

College Writing I

ENG 180, section 12

Spring 2015 / MWF 10:00-10:50 PM / Simpkins 315 (class) & 319 (lab)

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Office Hours: M 11:00-12:00PM; or by appointment

“It is better to fail in originality than to succeed in imitation.”— Herman Melville

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 your own 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.php.

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 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 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. This attendance policy has been established by the Writing Program Director.

1b. Your class participation grade is worth 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 as well as if you do not participate at all.

2. *Quizzes and Freewrites*: 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 and freewrites 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 absence you did not use.

3. *Peer Review Workshops*: You will participate in five peer review workshops during this class. You will be graded on your own **complete** draft as well as your comments on other students' drafts. Drafts will be spot-checked at the beginning of each peer review. If you do not have a **complete** draft, you will be asked to leave, earning a 0 on that Peer Review and draft. This will be considered as an absence. Drafts and peer review worksheets will be graded from 1-5, corresponding to F-A. Your peer review workshop grade makes up 10% of your final grade. Drafts and peer review worksheets will be handed in to me at the end of class on peer review day. 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*: For all four assignments, you will write a one-page reflection on writing the assignment. The reflection assignment will be provided on WO. Reflections should be typed and turned in **with** the assignment to which they correspond. Reflections will be graded from 1-5, corresponding to F-A, and will be worth 5% of their corresponding paper assignment grade as well as 5% overall of your final grade.

5. *Conferences*: For some of the major assignments 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 visual rhetorical analysis, worth 10% 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 business day late; essays more than 7 business 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 handed in at the beginning of class on the day indicated that they are due, unless indicated otherwise. If you are more than 5 minutes tardy to class on a day that a paper is due, the paper will be considered late.

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 15% 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 | | |
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| Class Participation: | 10% | A: 93-100; A-: 90-92; |
| Quizzes/Freewrites: | 10% | B+: 88-89; B: 83-87; |
| Drafts and Peer Review Workshops: | 10% | B-: 80-82; C+: 78-79; |
| Paper One: | 10% | C: 73-77; U: 60-72; |
| Paper Two: | 10% | F: <60 |
| Paper Three: | 15% | |
| Group Project: | 10% | |
| Annotated Bibliography: | 5% | |
| Reflections: | 5% | |
| Portfolio: | 15% | |

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

ENG 180, Section 12**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.

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| Unit 1: Concepts of Reading and Writing |
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| Date | Read | Due |
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| Mon., Jan. 19 | No Class; MLK Day | |
| Wed., Jan. 21 (Lab) | Introduction to Course | Student Survey due on WO by 11:59 PM |
| Fri.: Jan. 23 (Class) | <i>What is Writing and Who Are Writers?</i> Read: JC Chapters 1 and 2 | Syllabus Quiz due on WO by 11:59 PM |
| Mon., Jan. 26 (Last day of open registration) (Lab) | <i>How Does Reading Relate to Writing? How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chapters 3 and 5; Guide Chapter 4 (“Reflective Essay” and “Literacy Narrative”); “Learning to Read” & Literacy Essay Assignment Sheet (on WO) | |
| Wed., Jan. 28 | <i>Individual 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., Jan. 30 | <i>Individual 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) | <i>Individual Conferences</i> Read: JC Chapters 14-16 | Bring to Conference: Complete, typed draft of Literacy Essay plus |

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| reg. & drop w/t a “W”) | | a list of at least three issues you want me to address when looking at your draft |
| Wed., Feb. 4 (Lab) | <i>Why Should I Share My Writing?</i> <i>How Do I Revise</i> Read: JC Chapter 4 & 20 | |
| Fri., Feb. 6 (Class) | <i>Peer Review 1</i> | Printed copy of your revised Literacy Essay – if you do not have a printed copy, you will be asked to leave the classroom |

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| Unit 2: Understanding Conversations |
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| Date | Read | Due |
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| Mon., Feb. 9 (Lab) | <i>What is the Rhetorical Situation?</i> Read: “What Is Rhetoric?” (on WO); “The Rhetorical Situation” (WO Link); Visual Literacy Essay Assignment Sheet (on WO) | Literacy Essay and Reflection Memo 1 |
| Wed., Feb. 11 (Class) | <i>What is Visual Rhetoric?</i> Read: Guide Chapter 4 (“Visual Analysis”) | Electronic versions of images you want to use for your Visual Literacy Essay |
| Fri.: Feb. 13 | Class Canceled—Writing Program Assessment | |
| Mon., Feb. 16 (Lab) | <i>What are Ethos, Pathos, and Logos?</i> Read: JC Chapter 10; “Rhetorical Appeals” (on WO) | Bring to class one magazine ad that catches your attention |
| Wed., Feb. 18 (Class) | <i>Peer Review 2</i> | Printed copy of your visual literacy essay—if you do not have a printed copy, you will be asked to leave the classroom |
| Fri. Feb. 20 (Lab) | <i>How Do I Revise?</i> Read: JC Chapter 20 | |
| Mon., Feb. 23 (Class) | <i>How Do I Read and Summarize a Multimedia Text?</i> Read: JC Chapter 3 and 623-624; PSM 109-110 | Visual Literacy Essay and Reflection Memo 2 |
| Wed., Feb. 25 (Lab) | <i>How Do I Analyze a Multimedia Text?</i> Read: JC Chapter 3 and 623-624; PSM 109-110; Group Visual | |

