

## **College Writing 1**

**English 180, Section 022**

**Simpkins Hall 319 and 315**

**Fall 2014, MWF 12:00pm - 12:50pm**

**Ms. Abigail Tichler**

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**Office Hours: Wednesdays 1:00 – 2:00**

**(or by appointment)**

### **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 analyze the relationships among discourse communities, thinking, reading, writing, and power;
- Writing Process Knowledge: You will practice flexible writing and revision processes and analyze the relationship between those processes and the rhetorical situation;
- 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 the social nature of and ideological hierarchies inherent in ways of thinking, research methods, and writing conventions;
- 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 knowledge.

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](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*. 5<sup>th</sup> ed. New York: Bedford/St. Martin's, 2009.

Palmquist, Mike. *Joining the Conversation: Writing in College and Beyond*. 2<sup>nd</sup> ed. New York: Bedford/St. Martin's, 2014.

WIU English Department. *Guide to English 180*. 2<sup>nd</sup> 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 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.

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 absences you did not use.

3. *Peer Review Workshops*: You will participate in four peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. 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 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 1-5, corresponding to F-A, and will be worth 5% of your final grade.

5. *Conferences*: Before papers two 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 narrative (600-900 words), will be worth 10% of your final grade. Paper two, an evaluation (900-1,200 words), will be worth 10% of your final grade. Paper three, a two-part researched persuasive project (1,500-1,600 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 a Problem Proposal and 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. For papers one and two, papers that receive a U grade must be revised. Revised papers are due one week from the date the original paper is returned and can receive no higher than a grade of C. Under no circumstances will I accept a late revision. If you do not turn in a revision by the deadline provided, your original paper grade will change from a U to an F. You may revise a U grade paper for the Portfolio, but in order to be submitted as the revised paper in the Portfolio, a paper that receives a U grade must be revised during the initial revision period.

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.

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 three components: 1) A reflective essay on your writing; 2) One paper revision (either Paper 1 or Paper 2) with a separate revision explanation paragraph; and 3) 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/](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:	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%	
Summary:	5%	
Group PowerPoint:	10%	
Research Proposal and AB:	5%	
Reflections:	5%	
Portfolio:	15%	

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

**ENG 180, Section 22****Schedule**

**This syllabus 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

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.

Bring Western Online readings to specific class periods.

Unit 1: Concepts of Reading and Writing

<b>Date</b>	<b>Class Activities</b>	<b>Due</b>
<b>Mon., Jan. 19</b> Lab	-No Class - MLK Day	
<b>Wed., Jan. 21</b> Lab	-Introduction to class -Syllabus Review -Explain the Student Survey	
<b>Fri., Jan. 23</b> Lab	-What are Discourse Communities?	<b>Read:</b> JC Chapter 1; “The Concept of Discourse Communities” (on WO) <b>Due:</b> Complete <b>Student Survey</b> (Submit to WO by 11:59pm)
<b>Mon., Jan. 26</b> (Last day of open registration) Lab	-Who Belongs to Discourse Communities? -Discuss Paper 1 -Discuss Plagiarism -Explain writing inventory	<b>Read:</b> JC Chapter 2, Guide Chapters 2 and 3; Paper 1 Assignment Sheet (on WO) <b>Due:</b> Print and Bring Paper 1 Assignment Sheet to Class
<b>Wed., Jan. 28</b> Lab	-Why Should I Share My Writing? -Demonstration on how to format a Word Document properly -Mock Peer Review	<b>Read:</b> JC Chapter 5; Guide Chapter 4 (“Literacy Narrative”); “Coming Into Language” (on WO) <b>Due:</b> Writing Inventory (printed copy needed for class); Athlete Essays
<b>Fri., Jan. 30</b> Class	-Peer Review	<b>Due:</b> Complete, printed, typed draft of Paper 1 to bring to class; Print a copy of the Peer Review

		Paper 1 Document
<b>Sun, Feb. 1</b>		<b>Due: Final Draft of Paper 1</b> (on WO by 11:59pm)

