

*Please read this syllabus carefully. It is our contract to be followed for this class.*

### Course Goals and Objectives

In English 180, you will approach writing as a social activity, with the goal of increasing your ability to adapt to new writing situations and improve your writing. Our course objectives fall under five categories: discourse community knowledge, writing process knowledge, rhetorical knowledge, genre knowledge, and knowledge domains.

#### ***Discourse Community Knowledge***

You will analyze the relationships among discourse communities, thinking, reading, writing, and power by

- analyzing scholarly conversations, including research questions and methods, identification and use of evidence, and writing norms;
- analyzing the relationship between community and writing, including writing norms;
- analyzing issues of identity as they are related to discourse communities and writing.

#### ***Writing Process Knowledge***

You will practice flexible writing and revision processes and analyze the relationship between those processes and the rhetorical situation by

- analyzing the work (and play) that goes into writing, including writing you have done in the past and sharing writing;
- choosing and managing writing strategies, recognizing that those strategies are flexible and recursive;
- analyzing writing situations and designing effective writing processes to manage different situations;
- distinguishing between revising and editing.

#### ***Rhetorical Knowledge***

You will practice flexible strategies for reading, analyzing, evaluating, and responding to a variety of texts for a variety of purposes and write in response to a variety of rhetorical situations by

- identifying and analyzing the rhetorical situation in a variety of different texts;
- identifying and analyzing the rhetorical strategies available to writers;
- examining the connection between elements in the rhetorical situation and specific rhetorical choices made by writers;
- making your own rhetorical choices as you 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 by

- identifying and analyzing the social nature of genres;
- analyzing how genre conventions reflect and construct recurring situations;
- analyzing how these genre conventions reflect different communities' ways of thinking, ways of being, and ways of seeing the world;
- analyzing how genres are influenced by, and thus reflect and reaffirm, dominant ideologies;
- identifying and analyzing how genres are related to each other;
- identifying and analyzing your own genre repertoires, including examining how to apply that genre knowledge appropriately.

#### ***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.

## Required and Recommended Texts and Resources

*Required:*

Hacker, Diane and Nancy Sommers. *Pocket Style Manual*. 7<sup>th</sup> Edition Plus Launch Pad Access. NY: Bedford/St. Martin's, 2014. ISBN 9781319012823.

Additional required readings available on Western Online.

*Recommended:*

Access to a good dictionary and thesaurus

A flash drive where you frequently back up your work (in addition to your WIU P drive)

## Assignments

Please note that the page requirements are minimums. Feel free to write more, but don't write less than the minimum. These minimums are based on the minimum amount of development each assignment requires. If you are having trouble meeting the minimum, talk with me or visit the Writing Center about ways to develop your paper.

Assignment	Min. Length (following Paper Guidelines below)	Points	Percent of Grade
Literacy Essay	2	5	5%
Community Analysis	2	5	5%
Article Analyses (2)	2.5	7.5 each	15% total (7.5% each)
Academic Discourse Community Report	4	10	10%
Position Paper	3	10	10%
Capstone Essay	2	5	5%
Showcase Portfolio	n/a	15	15%
Discussion Posts	250 words	10 total	10%
PSM Exercises	n/a	15 total	15%
Drafts & Peer Feedback	n/a	10 total	10%

## Paper Guidelines

Follow MLA style (see *Pocket Style Manual* for guidelines) for paper formatting. 1" margins, 12 pt Times font double-spaced (no extra spacing) will give you the specified page minimums. See the *PSM* for more formatting information.

## Grading & Evaluation

Qualitative	4.0 scale	Letter Grade	Total Pts.
outstanding effort and/or achievement relative to level necessary to meet requirements and expectations; problems v. minor or nonexistent	4.00	A	95-100
	3.67	A-	90-94
strong effort and/or achievement relative to the level necessary to meet requirements and expectations; problems few	3.33	B +	87-89
	3.00	B	83-86
	2.67	B-	80-82
effort and/or achievement meets most requirements and expectations, but problems exist	2.33	C +	77-79
	2.00	C	73-76
effort and/or achievement below a C level, though a good faith effort was made (excellent attendance and participation, all assignments completed on time)	n/a	U	<73
a good faith effort was not made (academic dishonesty, poor attendance and participation, failure to hand in all paper assignments completely)	0	F	<73

## Course Policies

### Academic Integrity

**Responsible academic conduct is required in this and all other Western Illinois University courses. Plagiarism and cheating are serious infractions subject to University policy on academic integrity. Scholastic dishonesty in *any* portion of the work for this course shall be grounds for awarding a grade of F for the assignment *or* an F for the entire course, and further disciplinary action may be taken.**