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| | Analysis Assignment Sheet (on WO) | |
| Fri., Feb. 27 (Class) | <i>Group Work Day</i> | |
| Mon., Mar. 2 (Lab) | <i>Group Work Presentations</i> | Group Visual Analysis |

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| Unit 3: Shaping Conversations |
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| Date | Read | Due |
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| Wed., Mar. 4 (Class) | <i>Group Work Presentations</i> | Group Visual Analysis |
| Fri.: Mar. 6 (Class) | <i>What Are Genres?</i> Read: “Speech Acts, Genres, and Activity Systems” (on WO) | Group Visual Analysis Reflection Memo 3 due in hard copy form at the start of class |
| Mon., Mar. 9 (Class) | <i>How Do I Analyze?</i> Read: JC Chapter 7; “Analyzing a Text” (on WO) | |
| Wed., Mar. 11 (Lab) | <i>How Do I Analyze a Genre?</i> Read: “College Admissions Essay” (on WO); “The Genres of Chi Omega” (on WO); Genre Analysis Assignment Sheet (on WO) | |
| Fri., Mar. 13 | <i>Individual Conferences</i> | |
| March 16-20 | No Class—Spring Break | |
| Mon., Mar. 23 | <i>Individual Conferences</i> | |
| Wed., Mar. 25 | <i>Individual Conferences</i> | |
| Fri., Mar. 27 (Lab) | <i>How Do I Form a Research Plan? And How Do I Conduct Field Research?</i> Read: JC Chapter 11 & 12; PSM 87-89 | Research Plan and Field Research Plan due on Apr. 3 |

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| Unit 4: Entering Conversations |
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| Date | Read | Due |
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| Mon., Mar. 30 (Class) | <i>How Do I Find Sources? and How Do I Write 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) | |
| Wed., Apr. 1 | <i>Library Day</i> | |

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| Fri., Apr. 3 (Class) | <i>How Do I Write to Inform?</i> Read: JC Chapters 6 & 12; Guide Chapter 4 (“Annotated Bibliography”); PSM 100-103; Annotated Bibliography Assignment Sheet (on WO) | Research Plan and Field Research Plan due at the beginning of class |
| Mon., Apr. 6 (Lab) (Last day to drop w/ a “W”) | <i>Peer Review 3</i> | Due in class: Hard copy of one annotation |
| Wed., Apr. 8 (Class) | <i>How Do I Cite My Sources?</i> Read: JC Chapters 19 & 21 | |
| Fri.: Apr. 10 (Lab) | <i>How Do I Write Persuasively?</i> Read: JC Chapters 14 & 15; 3 persuasive texts TBD | Annotated Bibliography Reflection Memo 4 |
| Mon., Apr. 13 (Class) | <i>What Is Academic Integrity?</i> Read: JC pages 483-493, 628-630 | Academic Integrity quiz due on WO by 11:59 PM |
| Wed., Apr. 15 (Lab) | <i>Work Day</i> | |
| Fri., Apr. 17 | <i>Individual Conferences</i> | |
| Mon., Apr. 20 | <i>Individual Conferences</i> | |
| Wed., Apr. 22 | <i>Individual Conferences</i> | |
| Fri., Apr. 24 (Lab) | <i>Peer Review 4</i> | Printed copy of genre analysis—if you don’t have a printed copy, you’ll be asked to leave the classroom |

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| Final Portfolio |
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| Date | Read | Due |
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| Mon., Apr. 27 (Class) | <i>What is an ePortfolio?</i> Read: JC 602-608 and “Portfolio” (on WO: pages 63-69) | Genre Analysis Reflection Memo 5 Bring all writing from this semester |
| Wed., Apr. 29 (Lab) | <i>How Do I Upload Artifacts to My ePortfolio?</i> | Bring all writing from this semester |
| Fri., May 1 (Class) | <i>How Do I Customize My ePortfolio?</i> | Bring all writing from this semester |
| Mon., May 4 (Lab) | <i>Work Day</i> | Bring all writing from this semester |
| Wed., May 6 (Class) | <i>Work Day</i> | Bring all writing from this semester |
| Fri., May 8 (Lab) | <i>Wrapping Up the Semester and Peer Review 5</i> | Bring draft of your reflective essay |
| Monday, May 11 10:00-12:00 (Class) | <i>TBD</i> | Final |

