

College Writing I

ENG 180, section 29

Spring 2015 / MWF 1:00-1:50 PM/ Simpkins 324 (class) & 321 (lab)

Ms. Kelly McCormick

343 Simpkins Hall

KE-McCormick2@wiu.edu or 309-298-2814

Office Hours: Tuesday 4-5; Wednesday 10-11; and by appointment

“I write entirely to find out what I’m thinking, what I’m looking at,
what I see and what it means. What I want and what I fear.”

-Joan Didion

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 50 points 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 100 points 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.

3. *Peer Review Workshops*: You will participate in five peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. Drafts will be graded from 1-10 (see rubric at end of policies), and peer review worksheets will be graded from 1-10 (see rubric at end of policies). Your peer review workshop grade makes up 100 points of your final grade. Drafts and peer review worksheets will be submitted electronically 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*: After five 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 submitted to Western Online. Reflections will be graded from 1-20 (see rubric at end of policies), and will be worth 100 points of your final grade.

5. *Conferences*: Before papers one and three 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 100 points of your final grade. Paper two, a visual literacy essay (4-5 images plus 200-300 words), will be worth 100 points of your final grade. Paper three, a genre analysis (1,500-1,800 words), will be worth 150 points of your final grade. You will also submit a group PowerPoint presentation, worth 100 points of your final grade, a Summary, worth 50 points of your final grade, and an Annotated Bibliography, worth 50 points 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 will be returned to you and considered late until re-submitted as a Word file. I will not accept papers that are email to me. Any paper that is not submitted on Western Online will not be accepted.

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>.

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 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:	50	A: 930-1000; A-: 900-920;
Quizzes/Freewrites:	100	B+: 880-890; B: 830-870;
Drafts and Peer Review Workshops:	100	B-: 800-820; C+: 780-790;
Literacy Essay:	100	C: 730-770; U: 600-720;
Visual Literacy Essay:	100	F: <600
Genre Analysis:	150	
Summary:	50	
Group PowerPoint:	100	
Annotated Bibliography:	50	
Reflections:	100	
Portfolio:	100	

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

Points Grading Rubric

5 point items (5=A; 4=B; 3=C; 2=D; 1=F)

10 point items (9-10=A; 8=B; 7=C; 6=D; ≤5=F)

15 point items (14-15=A; 12-13=B; 10-11=C; 9=D; ≤8=F)

50 point items (46-50=A; 45-46=A-; 44=B+; 41-43=B; 40=B-; 39=C+; 36-38=C; 35=C-; 34=D+; 32-33=D; 30-31=D-; <30=F)

100 point items (93-100=A; 90-92=A-; 88-89=B+; 83-87=B; 80-82=B-; 78-79=C+; 73-77=C; 70-72=C-; 68-69=D+; 63-67=D; 60-62=D-; <60=F)

150 point items (139-150=A; 135-138=A-; 132-134=B+; 124-131=B; 120-123=B-; 117-119=C+; 108-116=C; 105-107=C-; 102-104=D+; 94-101=D; 90-93=D-; <90=F)

ENG 180, Section 29
1:00-1:50
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: 324; Lab: 321 (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	No Class—Martin Luther King Jr. Day	
Wed., Jan. 21 (Lab)	<i>Introduction to Course</i>	
Fri.: Jan. 23 (Class)	<i>What are Discourse Communities?</i> Read: JC Chapters 1 and 2; Beaufort Chapter and Reading Guide (on WO); “Creating a Writing Inventory” (on WO)	Due: Bring to class notes for Writing Inventory; Student Survey (submit to Western Online by 11:59 PM)
Mon., Jan. 26 (Lab) (Last day of open registration)	<i>How Does Reading Relate to Writing?</i> Read: JC Chapter 3; Guide Chapter 4 “Literacy Narrative”; “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	Due: Writing Inventory (submit to Western Online by 11:59 pm)
Wed., Jan. 28 (Class)	<i>How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chapter 5; Guide Chapter 4 “Reflective Essay”	
Fri., Jan. 30 (Lab)	<i>Individual Conferences</i> Read: JC Chapters 14-16 and “Portfolio” (on WO: pages 5-8 and 26-33)	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 (Class) (Last day of restricted reg. & drop w/t a “W”)	<i>Individual Conferences</i> Read: JC Chapters 14-16 and “Portfolio” (on WO: pages 5-8 and 26-33)	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 (Lab)	<i>Individual Conferences</i> Read: JC Chapters 14-16 and “Portfolio” (on WO: pages 5-8 and 26-33)	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 (Class)	<i>Why I Should Share My Writing?</i> Read: JC Chapter 4; In-class Mock Peer Review	
Mon., Feb. 9 (Lab)	<i>Peer Review 1</i>	Due in Class: printed off copy of your revised Literacy Essay and an electronic copy, submitted to WO.
Wed., Feb. 11 (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 plus a printed copy of your review’s peer review responses
Thurs., Feb. 12		Due: Literacy Essay on WO by 11:59 pm)

Unit 2: Understanding Conversations

Date	Read	Due
Fri.: Feb. 13	Class Canceled—Writing Program Assessment	Due: Literacy Essay Writing Reflection
Mon., Feb. 16 (Lab)	<i>What is the Rhetorical Situation?</i> Read: Visual Literacy Assignment Sheet; “What is Rhetoric?” on WO; “The Rhetorical Situation” on WO linked	
Wed., Feb. 18 (Class)	<i>What is Visual Rhetoric?</i> Read: JC Chapter 5 (pages 118-132); “Visual Rhetoric” (WO link)	Due: Electronic versions of images you want to use for your Visual Literacy Essay
Fri., Feb. 20 (Lab)	<i>What are Ethos, Pathos, and Logos?</i> Read: JC Chapter 10 (380-397 and 400-412; Rhetorical Appeal (on WO)	Due: Bring to class one magazine ad that catches your attention.
Mon., Feb. 23 (Class)	<i>Peer Review 2</i> Read: JC Chapter 23	Due in Class: Printed Copy of your Visual Literacy Essay
Wed., Feb. 25 (Lab)	<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); browse through the Writing Program website	Due: Visual Literacy Essay (on WO by 11:59 pm)