**It is crucial that you turn in your own work and that you document the sources for ideas that are not your own. If you are using material or ideas from another source, including the internet and any graphics, and have questions about how to properly document the material, you should consult a style manual for guidelines. If you remain unsure or if you have any questions about what constitutes plagiarism or cheating, please contact me before the assignment is due.**

**Please note that turning in work for this class that was prepared for another class or by another individual will be considered cheating. The policy on plagiarism and cheating applies to all drafts, as well as final products, turned in for this course.**

**For the university's policy on academic integrity, including plagiarism and cheating, refer to <http://www.wiu.edu/policies/acintegrity.php>**

### Incompletes

An incomplete ("I") grade will be given in extraordinary circumstances at my discretion if the amount of work remaining in the course is limited and you had a passing grade before the incomplete assignment. The assignment of an "I" requires a written agreement between me and you specifying the time and manner in which you will complete the required assignments. Failure to adhere to the contract could result in an F or U for the missing work and an F or U for the course.

### Late or Missed Work

Generally, late work will not be accepted for points. On occasion, if you've contacted me at least 4 days in advance, I am willing to work out an alternate deadline for an assignment.

### Class Participation and Preparation

Eng 180 requires a considerable time commitment to reading and writing, so plan accordingly and log in prepared to actively, specifically, and critically engage the material for which you are responsible. You have the reading and writing schedule in advance, so please manage your time well. You are responsible for posting paper drafts on time and responding to peers on time, too.

### Professionalism and Respect

Respect and care should be shown in your behavior online, contributions to discussion, interactions with me and your classmates, and the work you do for the class assignments. Disruptive, discourteous, threatening, or harassing behavior will not be tolerated and may result in dismissal from class and university disciplinary action according to the WIU code of conduct.

### 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 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 or [disability@wiu.edu](mailto:disability@wiu.edu) for additional services. [http://www.wiu.edu/student\\_services/disability\\_resource\\_center/](http://www.wiu.edu/student_services/disability_resource_center/)

### Your Responsibilities

Remember that your grade in this (and any) class is your responsibility to earn. If you find at any time during the term that you are having difficulties meeting the requirements for this course, please contact me immediately.

## Tips for Success in this Course

- Keep up with the readings
- Read syllabus & handouts carefully; note where to go for policies & other information
- Read the guidelines & evaluation criteria for all assignments carefully
- Stay on schedule with all assignments
- If you email me something, don't assume I received it without verification
- Save documents often and in more than one place so you don't lose material
- Check your email and western online frequently (once a day at least)
- Talk with me about any questions or concerns as they arise
- Meet with me for feedback on your work

## Assignment Descriptions

**Literacy Essay\***. Having read Deans' "What Is Literacy?" you will write an essay about your own literacies, and what literacy means to you. 2 pages minimum, following paper guidelines.

**Community Analysis\***. You'll write a paper that describes, defines, and analyzes a particular WIU community of which you are a part or about which you are particularly curious. 2 pages minimum, following paper guidelines.

**Article Analyses\***. For each article analysis, you will analyze either the assigned article according to specific questions on an assignment sheet. 2.5 pages minimum, following paper guidelines.

**Academic Discourse Community Report\***. For this essay you will interview a faculty member in your major about the kinds of writing you can expect to do in your discipline. You will also read an example of writing from your discipline. Based on this and other evidence, you will develop an essay that analyzes writing expectations and genres in your academic community/discipline. 4 pages minimum, following paper guidelines (not counting the works cited page).

**Position Paper\***. In this paper, you'll develop a critically engaged response to the question, "What Does a Liberal Arts Education Mean to Me?" using readings we have done throughout the semester to support your points. 3 pages minimum, following paper guidelines (not counting the works cited page).

**Capstone Essay\***. In your capstone essay, you'll talk about how you have grown as a writer, and how you have improved in the different course goal areas. 2 pages minimum, following paper guidelines.

**Showcase Portfolio\***. You will choose two pieces of your writing from the semester to revise and showcase as the work of which you are most proud. You will need to include all writing associated with these pieces. In your portfolio, for each piece you will discuss in detail the revisions you made.

**Discussion Posts**. Discussion posts will be in response to prompts based on readings for a particular day.

**PSM exercises**. These exercises can be found through the Launch Pad site. Pay attention to syllabus for due dates.

**Drafts and Peer Feedback**. Please post a draft to your feedback team on time, and respond to your team's drafts on time. Drafts should be posted in Microsoft Word and should be well developed. Responses should use track changes and the comments feature to refer to specific aspects of each paper—posting a paragraph is not sufficient. YouTube videos on how to use these features are available online.

