

College Writing I

ENG 180, section 01

Spring 2015 / MWF 8:00-8:50 AM / Simpkins 315 (class) & 319 (lab)

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Office Hours: Wednesdays 10-11AM; and by appointment

“This is how you do it: you sit down at the keyboard and you put one word after another until it’s done. It’s that easy, and that hard.” — Neil Gaiman

Catalog Description

180 College Writing I. (3) (General Education/ Communication Skills) Introduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking. All sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F. IAI: C1 900.

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 identify how discourse communities influence thinking, reading, and writing;
- Writing Process Knowledge: You will identify, analyze, and build on the reading, writing, and revision processes you have employed in the past and, as part of this process, will choose writing processes based on rhetorical needs;
- 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 how genre functions as a typified response to a recurring situation;
- 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, with an emphasis on rhetoric and genre.

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/Pilot%20180%20Handout.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.

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.

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 seven absences over the semester for this course: for each absence beyond seven, your final grade will be lowered 10%. 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 five minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. Four tardies 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 5% 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 as well as if you do not participate at all. Participation also requires coming to class with all necessary materials. On days where we have readings from the textbook, you are expected to have your book with you in class. If we have readings from WesternOnline, you are expected to

have a version of those readings with you. Failure to come to class prepared may result in your being asked to leave, and receiving an absence for the day.

2. *Quizzes, Freewrites, and Journals:*

2a. In order to ensure that all assignments are read, I will begin most classes 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, freewrites, and journals are worth 10% 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 5 for each allowed absences you did not use.

2b. Throughout the semester you will be required to write 12 short (1-2 page, double spaced) journal entries. The journals can be about anything of your choosing – your weekend, a favorite television show, a dream you had – and will be graded only on meeting the length requirement and readability. If I am able to read and understand your journal, and you have filled at least one whole page, you will receive full points. Journals are graded on a scale of 1-5, corresponding F-A. Journals are part of the 10% of the quiz and freewrite grade. Journals must be turned in printed and handed in on the date due. Late journals will NOT be accepted.

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 10% of your final grade. Drafts and peer review worksheets will be graded on a scale of 1-5. 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. This does **NOT** mean the day of or **AFTER** the peer review is over.

4. *Reflections:* You will write a one-page reflection after five of your writing assignments. Reflection assignments will be provided on WO. Reflections should be typed and submitted to Western Online. Reflections will be graded from 1-5 (see rubric at end of policies), and will be worth 10% 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 10% of your final grade. Paper two, a visual literacy essay (4-5 images plus 200-300 words), will be worth 10% of your final grade. Paper three, a genre analysis (1,500-1,800 words), will be worth 15% of your final grade. You will also submit a group PowerPoint presentation, worth 10% of your final grade, a Summary, worth 5% of your final grade, and an Annotated Bibliography, worth 5% 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 hours in advance, late assignments will be marked down one letter grade for each day late; essays more than 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 files will be returned to you and considered late until 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, drafts with my comments, revisions, peer review worksheets, writing reflections, quizzes, freewrites, or journals). 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 100 points 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 a day to reply to emails. You are also responsible for checking your WIU email and Western Online 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 review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

Grading		
Class Participation:	5%	A: 93-100; A-: 90-92;
Quizzes/Freewrites/Journals:	10%	B+: 88-89; B: 83-87;
Drafts and Peer Review Workshops:	10%	B-: 80-82; C+: 78-79;
Literacy Essay:	10%	C: 73-77; D: 60-72;
Visual Literacy Essay:	10%	F: <60
Genre Analysis:	15%	
Summary:	5%	
Group PowerPoint:	10%	
Annotated Bibliography:	5%	
Reflections:	10%	
Portfolio:	10%	

Note that you must receive a 73 or above in order to pass this class.

Schedule

This schedule is subject to change. You are responsible for any changes made in class, sent over email, or posted on Western Online (WO).

Class: 315; Lab: 319 (Note which room we are in next to the date)

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 Guide. Bring JC, Guide, and PSM to all class meetings.