Fri., Feb. 27 (Class)	<i>What Kinds of Choices Can Writers Make?</i> Read: JC Chapter 18	Visual Analysis Writing Reflection (on WO by 11:59)
Mon., Mar. 2 (Lab)	<i>What are Genres?</i> Read: “Speech Acts, Genres, and Activity Systems” (on WO)	
Wed., Mar. 4 (Class)	<i>What are Genres (Continued)</i> Read: “Speech Acts, Genres, and Activity Systems” (on WO)	
Fri., Mar. 6 (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
Mon., Mar. 9 (Class)	<i>Peer Review 3</i>	Due in Class: Printed copy of your Summary
Wed., Mar. 11 (Lab)	<i>How Do I Analyze?</i> Read: JC Chapter 7 and “Analyzing a Text” (on WO)	Due: Summary on WO by 11:59 PM
Fri., Mar. 13 (Class)	<i>Group Work Day</i>	Due: in Class: Bring analysis notes for your group’s website and Summary Reflective Essay on WO by 11:59 PM
March 16-20	No Class—Spring Break	
Mon., Mar. 23 (Lab)	<i>How Do I Analyze a Genre?</i> Read: “College Admissions Essays” (on WO); Genre Analysis Assignment Sheet (on WO)	
Wed., Mar. 25 (Class)	<i>What are the Connections Among Discourse Community, Rhetoric, and Genre?</i> “The Genres of Chi Omega” (on WO);	Due in Class: Bring Analysis notes for your group’s website
Fri., Mar. 27 (Lab)	<i>Group Work Day</i>	Due in Class: Bring Analysis notes for your group’s website
Mon., Mar. 30 (Class)	<i>Group Presentations</i>	PowerPoint Presentation on WO on <u>Sunday, March 29</u> by 11:59
Wed., Apr. 1 (Lab)	<i>Group Presentations</i>	Group Presentation Writing Reflection (on WO by 11:59 PM)

Unit 3: Shaping Conversations

Date	Read	Due
Fri., Apr. 3 (Class)	<i>How Do I Form a Research Plan?</i> Read: JC Chapter 11	
Mon., Apr. 6 (Last day to drop w/ a "W") (Lab)	<i>How Do I Conduct Field Research?</i> Read: Chapter 12 (pages 478-482); PSM 87-89	
Wed., Apr. 8 (Class)	Library Day Read: JC Chapter 11 and Chapter 12 pages 545-478 PSM pages 87-89	Due: Field Research Plan
Fri.: Apr. 10 (Lab)	<i>How Do I Write to Inform?</i> Read: JC Chapter 6 and 23	
Mon., Apr. 13 (Class)	<i>How Do I Use My Sources?</i> Read: JC Chapters 19 & 21 Guide Chapter 14 "Annotated Bibliography" PSM pages 100-103	Due: 1 Print Source and 1 Electronic Source
Wed., Apr. 15 (Lab)	<i>How Do I Document My Sources?</i> Read: JC Chapters 19 & 21 Guide Chapter 14 "Annotated Bibliography" PSM pages 100-103	
Fri., Apr. 17 (Class)	<i>How Do I Cite in MLA?</i> Read: JC Chapter 12	
Mon., Apr. 20 (Lab)	<i>Peer Review</i>	Due: Complete, electronic copy of Annotated Bibliography
Wed., Apr. 22 (Class)	Class Canceled for Conferences Read: "Portfolio" pages 55-61 on WO	Due: Final Draft Annotated Bibliography on WO by 11:59 PM Due: Bring to Conference a complete, typed draft of Genre Analysis
Fri., Apr. 24 (Lab)	Class Canceled for Conferences Read: "Portfolio" pages 55-61 on WO	Due: Bring to Conference a complete, typed draft of Genre Analysis
Mon., Apr. 27 (Class)	Class Canceled for Conferences Read: "Portfolio" pages 55-61 on WO	Due: Bring to Conference a complete, typed draft of Genre Analysis
Wed., Apr. 29 (Lab)	<i>Peer Review 4 and Reviewing Citations</i> Read: PSM 121-124	Bring to class an printed copy of final draft of Genre Analysis

Thurs., Apr. 30		Due: Final Draft of Genre Project (on WO by 11:59 PM)
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Final Portfolio

Date	Read	Due
Fri., May 1 (Class)	<i>What are the Differences Among Revising, Editing, and Proofreading?</i> Read: JC Chapter 20 “Portfolio” pages 70-76 (On WO) “Final Portfolio Assignment Sheet”	Bring to class the essay that you will revise for the portfolio Genre Analysis Writing Reflection (on WO by 11:59 PM)
Mon., May 4 (Lab)	<i>How Do I Write the Reflective Essay for My Portfolio?</i> Read: JC pages 602-608; “Portfolio” pages 63-69 (on WO)	Bring All Writing from this Semester
Wed., May 6 (Class)	<i>How Do I Write to Persuade?</i> and <i>How Do I Choose My Evidence?</i> Read: JC Chapters 10 and 14; Guide 98-103	Bring all Writing from this Semester
Fri., May 8 (Lab)	<i>Peer Review 5</i>	Draft of Reflective Essay
Wed., May 13		Final Portfolio Due 11:59 P.M.