\* These assignments must be completed to pass the course regardless of points.

### Course Schedule – Reading and Assignment Due Dates

*Schedule is subject to revision during the semester—you are responsible for noting changes to the schedule and syllabus.*

Unit	Date	Reading Due	Writing Due
<b>Getting Oriented— Understanding Literacy, Community, and the Purpose of a Liberal Arts Education</b>	W 1/21	Malesic, “College Should Be An Intellectual Workout”	Discussion post 1
	F 1/23	Deans, “Writing As Social Action”	Discussion post 2; PSM Ex 1-1, 1-4, 2-2, 2-3
	M 1/26	Deans, “What Is Literacy?”	Discussion post 3
	W 1/28		Draft Literacy Essay to peer team
	F 1/30		Peer Feedback on Literacy Essay; PSM Ex 3-1, 3-3, 3-4
	M 2/2		Literacy Essay to dropbox
	W 2/4	Schneider, “Practicing Liberal Education”	Discussion post 4
	F 2/6	Deans, “Exploring Community”	Discussion post 5
	M 2/9		PSM Ex 4-2, 4-3, 5-1, 5-2, 5-4, 5-5
	W 2/11		Draft Community Analysis to peer team
	F 2/13		Peer feedback on Community Analysis; PSM Ex 6-1, 6-2, 6-3
	M 2/16		Community Analysis to dropbox
	W 2/18		
	F 2/20		PSM Ex 7-1, 7-3, 7-4, 7-6
<b>Exploring— Multiple Ways of Knowing and Writing in Discourse Communities</b>	M 2/23	Poe, “On Writing Instruction and a Short Game of Chess: Connecting Multiple Ways of Knowing in the Writing Process”	Discussion post 6
	W 2/25		Draft Article analysis 1 to peer team
	F 2/27		Peer feedback on article analysis 1; PSM Ex 8-1, 8-3, 9-1, 9-2, 9-4
	M 3/2		Article analysis 1 to dropbox
	W 3/4	Deans, “Writing in Academic Communities”	Discussion post 7
	F 3/6		Email to professor you’ll interview for the academic discourse community report (cc me on the email); PSM Ex 10-1, 10-3, 11-1, 11-2, 11-5, 11-6
M 3/9	McCarthy, “A Stranger in Strange Lands: A College Student Writing Across the Curriculum”	Discussion post 8	

<b>Exploring— Multiple Ways of Knowing and Writing in Discourse Communities (con't)</b>	<b>W 3/11</b>		Draft article analysis 2 to peer team
	<b>F 3/13</b>		Peer feedback on article analysis 2; PSM Ex 12-5, 12-11, 13-2, 14-1, 14-2
	<b>SPRING BREAK 3/16-20</b>		
	<b>M 3/23</b>		Article analysis 2 to dropbox
	<b>W 3/25</b>		
	<b>F 3/27</b>		PSM Ex 15-1, 15-2, 15-3, 15-4
	<b>M 3/30</b>		
	<b>W 4/1</b>		PSM Ex 17-1, 17-2, 17-7, 18-1, 18-2, 18-3
	<b>F 4/3</b>		
	<b>M 4/6</b>		PSM Ex 21-1, 22-1, 23-3, 24-1, 24-2
	<b>W 4/8</b>		Draft academic discourse community report to peer team
	<b>F 4/10</b>		Peer feedback on academic discourse community report; PSM Ex 19-1, 19-2, 20-1, 20-2
	<b>M 4/13</b>		Academic discourse community report to dropbox
<b>Pulling it All Together—The Value of a Liberal Arts Education</b>	<b>W 4/15</b>	Gordon, “The Confidence Factor in Liberal Education”	Discussion post 9
	<b>F 4/17</b>	3 student essays: Damitz, “Significance of Applicable Knowledge”; Myszewski, “Empowering Citizens for the 21 <sup>st</sup> Century”; Urbanek, “The Liberal Arts: Preserving Humanity”	Discussion post 10
	<b>M 4/20</b>		PSM Ex 25-1, 29-1, 29-2, 30-1, 30-2
	<b>W 4/22</b>		Draft position paper to peer team
	<b>F 4/24</b>		Peer feedback on position paper
	<b>M 4/27</b>		Position Paper due to dropbox
	<b>Pulling It All Together—The Value of Writing and the Writing Process</b>	<b>W 4/29</b>	Deans, “Final Reflections”
<b>F 5/1</b>			
<b>M 5/4</b>			
<b>W 5/6</b>			
<b>F 5/8</b>			Showcase portfolio & capstone essay due
<b>FINALS WEEK 5/11-15</b>			