

English 280

Spring 2015

Section	027
Days/Times	T/TH 12:30-1:45
Place	Simpkins 324/321 (alternating)
Instructor	Barbara Harroun
Office	Simpkins 216
Email	bc-harroun@wiu.edu: Best way to contact me.
Phone	298-2754 (office)
Office Hours	T/TH 9:30-10:55, W 1:30-2:30, and by appointment

Our curriculum is built around five Guiding Principles: Language is social—and so is writing; Writing is work that involves play; Thinking, reading, and writing are intimately connected to each other and to identity; Writing concepts and practices are transferrable; Community is important to the process of writing.

Catalog Description: 280 College Writing II. (3) (General Education/Communication Skills)

A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. Prerequisites: ENG 180 and at least 24 s.h. earned. Designated sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F. IAI:C1 901R.

Course Goals and Objectives

English 280 is the second in a series of required writing courses at Western Illinois University. In English 280, you will continue to learn about writing as a social activity with the goal of approaching inquiry as disciplinary.

Discourse Community Knowledge

You will examine research as inquiry that is both provoked and shaped by discourse community and the social and ideological constructions of discourse communities.

Writing Process Knowledge

You will formulate and select flexible strategies for discovering and articulating research questions, for conducting research, and for communicating research.

Rhetorical Knowledge

You will evaluate the flexible relationships among reading, writing, and revising processes, and will link them to disciplinary inquiry.

Genre Knowledge

You will generate research through inquiry that is both provoked and shaped by genre and the social and ideological constructions of genre.

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.

We will go over together, the ENG 280 Course Goals and Objectives together, found here: http://www.wiu.edu/cas/english_and_journalism/writing/Pilot%20280%20Handout.pdf

This course takes a “Writing About Writing” approach. The further goals of this course are to assist you in obtaining a better idea of how you write, why you write the way you do; to further

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educate you about your field of study or a discourse community of interest and value to you, and the writing genres and expectations you will encounter within your chosen discourse community/ies; and to understand how writing functions in your discipline/profession/discourse community of interest and value.

To begin, we will closely read what Writing Studies scholars have to say about “Writing about Writing” and Discourse Communities and Genre. We will study the complexity Discourse Community and Genre before ethnographically researching your field of study/major or a discourse community on campus that you are currently involved in and want to further immerse yourself in.

Prerequisite There are two prerequisites for English 280:

- 1) Completion of English 180 (or a first semester writing course accepted for transfer) with a grade of C or better. If you did not earn C or better in 180, you must repeat the course before taking 280.
- 2) Completion of a minimum of 24 hours of college credit.

Please 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 Text

Fieldworking, Reading and Writing Research Fourth Edition by Bonnie Stone Sunstein and Elizabeth Chiseri-Strater (Available at the University Bookstore and online—ISBN 978-0-312-62275-6)

Readings made available on Western Online

It is important to note that the readings will challenge us, but these texts will allow us the opportunity to practice critical and close reading skills that you can transfer to any class that requires you to read and comprehend uncomfortable (in terms of dense language and complex ideas) yet thought-provoking texts.

Materials

- A notebook and pen/pencil for in-class writing, note taking, reader responses and group work. You will incur my wrath if you fail to bring a writing implement and something to write on.
- **Two flash sticks** so that you can always back up your work. A lost or crashed flash stick, a dead computer, or “my printer ran out of ink” are not legitimate reasons for failing to complete an assignment on time. **Always back up your work. Spring 2015 computer lab locations and hours of operation can be found here:**
http://www.wiu.edu/university_technology/student_resources/LABSCHEDSP15.pdf
- 1 three-ring binder for the final portfolio.
- 5 pocket folders; one for readings and responses, one for drafts and peer response of each project paper and one for handouts and quizzes.

