

Eng 180: College Writing I, Spring 2015

Sections: **8**, 9:00-9:50 (Rm 324/321), **14**, 10:00- 10:50 (Rm 324/321), **24**, 12:00-12:50 (Rm 324/321), and **33**, 2:00-2:50 (Rm 324/321), all **MWF**

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Office Hours: Tuesday 10:00 to 12:00, Wednesday 3:00 to 4:00, and Thursday 10:00 to 11:00

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Introduction

Welcome to English 180. In this course we will analyze texts and artifacts which model writing, and we will investigate our role as writers in the academic community. Together we will explore the process of writing, both personal and academic, through resources that discuss writing and display writing within the context of a world which utilizes ever changing technology to communicate. In order for our class to be successful, you will need to come prepared to give your best work and effort each day. The work will be challenging, but I will be here to assist you and answer any questions you may have. Feel free to talk to me before or after class, visit during my office hours, or email me with any questions or concerns that you may have.

Course Description for Eng 180

This course is designed to help prepare you for writing in college and beyond. Over the course of the semester, we will practice writing skills and discuss writing theories you will need to not only successfully complete Western's required writing courses, but your other courses as well. To build these writing skills, our activities will consist of small group and class discussions, in-class writings and workshops, examining model texts and artifacts, peer review, and individual conferences. In the event that I am unable to attend class, please check your wiu.edu e-mail for instructions.

For the Writing Program's general description of English 180, see

http://www.wiu.edu/cas/english_and_journalism/writing/Pilot%20180%20Handout%20Version%202.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.

Course Objectives

English 180 is the first in a series of required writing courses at Western Illinois University. 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.

Discourse Community Knowledge

- Students will identify how discourse communities influence their own thinking, reading, and writing.

Writing Process Knowledge

- Students will identify, analyze, and build on the reading, writing, and revision processes they have employed in the past and, as part of this process, will choose writing processes based on rhetorical needs.

Rhetorical Knowledge

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

Genre Knowledge

- Students will analyze how genre functions as a typified response to a recurring situation.

Knowledge Domains

- Students 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.

Required Texts and Materials.

All required readings will be made available to you online, or in class. You must have access to your Zimbra account and Western Online in order to access these materials (for technical issues with Zimbra or Western Online, call the help desk at 298-2704). Readings must be printed before class. Other necessary materials include a notebook for in-class notes and exercises, a binder or large folder for portfolio materials and returned work, a writing utensil, and at least one flash drive for saving and backing up your work. Note: a lost or damaged flash drive, or other technological difficulty, is no excuse for failing to complete an assignment on time.

Papers

Over the course of the semester you will write four formal papers, one of which will be the final reflection paper to be turned in with your portfolio at the end of the semester. Paper one, a summary and response to a reading (750 -1000 words), will be worth 100 points, or 10% of your final grade; paper two, a profile of a community or genre (750 -1000 words), will be worth 100 points, or 10% of your final grade; paper three, an annotated bibliography of four sources(1300 - 1500 words), will be worth 200 points, or 20% of your final grade; and the portfolio/reflection

(1000 words), an evaluation of the semester's course work and your personal growth as a writer, will be worth 150 points, or 15% of your final grade (Note: 50 points of this grade are for online set-up of the ePortfolio).

With each paper assignment, I will hand out an assignment sheet to follow, which will detail the guidelines for that particular paper. Deviation from the guidelines will cause your grade to be lowered. Also, I will not discuss paper grades on the day I return papers, as you should take the time to review my comments first. Papers will always be returned at the end of the class period. Any papers that receive a "U," or unsatisfactory, must be revised. Revised "U" papers are due one week from the date the graded paper is returned and can receive no higher than a 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.

Papers must be submitted online, through our course website via an assignment dropbox, at the beginning of the class they are due. Any paper not received at the beginning of the designated class will receive a late penalty, as described later in this document.

You will have the option of revising one paper that will be eligible to earn a new grade. I will hand out an assignment sheet for the revision later in the semester, but keep in mind that you must submit the revision to me on the day of our final exam. Under no circumstances will I accept a late revision.

You will need to keep all of your pre-writing, drafts, peer workshop materials, process writing, and graded papers over the course of the semester as you will need these to complete the final writing assignment and portfolio. Plan to buy an expandable folder in which you can store these materials.

Portfolio

At the end of the semester, you will submit an online portfolio of your writings from this semester. It is imperative that you keep track of graded, returned papers, drafts, brainstorming, reflections, and other writing done in class so that you have a wide range of materials to select from for the portfolio. In addition to the previously completed assignments, your portfolio should also include the reflection (Paper 4) which will present your understanding/utilization of the course goals from this semester.

Course Policies

Attendance/Class Participation

While I will likely provide background and context for our readings at the start of each class period, students need to be present and maintain a high level of participation to fully explore our readings, understand terms used throughout the course, and remain up to date with exercises beneficial to formatting and revising papers. 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 six absences over the semester for this course: for each absence beyond six, 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 absent, or know in advance that you will be absent for more than one class period, you should alert me via e-mail. Finally, chronic tardiness will negatively affect your class participation grade, so please arrive promptly to class. Anyone who shows up ten minutes late to class, or sleeps through a class, will be considered absent for that day. I will not notify you when you have received an absence for being late, for sleeping, or when you are at the maximum number of absences; it is your responsibility to keep track of absences, or ask me for an update.

