

College Writing I

ENG 180, section 002

Spring 2015 / MWF 8:00-8:50 AM / Simpkins 324 (class) & 321 (lab)

Mr. Rayvon K. Shelton, II

127 Simpkins Hall / 298-2136

R-Shelton2@wiu.edu

Office Hours: Wednesdays 8:00-9:00 AM; and by appointment

“You don't start out writing good stuff. You start out writing crap and thinking it's good stuff, and then gradually you get better at it. That's why I say one of the most valuable traits is persistence.”
—Stephen King

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 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/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 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. Three 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 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 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 100 points of your final grade. Drafts and peer review worksheets for Peer Reviews 1 and 3 will be graded from 1-5. Peer Reviews 2,4,5 and 6 will be graded 1-10. Drafts and peer review worksheets for Peer Reviews will be submitted electronically at the end of class. 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*: 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 1-20, and will be worth 100 points 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 100 points of your final grade. Paper two, a visual literacy essay (200-300 words plus 4-5 images), 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 3 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 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-: 900-929;
Quizzes/Freewrites:	100	B+: 880-899; B: 830-879;
Drafts and Peer Review Workshops:	100	B-: 800-829; C+: 780-799;
Literacy Essay:	100	C: 730-779; U: 600-729;
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.

Peer Review rubrics

Draft rubric

Needs Improvement (1-2)	Average (3) (3-5)	Above Average (4) (5-7)	Excellent (5) (8-10)
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Draft is attempted but is incomplete or does not address the paper assignment; Draft is not edited and/or proofread and is unclear and/or contains numerous errors of grammar, mechanics, and punctuation	Draft is completed and addresses most elements of the paper assignment; Draft is not edited and/or proofread and is unclear and/or contains numerous errors of grammar, mechanics, and punctuation	Draft is completed and addresses all elements of the paper assignment; Draft is edited, and most sentences are clear; Draft is proofread but contains some errors of grammar, mechanics, and punctuation	Draft is completed and addresses all elements of the paper assignment in a sophisticated way; Draft is well edited, with attention to clarity; Draft is proofread and contains minimal errors of grammar, mechanics, and punctuation
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Peer Review rubric

Needs Improvement (1-2)	Average (3) (3-5)	Above Average (4) (5-7)	Excellent (5) (8-10)
Peer review notes only surface-level issues (grammar, mechanics, and punctuation) and/or does not respond to peer review prompts; peer review makes no positive comments for the writer	Peer review notes a few global and surface-level issues; peer review responds to some peer review prompts; peer review makes a few positive comments for the writer	Peer review notes several global-level and a few surface-level issues; peer review responds to most peer review prompts in detail; peer review makes a few detailed positive comments for the writer	Peer review notes several global-level issues in detail and marks a few surface-level issues; peer review responds to all peer review prompts in detail; peer review makes several detailed positive comments for the writer

Reflection Memo Rubric

18-20	Exemplary	Reflection is detailed, analytic, and focused. Specific attention is paid to the reflection prompts. Plenty of relevant examples are provided and analysis is in-depth and perceptive. Reflection is very well edited, with attention to clarity and concision. Reflection is proofread and contains minimal to no errors of grammar, mechanics, and punctuation.
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16-17	Above Average response	Reflection is focused and analytic but not as detailed as an exemplary response. Attention is paid to the reflection prompts, but some connections may be left unexplored. Relevant examples are provided and analysis is present, though not as in-depth and perceptive as an exemplary reflection. Reflection is well edited, with attention to clarity and concision. Reflection is proofread but may contain some errors of grammar, mechanics, and punctuation.
14-15	Average response	Reflection covers required material but is not as focused or analytic as an above average response. Some attention is paid to the reflection prompts, but that attention may lack focus or may make only the most obvious connections. Examples are provided, though they may be the most obvious examples or may not be as relevant as in an above average response. Reflection is edited and proofread to some degree but contains several errors of grammar, mechanics, and punctuation.
12-13	Below Average	Reflection covers some required material, but not all. Reflection may not attend to all reflection prompts or may make only superficial attempts to respond to reflection prompts. Few examples are provided. Analysis is superficial. Reflection is not well edited or proofread.
<12	Needs Improvement	Reflection does not attend to the reflection prompts OR contains no analysis OR contains no examples. Post is not edited or proofread and contains numerous errors of grammar, mechanics, and punctuation.