Unit 2: Understanding Conversations
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<b>Date</b>	<b>Class Activities</b>	<b>Due</b>
<b>Mon., Feb. 2</b> (Last day of restricted reg. & drop w/t a “W”) Lab	-What is the Rhetorical Situation? -Discuss Summary Assignment	<b>Read:</b> “The Rhetorical Situation” (WO link); Summary Assignment Sheet (on WO) <b>Due: Paper 1 Writing Reflection</b> (on WO by 11:59pm), Print and Bring Summary Assignment Sheet to class,
<b>Wed., Feb. 4</b> Class	-How do I Read and Summarize Difficult Texts?	<b>Read:</b> JC Chapter 3 and 623-624; PSM 109-110; Guide Chapter 4 (“Summary”); “Using Electronics Before Bed May Cause Sleep Disorders” (on WO); “How Plastic Bottled Water is Harming You and The Environment” (on WO) <b>Due:</b> Drafts and Peer Review forms of Paper 1
<b>Fri., Feb. 6</b> Lab	-What is Rhetorical Analysis?	<b>Read:</b> JC Chapter 7, Guide Chapter 4 (“Visual Analysis”); Paper 2 Assignment Sheet (on WO) <b>Due:</b> Print and Bring Paper 2 Assignment Sheet to Class; Complete, typed draft of Summary to be used in class; <b>Final Draft of Summary</b> (on WO by 11:59pm)
<b>Mon., Feb. 9</b> Lab	-What are Ethos, Pathos, and Logos? -Discuss Paper 2 Assignment Sheet -Sign up for Conferences	<b>Read</b> JC Chapter 10 (380-397 and 400-412); “Rhetorical Appeals” (on WO) <b>Due:</b>
<b>Wed., Feb. 11</b> Lab	-What Kind of Choices can Writers Make? -Sign up for Conferences	<b>Read:</b> Review “Analyzing a Text” (on WO) <b>Due:</b> Rewrite of Paper 1 Due
<b>Fri.: Feb. 13</b> Class	<b>Class Canceled</b> —Writing Program Assessment	
<b>Mon., Feb. 16</b>	To Be Determined	

Lab		
<b>Wed., Sept. 18</b> Lab	-Workday for Paper 2	<b>Read:</b> Guide 77-82
<b>Fri., Feb. 20</b> Lab	Conferences- <b>NO CLASS</b>	<b>Due:</b> Full Draft of Paper 2
<b>Mon., Feb. 23</b> Class	Conferences- <b>NO CLASS</b>	<b>Due:</b> Full Draft of Paper 2
<b>Wed., Feb. 25</b> Lab	Conferences- <b>NO CLASS</b>	<b>Due:</b> Full Draft of Paper 2
<b>Fri., Feb. 27</b> Class	-Peer Review	<b>Due:</b> Complete, typed draft of Paper 2, Print and Bring peer Review Paper 2 Sheet
<b>Sun., Mar. 1</b>		<b>Due: Final Draft of Paper 2</b> (on WO by 11:59pm)

Unit 3: Shaping Conversations

<b>Date</b>	<b>Class Activities</b>	<b>Due</b>
<b>Mon., Mar. 2</b> Lab	-What are Genres?	<b>Read:</b> “Speech Acts, Genres, and Activity Systems” (on WO) <b>Due: Paper 2 Writing Reflection</b> (on WO by 11:59pm)
<b>Wed., Mar. 4</b> Class	-What are the Connections among Discourse Community, Rhetoric, and Genre? -Explain list of DCs	<b>Read:</b> Medical Blog, Medical Resume, Medical Report, Medical Letter, Medical Flier (on WO) <b>Due:</b> Drafts and Peer Review forms of Paper 2
<b>Fri., Mar. 6</b> Lab	-How Do I Analyze a Genre? -Explain PowerPoint Assignment sheet -Meet with groups	<b>Read:</b> “College Admissions Essays” (on WO); Group Presentation Assignment Sheet (on WO) <b>Due:</b> List of Discourse Communities you Belong to; Print and Bring Group Presentation Assignment Sheet to class
<b>Mon., Mar. 9</b> Lab	-How Do I Study the Genres in a Discourse Community? -Explain PowerPoint Outline	<b>Read:</b> JC Chapter 18 (page 584-602); “The Genres of Chi Omega” (on WO)
<b>Wed., Mar. 11</b> Lab	-How Can Genre Knowledge be used in Different Writing Situations?	<b>Due:</b> Select genres; PowerPoint Outlines Due in class
<b>Fri., Mar. 13</b> Lab	-Group Work on Genre Analysis and Documentation	<b>Read:</b> JC Chapter 13



<b>March 16-20</b>	<b>No Class</b> —Spring Break	
<b>Mon., Mar. 23</b> Lab	-Group Work on Genre Analysis	
<b>Wed., Mar. 25</b> Lab	-Group Presentations	<b>Due: PowerPoint Presentation</b> (on WO by 11:59pm on <u>Tuesday, October 21</u> )
<b>Fri., Mar. 27</b> Lab	Group Presentations	