Your class participation grade is worth 100 points, or 10% 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.

Cell Phone Policy

Put them away. From the moment you enter the classroom, I should not see or hear your cell phone (which includes listening to music before class). As helpful as technology is, our days in the computer lab mean that cell phones are not necessary, and for our days in the regular classroom you should have all of your materials printed off. Do not use cell phones for looking up documents during class, as it looks as though you have either 1. Come unprepared or 2. Are not paying attention. If I see cell phones out, I will ask you to put them away, but if it continues to be a problem it will either count negatively toward your participation or I will ask you to leave for the day.

Readings and Discussion Questions

Readings must be read by students (even if they are boring or tough, you still need to challenge yourself to get through them), printed off, and brought to class. On random class days, I will check for readings to count toward your grade – if you do not have the material with you, you will miss those points. For most readings, I will also assign discussion questions, some of which you will turn in for points. Overall, this portion of your grade is worth 100 points, or 10% of your grade.

Peer Review Workshops

You will participate in formal peer review workshops as you work on major assignments for the course. Because providing feedback is a necessary and valuable part of the writing process, drafts will be brought to class for workshops before major assignments are due. These drafts and workshops are worth 100 points, or 10% of your final grade.

Conferences

You are required to hold at least one conference with me over the course of the semester. This conference allows us to work one-on-one and address any questions or concerns you may have.

We will hold a conference over the first paper to discuss separating summary and response, MLA citation, and other concerns you have regarding the assignment or our class. You must bring a draft of your paper, the source we are utilizing, and questions/comments you have regarding the assignment. This conference is worth a total 50 points, or 5% of your overall grade. Failure to attend this conference will be considered an absence and these points cannot be made up.

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, not only for this course, but for any course in which you are having difficulty or would like an outside opinion on your major projects.

Late Papers/Assignments

Unless you make arrangements with me at least 48 hours in advance, late papers will be marked down one letter grade for each day late; essays more than seven days late will receive a "0." Under no circumstances will I accept a late revision on a paper that receives a "U." In-class writings and other exercises are due the day they are assigned and cannot be made up in the event of an absence.

Academic Integrity

Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism and cheating will result in failure for the course and referral for academic discipline: [Academic Integrity Policy http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php)

Office Hours

My regular office hours are listed at the beginning of the syllabus. 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.

E-mail

The best way to get in touch with me outside of class is by e-mail. Over e-mail 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 e-mails. You are also responsible for checking your WIU e-mail and Western Online accounts on a regular basis, since they will be my primary methods of communication with you outside of class.

Emails between the instructor and students are to remain formal. This means that every email should have a subject heading, appropriately address the instructor, and have an appropriate closing. Under no circumstance should an email lack these elements or body text which explains the purpose of the email. If an email does not have these components, I will ignore them.

Example Email:

Subject: Missing ENG 180 on Friday

Body:

Hello Mr. Little,

I will be missing class on Friday, January 30th, due to a doctor's appointment that could not be rescheduled. Please let me know what I will be missing and if I need to turn anything in before class time.

Sincerely,
William Thomas

Note that you need to have a subject, body, and closing for all emails; do not just send an attachment as I will likely not be able to tell what you are turning in, or if you want me to actually look over something early before you turn in an assignment.

Students with Disabilities

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 the Disability Resource Center at 298-2512 for additional services.

Please review your "Student Rights and Responsibilities" at [Student's Rights and Responsibilities](http://www.wiu.edu/provost/students) <http://www.wiu.edu/provost/students> and see me if you have any questions.

Grading

Class Participation (10%)	Conferences (5%)
In-class Writings/Exercises (10%)	Readings and Discussion Questions (10%)
Drafts and Draft Workshops (10%)	Paper 1: Summary and Response (10%)
Paper 2: Community or Genre Profile (10%)	Paper 3: Annotated Bibliography (20%)
Paper 4: Portfolio and Reflection (15%)	

Rubric

A: 93-100	A-: 90-92	B+: 88-89	B: 83-87	B-: 80-82	C+: 78-79
C: 73-77	"U" or Unsatisfactory: 60-72			F: <60	

In order to proceed to English 280, you must pass ENG 180 with a C.

Syllabus Revision Policy

This syllabus is subject to change. This class will be notified of changes due to University closing, severe weather, class progress, incorrect statements in this document, and unexpected demands on the instructor. You are responsible for keeping track of any changes made in class, sent over email, or posted on Western Online.

Class Calendar

Note: Readings listed with a given date are to be read and printed off BEFORE class.