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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.

Schedule

Unit 1: Concepts of Reading and Writing

Date	Read	Due
Wed., Jan. 21 (class)	<i>Introduction to Course</i> Read: Guide Chapter 1 and 3	
Fri., Jan. 23 (lab)	<i>What is Writing and Who Are Writers?</i> Read: JC Chapters 1 and 2; Guide Chapter 2; Beaufort Chapter (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)

<p>Mon., Jan. 26 (class) (This is last day of open registration)</p>	<p><i>How Does Reading Relate to Writing? How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chapters 3 & 5; Guide Chapter 4 (“Reflective Essay” & “Literacy Narrative”); “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)</p>	<p>Due: Writing Inventory (submit to Western Online by 11:59 pm)</p>
<p>Wed., Jan. 28 (lab)</p>	<p><i>Individual Conferences</i> Final Portfolio Assignment Sheet (on WO) Read: JC Chapters 14-16 and “Portfolio” (on WO: pages 5-8 and 26-33)</p>	<p>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</p>
<p>Fri., Jan. 30 (class)</p>	<p><i>Individual Conferences</i> Final Portfolio Assignment Sheet (on WO) Read: JC Chapters 14-16 and “Portfolio” (on WO: pages 5-8 and 26-33)</p>	<p>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</p>
<p>Mon., Feb. 2 (lab) (Mon., Feb. 2 is last day of restricted reg. & drop w/t a “W”)</p>	<p><i>Why Should I Share My Writing? And Peer Review I</i> Read: JC Chapter 4</p>	<p>Due in Class: Electronic file of your revised Literacy Essay</p>
<p>Wed., Feb. 4 (class)</p>	<p><i>How Do I Revise?</i> Read: JC Chapter 20</p>	<p>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</p>
<p>Fri., Feb. 6</p>	<p>Professional Writing Series: “<i>How To Send An Email For A Scholarship</i>”</p>	<p>Due: Notes on reading</p>
<p>Mon., Feb. 9 (lab)</p>	<p>Professional Writing Series: “<i>How To Email Your Professor</i>”</p>	<p>Due: Notes on reading</p>
<p>Wed., Feb. 11 (class)</p>	<p>Professional Writing Series: “<i>How To Send An Email For An Internship</i>”</p>	<p>Due: Notes on reading</p>

Fri., Feb. 13 (lab)	Class Canceled- <i>Program Wide Evaluation</i>	Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)
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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)	
Wed., Feb. 18 (lab)	<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 (class)	<i>What are Ethos, Pathos, and Logos?</i> Read: JC Chapter 10 (380-397 and 400-412); “Rhetorical Appeals” (on WO)	Due: Bring to class one magazine ad that catches your attention
Mon., Feb. 23 (lab)	<i>Peer Review 2</i> Read: JC Chapter 23	Due in Class: Electronic file of your Visual Literacy Essay