Unit 1: Concepts of Reading and Writing

Date	Read	Due
Mon., Jan. 19 (lab)	No Class; MLK	
Wed., Jan 21 (class)	<i>Introduction to Course</i> ; Student Survey available (WO)	
Fri., Jan. 23 (lab) <i>What is Writing and Who Are Writers?</i>	Read: JC Chapters 1 and 2; “Creating a Writing Inventory” (on WO); Student Survey (WO);	Due: Bring to class notes for Writing Inventory; Student Survey (submit to Western Online by 11:59 PM)
Mon., Jan. 26 (class) (Last day of open registration) <i>How does community relate to writing??</i>	Read: JC Chapter 3; Discourse Community Poster (WO); “What is discourse community?” (link on WO); Literacy Essay Assignment Sheet (on WO); Conference sign-up	Due: Writing Inventory (submit to Western Online by 11:59 pm); Journal #1
Wed., Jan 28 (lab) <i>How Do I Reflect on My Own Reading and Writing? Why should I share my writing?</i>	Read: JC Chapters 4-5; Guide Chapter 4 (“Reflective Essay” & “Literacy Narrative”); Conference sign-up	
Fri., Jan. 30 <i>Individual Conferences</i>	<i>Class Cancelled - Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of at least three issues you want me to address when looking at your draft

Mon., Feb. 2 (Last day of restricted reg. & drop w/t a “W”) <i>Individual Conferences</i>	<i>Class Cancelled - Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of at least three issues you want me to address when looking at your draft
Wed., Feb 4 <i>Individual Conferences</i>	<i>Class Cancelled - Conferences</i> Read: JC Chapters 14-16	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of at least three issues you want me to address when looking at your draft
Fri., Feb. 6 (lab) <i>Peer Review 1</i>	<i>Peer Review</i>	Due in Class: Electronic file of your revised Literacy Essay & Peer Review Sheet (WO)
Mon., Feb. 9 (class) <i>How Do I Revise?</i>	Read: JC Chapter 20	Due: Bring to class a printed copy of your draft with your reviewer’s comments; Journal #2
Wed., Feb 11 (lab) <i>Make-up day in case of snow day – Revision Day</i>	TBD	TBD
Fri., Feb. 13	Class Cancelled – Writing Program Assessment	Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)

Unit 2: Understanding Conversations

Date	Read	Due
Mon., Feb. 16 (class) <i>What is the Rhetorical Situation?</i>	Read: Visual Literacy Essay Assignment Sheet (on WO); “The Rhetorical Situation” (WO link) and “Rhetorical Situation” (on WO)	Due: Journal #3
Wed., Feb 18 (lab) <i>What are Ethos, Pathos, and Logos?</i>	Read: JC Chapter 10 (380-397 and 400-412); “Rhetorical Appeals” (on WO)	
Fri., Feb. 20 (class) <i>What is Visual Rhetoric?</i>	Read: JC Chapter 5 (pages 118-132); “Visual Rhetoric” (WO link)	
Mon., Feb. 23 (lab) <i>How do I analyze visual documents?</i>	Read: “Analyzing Visual Documents” (WO link)	Due: Bring to class one magazine ad that catches your attention; Journal #4

Wed., Feb 25 (class) <i>How do I create a photo essay?</i>	Review: Visual Literacy Essay Assignment Sheet (on WO); JC pgs 120-131 & pg 157	Due: Electronic versions of images you want to use for your Visual Literacy Essay
Fri., Feb. 27 (lab) <i>Peer Review 2</i>	Read: JC Chapter 23	Due in Class: Electronic OR Printed file of your Visual Literacy Essay; Peer Review worksheet
Sun., Mar. 1		Due: Visual Literacy Essay and Reflection Memo 2 (on WO by 11:59 pm)
Mon., Mar. 2 (class) <i>How Do I Read and Summarize a Multimedia Text?</i>	Read: JC Chapter 3 and 623-624; PSM 109-110; Guide Chapter 4 (“Summary”); Summary Assignment Sheet (on WO)	Due: Journal #5
Wed., Mar 4 (lab) <i>What Kinds of Choices Can Writers Make?</i>	Read: JC Chapter 18; Select groups	
Fri., Mar. 6 (class) <i>What Are Genres?</i>	Read: “Speech Acts, Genres, and Activity Systems” (on WO)	Due: Groups should come to class with website chosen
Mon., Mar. 9 (lab) <i>How do I Read and Summarize a Website?</i>	Read: Guide Chapter 4 (“Visual Analysis”); Group Rhetorical Analysis Presentation Assignment Sheet (on WO)	Due: Groups should come to class with notes on website; Journal #6
Wed., Mar 11 (class) <i>Summary Work Day</i>	TBD	
Fri., Mar. 13 (lab) <i>Peer Review 3</i>	Peer Review	Due in Class: Printed copy of your Summary and peer review worksheet
Sun., Mar. 15		Due: Summary and Reflection Memo 3 (on WO by 11:59 pm)
March 16-20	No Class—Spring Break	
Mon., Mar. 23 (class) <i>How Do I Analyze?</i>	Read: JC Chapter 7 and “Analyzing a Text” (on WO)	Due: Journal #7
Wed., Mar 25 (lab) <i>Group Work Day</i>		Due in Class: Bring analysis notes for your group’s website
Fri., Mar. 27 (class) <i>How Do I Analyze a Genre?</i>	Read: “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