- Monday, January 19th – No Class/University Closed for Dr. Martin Luther King Day
- Wednesday, January 21st (Rm 324) – Greetings/Email Correspondence Example
- Friday, January 23rd (Rm 321) – Syllabi and Course Discussion

- Monday, January 26th (Rm 324) - Open registration ends/Introduction to Discourse Communities/Read “The Concept of Discourse Communities”
- Wednesday, January 28th (Rm 321) – Paper 1 Assignment Sheet/Defining Summary and Response/Read “Summary, Response, and Critique”
- Friday, January 30th (Rm 324) – Reading Discussion in Class Continued
- Monday, February 2nd (Rm 321) - Last day of restricted schedule changes/Utilizing sources in MLA/Read “Avoiding Plagiarism, Formatting, and MLA Basics”
- Wednesday, February 4th (Rm 324) – Practice Quotation, Paraphrase, and Summary
- Friday, February 6th – Classes Cancelled for Individual Conferences
- Monday, February 9th – Classes Cancelled for Individual Conferences
- Wednesday, February 11th - Classes Cancelled for Individual Conferences
- Friday, February 13th – No Class for Writing Program Assessment
- Monday, February 16th (Rm 321) – Volunteer Workshop for Example Peer Review
- Wednesday, February 18th (Rm 324) – Rough Draft due for Peer Review
- Friday, February 20th (Rm 321) – Revision Discussion: the differences between revising, proofreading, and editing/Read “Revising Your Paper”
- Monday, February 23rd (Rm 324) – Reflection over Paper 1/**Paper 1 Due via Dropbox on Western Online**
- Wednesday, February 25th (Rm 321) – Paper 2 Handout/Discussion over Discourse Communities, Genres, and Profiles/Brainstorm/Read “Speech Acts, Genres, and Activity Systems”
- Friday, February 27th (Rm 324) - Reading Discussion/Example Discussion over a Community and Genre
- Monday, March 2nd (Rm 321) - Example Discussion over a Community and Genre continued/Sources for Profile Due/Read “The Genres of Chi Omega”
- Wednesday, March 4th (Rm 324) - Group Work: Comparing the Subjects of our Profiles
- Friday, March 6th (Rm 321) – Volunteer Workshop over Profile
- Monday, March 9th (Rm 324) – Rough Drafts Due for Peer Review
- Wednesday, March 11th (Rm 321) – Example Profile Revised
- Friday, March 13th (Rm 324) – Paper 2 Reflection/**Paper 2 Due via Dropbox on Western Online**
- Monday, March 16th – No Class for Spring Break
- Wednesday, March 18th – No Class for Spring Break
- Friday, March 20th – No Class for Spring Break
- Monday, March 23rd (Rm 321) – Handout for Paper 3/Discussing Annotated Bibliographies, their purpose, and choosing a subject/ Read “Hills Like White Elephants” and Pamela Smiley’s “Gender-Linked Miscommunication”
- Wednesday, March 25th (Rm 324) – Example Annotations
- Friday, March 27th (Rm 321) – First Source Due/Evaluating Sources
- Monday, March 30th (Rm 324) – Statement of Scope Discussion
- Wednesday, April 1st (Rm 321) – Rhetorical Analysis of a Source in Class/Read “Analyzing a Text”
- Friday, April 3rd (Rm 324) – Connecting Sources to Discourse Communities and Genres/Read Hashmi’s “The Jilting of Jig”

- Monday, April 6th (Rm 321) - Last day to drop a course AND last day for a total university withdrawal/Work on Annotated Bibliographies in Class
- Wednesday, April 8th (Rm 324) – Volunteer Workshop over Paper 3/ Revision Assignment Handout
- Friday, April 10th (Rm 321) – Rough Draft Due for Peer Review
- Monday, April 13th (Rm 324) – Discussing Common Mistakes with Annotated Bibliographies/Citation Review
- Wednesday, April 15th (Rm 321) – Paper 3 Reflection/ **Paper 3 Due via Dropbox on Western Online**
- Friday, April 17th (Rm 324) – Portfolio Handout/ePortfolio Workshop/Read “Portfolios”
- Monday, April 20th (Rm 321) – Discussing Evaluating our Work
- Wednesday, April 22nd (Rm 324) – Work on ePortfolios
- Friday, April 24th (Rm 321) – Portfolio Proposal in Class
- Monday, April 27th – Class Cancelled for Individual Conferences
- Wednesday, April 29th - Class Cancelled for Individual Conferences
- Friday, May 1st - Class Cancelled for Individual Conferences
- Monday, May 4th (Rm 321) – Volunteer Workshop for Paper 4
- Wednesday, May 6th (Rm 324) – Work on ePortfolios
- Friday, May 8th (Rm 321) – Peer Review over Paper 4

Final Exam Meeting Times

Finals will take place the week of May 11th – 15th

Section 8 – Wednesday, May 13th at 8:00am

Section 14 – Monday, May 11th at 10:00am

Section 24 – Monday, May 11th at 1:00pm

Section 33 – Monday, May 11th at 3:00pm

Note

You must attend the Final Exam. The day of the Final Exam you will turn in your ePortfolio and your Reflection paper online, and, should you choose to take advantage of the opportunity, a revision of one of your papers. In class on the day of our final, you will complete a separate evaluation for me over the course.