Wed., Feb. 25 (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); browse through the Writing Program website	Due: Visual Literacy Essay and Reflection Memo 2 (on WO by 11:59 pm)
Fri., Feb. 27 (lab)	<i>What Kinds of Choices Can Writers Make? What Are Genres?</i> Read: JC Chapter 18; “Speech Acts, Genres, and Activity Systems” (on WO)	Due: Groups should come to class with website chosen
Mon., Mar. 2 (class)	<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
Wed., Mar. 4 (lab)	<i>Summary Work Day and Peer Review 3</i>	Due in Class: Electronic file of your Summary
Fri., Mar. 6 (class)	TBD	Due: Summary and Reflection Memo 3 (on WO by 11:59 pm)
Mon., Mar. 9 (lab)	Public Writing Series: “ <i>Being A Biographical Writer</i> ”	Due: Notes on reading
Wed., Mar. 11 (class)	Public Writing Series: “ <i>Being A Tabloid Writer</i> ”	Due: Notes on reading
Fri., Mar. 13 (lab)	Public Writing Series: “ <i>Being A Copywriter</i> ”	Due: Notes on reading
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 in Class: Bring analysis notes for your group’s website
Wed., Mar. 25 (lab)	<i>Group Work Day</i>	
Fri., Mar. 27 (class)	TBD	

Unit 3: Shaping Conversations

Date	Read	Due
Mon., Mar. 30 (lab)	<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 Due: Group Rhetorical Analysis PPT and Reflection Memo 4 (on WO by 11:59 pm)
Wed., Apr. 1 (class)	<i>Group Presentations</i>	
Fri., Apr. 3 (lab)	<i>How Do I Form a Research Plan?</i> <i>How Do I Conduct Field Research?</i> Read: JC Chapter 11 and Chapter 12 (pages 478-482); PSM 87-89	Due by the end of class: Research Plan and Field Research Plan
Mon., Apr. 6 (class) last day to drop w/ a “W”)	<i>How Do I Find Sources? How Do I Write to Inform?</i> Read: JC Chapters 6 and 12 (pages 454-478)	
Wed., Apr. 8 (lab)	<i>How Do I Find Sources? How Do I Write to Inform?</i> Guide Chapter 4 (“Annotated Bibliography”); PSM 100-103;	
Fri. Apr. 10 (class)	Annotated Bibliography Assignment Sheet (on WO)	

Mon., Apr. 13 (Library 2 nd floor classroom)	<i>Library Day</i> and Read: Review Guide Chapter 2 ("WIU Libraries")	
Wed., Apr. 15 (class)	<i>Peer Review 4</i>	Due in class: Electronic file of one annotation
Fri., Apr. 17 (lab)	<i>How Do I Use My Sources? And How Do I Document My Sources?</i> Read: JC Chapters 19 and 21	Due: Bring to class 1 print source and 1 electronic source plus results of field research
Sun., April 19		Due: Annotated Bibliography (on WO by 11:59 pm)
Mon., Apr. 20 (class)	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) Read: "Portfolio" pages 55-61 (on WO)	Due: Bring to Conference a com- plete, typed draft of Genre Analy- sis
Wed., Apr. 22 (lab)	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) Read: "Portfolio" pages 55-61 (on WO)	Due: Bring to Conference a com- plete, typed draft of Genre Analy- sis
Fri., Apr. 24 (class)	<i>Peer Review 5 and Reviewing Ci- tation</i> Read: PSM 121-154	Due in Class: Complete, typed draft of your Genre Analysis

Unit 4: Final Portfolio

Date	Read	Due
Mon., Apr. 27 (lab)	<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)
Wed., Apr. 29 (class)	<i>How Do I Write to Persuade? How Do I Choose My Evidence?</i> Read: JC Chapters 10 and 14; Guide 98-103	Due: Bring all writing from this semester
Fri., May 1 (lab)	<i>Peer Review 6</i>	Due in Class: Electronic file of your Reflection Essay
Mon., May 4 (class)	<i>How Do I Write to Persuade? How Do I Choose My Evidence?</i> Read: Guide 98-103	
Wed., May 6 (lab)	Portfolio Proofreading and Problem Solving	
Fri., May 8 (class)	Portfolio Proofreading and Problem Solving	
Sun., May 10 (lab)		Due: ePortfolio (on WO by 11:59 pm)
Mon., May 11 (class)	Final Exam (8:00 a.m.)	



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