Assignments

In order to receive full credit for each major assignment, you must submit all prewriting, working drafts, outlines, project notes, working bibliographies and peer review responses involved in the writing process of the project. Projects are due at the beginning of class. All process work will be placed in one side of the pocket folder. Papers submitted for

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grading will be placed in the opposite pocket and must follow MLA guidelines for supporting a thesis, avoiding plagiarism and integrating, as well as properly citing, source material. All papers must follow the MLA manuscript format and adhere to the conventions of Edited American English. The major project papers are:

- **Writing to Understand (and figure out what you think about the way you think and write), 25% of your final grade:**
 1. Writing is a key component in metacognition, which is understanding one's own thought process and the choices one makes as a writer. After each component of the Research Project, you'll reflect on and analyze your own writing to come to a better understanding of your thought process, your own writing process, and how you can use both in academia and your future career or wider life. These reflective assignments will aid you in drafting your Portfolio Introduction.
 2. Summary and responses of selected WAW articles that are particularly challenging and will be used as research you will fold into your portfolio project. These assignments will assist you in acquiring the skills of summarizing, paraphrasing, and quoting source material, as well as citing it correctly.
- **Writing to Research, 50% of your final grade: The Portfolio Project.** Here you'll spend the majority of the semester researching your field of study or a discourse community that is of interest and value to you, analyzing the commonly used genres within your field or discourse community, the discourse community expectations, and writing conventions. This project will include:
 1. A Research Proposal: Here you'll detail what you know about your field of study/discourse community or value and interest and what you'd like to find out; propose the site, date and contact person of your observation, and the name and contact information of your field interview. (500 words-2 full pages)
 2. Observation Report: Notes and typed analysis of your observation. What did you learn? How? (750 words-3 full pages)
 3. Genre collection and Analysis: Here you'll collect and analyze genres used within your field and analyze what they tell you about discourse community. (500 words-2 full pages)
 4. Interview with a discourse community "insider" and follow up analysis: This portion of your portfolio will include your interview questions, notes, description of subject and location of the interview, and an analysis of how the valuable research process of an interview, and the information collected within the interview, deepened your understanding of the discourse community. (750 words-3 pages)
 5. Synthesis: Using our assigned readings and your accumulated research what can you teach our classroom about your field of study? (1,250-1,750 words-5-7 full pages, not including Works Cited page)
 6. Writing to Reflect: Portfolio Introduction. Writing Process Analysis and Mindful Reflection (750 words- 3 full pages)
- **Presentation, 5% of your final grade:** Here you'll present the knowledge you've attained to you're classmates. This is an opportunity to co-teach and understand that your research and writing can profoundly impact others and contribute to an ongoing conversation.
- **Group Service Learning Project, 10% of your final grade:** In small groups, you will re-envision the CCCC Poster Pages to make them accessible, applicable, and entertaining for future students in ENG 180 and ENG 280 at Western Illinois University. This project will also illustrate that writing is often a collaborative act, and force you to work with and carefully consider visual rhetoric. Finally, this project will allow you to use writing in service of a larger community.
- **Peer Reviews, in-class work, and 2 conferences, 10% of your final grade.**

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Grading

Writing to Understand (25%=250 points or 2.5%/25 points for each)

Research Portfolio (50%=500 points)*

***Students must receive a "D" or higher on the research paper to get a "C" in the course.**

Final Presentation (5%=50 points)

Group Project (10%=100 points)

Peer Reviews, In-class Work and Conferences (10%=100 points)

All major papers must be turned in to receive a final grade. If an assignment fails to conform to MLA formatting, citation and works cited page rules, the paper will be lowered one full letter grade.

Final Grades

A=94-100%

A-=90-93%

B+=87-89%

B=84-86%

B-=80-83%

C+=77-79%

C=74-76%

C-=70-73%

D+=67-69%

D=64-66%

D-=60-63%

U/F=59 and below: *Please be aware of and understand the difference between a U and an F. U indicates you attended class, and attempted all work but it wasn't at a passing level. F indicates a failure to attend and/or attempt work.*

Remember that with the +/- system in place, students must receive a 73(C) or above in order to pass 100, 180, or 280.

Late Work

Missed in-class activities and assignments cannot be made up. **All major project papers are due at the beginning of class on the due date.** Project papers will be docked one letter grade for each business day, up to two, they are late.