Unit 3: Shaping Conversations

Date	Read	Due
Mon., Mar. 30 (lab)	<i>Group Presentations</i>	Due: Group Rhetorical Analysis PPT and Reflection Memo 4 (on WO by 11:59 pm on <u>Wednesday, Apr. 1</u>); Journal #8
Wed., Apr. 1 (class)	<i>Group Presentations</i>	
Fri., Apr. 3 (lab) <i>How Do I Form a Research Plan? How do I ask a research question?</i>	Read: JC Chapter 11 and Chapter 12 (pages 478-482); PSM 87-89	
Mon., Apr. 6 (class) (Last day to drop w/ a "W") <i>How Do I Conduct Field Research?</i>	Read: "Conducting Primary Research" (link on WO)	Due by the end of class: Research Plan and Field Research Plan; Journal #9
Wed., Apr. 8 Malpass Library – 2 nd Floor Computer Classroom <i>How Do I Find Sources?</i>	Read: JC Chapters 6 and 12 (pages 454-478);	Meet in the Malpass Library 2 nd Floor Computer Classroom
Fri., Apr. 10 (class) <i>How Do I Write to Inform?</i>	Read: Guide Chapter 4 ("Annotated Bibliography"); PSM 100-103; Annotated Bibliography Assignment Sheet (on WO)	
Mon., Apr. 13 (lab) <i>How Do I Use My Sources?</i>	Read: JC Chapter 19; Conference sign-up; Review: Genre Analysis Assignment Sheet	Due: Journal #10
Wed., Apr 15 (class) <i>How Do I Document My Sources?</i>	Read: JC Chapter 21; Conference sign-up	Due in class: Electronic file of one annotation/citation
Fri., Apr. 17 (lab) <i>Peer Review</i>	Peer Review Day; Conference sign-up	Due: Bring Printed Annotated Bibliography and Printed Peer Review Worksheet
Sun., April 19		Due: Annotated Bibliography (on WO by 11:59 pm)
Mon., Apr. 20	<i>Individual Conferences</i>	Due: Bring to Conference a complete, typed draft of Genre Analysis
Wed., Apr. 22	<i>Individual Conferences</i>	Due: Bring to Conference a complete, typed draft of Genre Analysis
Fri., Apr. 24	<i>Individual Conferences</i>	Due: Bring to Conference a complete, typed draft of Genre

		Analysis
Mon., Apr. 27 (lab)	<i>Peer Review 5</i> Read: PSM 121-154	Due in Class: Complete, typed draft of your Genre Analysis and printed peer review worksheet; Journal #11

Unit 4: Final Portfolio

Date	Read	Due
Wed., Apr. 29 (class) <i>How Do I Write the Reflective Essay for My Portfolio?</i>	Read: JC 602-608 and “Portfolio” (on WO: pages 63-69)	Due: Bring all writing from this semester Due: Genre Analysis and Reflection Memo 5 (on WO by 11:59 pm)
Fri., May. 1 (lab) <i>How Do I Write to Persuade?</i>	Read: JC Chapter 10	
Mon., May 4 (class) <i>How Do I Choose My Evidence?</i>	Read: JC Chapter 14; Guide 98-103	Due: Bring all writing from this semester; Journal #12
Wed., May 6 (lab) <i>Work Day</i>	Work on portfolios	
Fri., May 8 (class)	<i>Peer Review 6</i>	Due in Class: Electronic file of your Reflection Essay
Mon., May 11 (8 am in classroom)	Final Exam Hour	Due: ePortfolio (on WO by 11:59 pm)