in a way that the reader will respect your position.

Assignment 3
ENG 180: College Composition I
Spring Semester 2014
Prof. Bill Knox

Here is the third writing assignment for this semester. You should study the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Doing so will serve as a refresher and as an introduction to several useful tools for completing it.

3: Food Practice

What has shaped food practice as you know it?

- Length: 1 full page (~500 words)
- Topic: For the third paper, consider how people eat all around you. If you are like most, you are aware of home cooking, fast food, cafeterias, family celebrations—all kinds of eating situations. This assignment asks you to consider why our invitations to eat look like they do. This assignment asks you to recognize the common features among these very different eating venues—what makes them familiar—and to speculate about the underlying causes. Provide two examples, showing what makes them comfortable for most people and explaining why they are accepted.
- Sources: Your experience, memories, and one relevant online site are the primary sources of information for this essay.
- Example: Perhaps you would like to compare your normal home cooking with a time you went to chain restaurant. Describe the similarities and differences in these eating choices, explain what makes both menus familiar, and, with help from a source, include a rationale for a connection between them.
- Points of Special Clarity: Your audience should be able to understand the very well the cultural connection between these meals.
- Audience: Someone who would only see the differences.

Assignment 5
ENG 180: College Composition I
Spring Semester 2014
Prof. Bill Knox

Here is the fifth writing assignment for this semester. You should study the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Doing so will serve as a refresher and as an introduction to several useful tools for completing it.

5: Food Future

What do you think our national food future may be?

- Length: ~1000 words
- Topic: For this essay, rely on your ability to describe, and analyze, and predict. Given what have learned this semester, project a “food future” for America. Will our collective diet be different? Will we be more involved in growing, distributing, and preparing food? Will we eat better?
- Sources: Reading from course materials are the primary sources of information for this essay.
- Examples: You might envision a future of much more regional food, less fast food, and greater awareness of diet—or just the opposite.
- Points of Special Clarity: Your audience should be able to find that your explanation is plausible.
- Audience: Our class—and someone who would benefit from your insight.

Assignment 6
ENG 180: College Composition I
Spring Semester 2014
Prof. Bill Knox

Here is the last writing assignment for this semester. You should study the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Doing so will serve as a refresher and as an introduction to several useful tools for completing it.

6: Food Problem—Research-Attribution

Is there a food problem from your point of view?

- Length: ~1200 words
- Topic: Back to the present: For your final paper, rely on your ability to describe, narrate, analyze, and convince. As a result of the reading and discussion in this class, you decide the present state of eating. If there is a nutrition problem, what is it? If not, why not? What is at stake in taking your position?
- Sources: Use sources that will make your case.

- Example: If you believe that one food problem is that of a particular additive, explain what it is, what difficulties it causes, and what action could be taken. Be as specific as you can: Focus on the specific issue in all its parts.
- Points of Special Clarity: Your audience should be able to understand your current issue, what made it so, and the kind of action is needed to overcome it.
- Audience: Once again, our class and me—and a member of the food industry you identify.