Attendance

Attendance is necessary to foster your development as a writer and central to developing a sense of community and respect in the classroom. Your input is needed and valued. Attendance requires you to be fully present and prepared. If you are not prepared, you cannot be fully present in your own education. Tardiness is disruptive and disrespectful, and excessive lateness counts as an absence (over 10 minutes late). **I keep track of attendance, but do not grant "excused" or "unexcused" absences. You are either here or you are absent. Sleeping in class will result in a marked absence. Being present means more than filling a seat; it means actively engaging in your own education. You have three (3) absences to work with before your grade is negatively impacted (unless you fail to turn in work due day/s you miss). On the fourth absence, and for each additional absence, you will be required to conference with me and your final grade drops 3%. You automatically fail on the eighth absence.** If a situation arises during the semester that prohibits you from attending class, I urge you to communicate responsibly with me. Please call me or see me during my office hours. No texting, emailing, or placing/receiving calls during class. No ipods on or ear buds in during class. Turn off your cell phone before class. Excessive disruption will result in following the procedure dictated by WIU.

Student Rights & Responsibilities

Please be aware of your rights and responsibilities by visiting: <http://www.wiu.edu/provost/students.php>

Plagiarism

An act of plagiarism(or other form of academic dishonesty) will result in an F for this course. Please

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review the University Academic Integrity Policy at <http://www.wiu.edu/policies/acintegrity.php>. You must do your own original work in English 280—and appropriately identify that portion of work which is collaborative with others, or borrowed from others, or which is your work from other contexts. Do not recycle a project you have done, or are doing, in another class. Whenever you borrow graphics, quote passages, or use ideas from others, you are legally and ethically obliged to acknowledge that use, following appropriate MLA conventions for documenting sources. If you have doubts about whether or you are using your own or others' writing ethically and legally, ask me. Follow this primary principal: Be up front and honest about what you have contributed to a project. As my esteem colleague Neil Baird so eloquently put it, “Worth noting is the fact that ignorance does not excuse plagiarism.”

UWC

The University Writing Center is a free service offered to students. Tutors are available **to assist** with any stage of the writing process. Please make an appointment in advance, bring a copy of the assignment sheet, all pre-work, research and a draft. Expect to work with the tutor for 50 minutes. Consultants will not edit or “fix” your paper. The Writing Center Homepage is <http://www.wiu.edu/UWC/>. I reserve the right to require students to use this valuable resource.

Library

This class requires a good deal of research. I encourage you to familiarize yourself with the Library homepage at <http://www.wiu.edu/library/>. In order to access databases and resources you will need your nine digit ID number. Please have this number handy for classroom purposes. Research librarians are wonderfully helpful resources.

Disability Support Services

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 Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as /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 Support Services at 298-2512 for additional services.

UCC

The University Counseling Center is a wonderful, free and confidential service for WIU students. Some of the types of concerns that can be addressed in personal counseling are: transition to college life, interpersonal relationship difficulties, lack of self confidence or self esteem, stress, anxiety, depression, sexual assault, family concerns, sexual orientation/identity concerns, alcohol/substance abuse and eating concerns. **University Counseling Center**, Memorial Hall 1st Floor. **Please call to schedule an appointment. Appointments cannot be made through email.** Phone: (309) 298-2453

Important Dates

January 26: Open registration ends (technically at 11:59 PM, but if students need permission to enroll or drop, they should seek permission before 4:30 that day)
February 2: Last day of restricted schedule changes (technically at 11:59 PM, but students need permission to enroll [and sometimes to drop], so they should seek permission before 4:30 that day)
February 12: Lincoln's Birthday—no class
February 13: Writing Program Assessment Day
March 16-20: Spring Break—no class

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April 6: Last day to drop a course (students needing permission to drop should seek permission prior to April 6 at 4:30) AND last day for a total university withdrawal

Syllabi disclaimer: This syllabus is subject to change. This class will be notified of changes due to University closings, severe weather, class progress, incorrect statements in this document, and unexpected demands on the instructor.