Unit 4: Entering Conversations
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<b>Date</b>	<b>Class Activities</b>	<b>Due</b>
<b>Mon., Mar. 30</b> Lab	-How Do I Form a Research Plan? -How Do I Conduct Field Research? -Explain Research Proposal and AB Assignment and Field Research Plan	<b>Read:</b> JC Chapter 11 and 12 (pages 478-482); PSM 87-89; Research Proposal and Annotated Bibliography Assignment Sheet (on WO) <b>Due:</b> Group Presentation Writing Reflection (on WO by 11:59pm); Print and Bring Research Proposal and AB Assignment sheet to class
<b>Wed., Apr. 1</b> Lab	-Happy April Fools Day! -How Do I Write to Inform? -How to evaluate sources and how and when to use them	<b>Read:</b> JC Chapter 6 and 23 <b>Due:</b> Field Research Plan
<b>Fri., Apr. 3</b> Class	<b>-Library Day-</b> -Meet in Library	<b>Read:</b> JC Chapter 12 (pages 454-478); Review Guide Chapter 2 (“WIU Libraries”); <b>Due:</b> 2 possible problems to solve
<b>Mon., Apr. 6</b> (Last day to drop w/ a “W”) Lab	-How Do I Write a Research Proposal? -Last Day to Approve Research Topics	<b>Read:</b> JC Chapter 9 (pages 328-356); PSM 94-99; Guide Chapter 4 (“Problem Proposal”); <b>Due:</b> 1 print source, 1 electronic source
<b>Wed., Apr. 8</b> Lab	-How Do I Use My Sources? -Discuss Paper 3 -Discuss how to use the Hacker Manual	<b>Read:</b> JC Chapter 19; Paper 3 Assignment Sheet (on WO) <b>Due:</b> Print and Bring a Copy of Paper 3 Assignment Sheet
<b>Fri., Apr. 10</b> Lab	-How Do I Document My Sources?	<b>Read:</b> JC Chapter 21; Guide Chapter 4 (“Annotated Bibliography”); PSM 100-103 <b>Due:</b> Draft 1 of Annotation

<b>Mon., Apr. 13</b> Class	Peer Review	<b>Due:</b> Complete, typed draft of Research Proposal/Annotated Bibliography, and Bring Peer Review Sheet
<b>Wed., Apr. 15</b> Lab	-How Do I Find a Solution? -Sign up for Conferences	<b>Read:</b> JC Chapter 9 (pages 356-373) <b>Due: Final Draft of Research Proposal/Annotated Bibliography</b> (on WO by 11:59pm)
<b>Fri., Apr. 17</b> Class	-How Do I Write to Persuade? -Sign up for Conferences	<b>Read:</b> JC Chapter 10; Guide 98-103 <b>Due:</b> Research Proposal/Annotated Bibliography Writing Reflection (on WO by 11:59pm)
<b>Mon., Apr. 20</b> Lab	-How Do I Choose and Organize My Evidence?	<b>Read:</b> JC Chapter 14 and 15; “How Eating a Plant-Based Diet Can Save the World” (on WO); “Bottled Water is Hazardous to You and Our World” (on WO); “The Recycling Contradiction” (on WO); “Action Needed: A Case for Recycling” (on WO) <b>Due:</b> 2 new sources, Drafts and Peer Review forms of Research Proposal
<b>Wed., Apr. 22</b> Class	-How Do I Decide What Choices to Make as a Writer? -Workday	<b>Read:</b> JC Chapter 16 and 17 <b>Due:</b> Draft to Introduction
<b>Fri., Apr. 24</b>	Conferences- <b>NO CLASS</b>	<b>Read:</b> “Portfolios” (on WO) <b>Due:</b> Full Draft of Paper 3
<b>Mon., Apr. 27</b>	Conferences- <b>NO CLASS</b>	<b>Read:</b> “Portfolios” (on WO) <b>Due:</b> Full Draft of Paper 3
<b>Wed., Apr. 29</b>	Conferences- <b>NO CLASS</b>	<b>Read:</b> “Portfolios” (on WO) <b>Due:</b> Full Draft of Paper 3
<b>Fri., May 1</b> Class	-Peer Review and Reviewing Citation	<b>Read:</b> PSM 121-154 <b>Due:</b> Complete, typed draft of Paper 3 (For class use); Peer Review Form
<b>Sun., May 3</b>		<b>Turn in the Final Draft of Paper 3 (on WO by 11:59pm)</b>

Final Portfolio

<b>Date</b>	<b>Class Activities</b>	<b>Due</b>
<b>Mon., May 4</b> Lab	-How Do I Write the Reflective Essay for My Portfolio? -Explain Portfolio Assignment	<b>Read:</b> JC 602-608; “Portfolio” (on WO pages 63-69); Portfolio Assignment Sheet <b>Due:</b> Bring all writing from this semester; Paper 3 Writing Reflection (on WO by 11:59pm); Print and Bring Portfolio Assignment Sheet to class
<b>Wed., May 6</b> Class	-What are the Differences Among Revising, Editing, and Proofreading -What should I focus on when revising? -What should I focus on when Editing?	<b>Read:</b> JC Chapter 20, “Portfolio” (on WO: pages 70-76) <b>Due:</b> Bring all writing for the semester, Drafts and Peer Review forms of Paper 3
<b>Fri., May 8</b> Lab	-Wrapping Up the Semester -What Happens on Final Exam Day?	<b>Due:</b> Bring Draft of Reflective Essay
<b>Mon., May 11</b>	<b>FINAL EXAM – 1:00pm</b>	<b>Final</b>