

ENGLISH 280: COLLEGE WRITING II

Class times and locations

Spring 2015

Monday, Wednesday, Friday

Section 029 meets from 1:00 - 1:50 pm in room 314

Instructor Info

Instructor: Dr. Alisha White

Email: a-white2@wiu.edu

Phone: 309-298-1548

Office: Simpkins Hall 226C

Office Hours: Monday 11:00 - 12:00, Wednesday 11:00 - 12:00, Friday 10:00-12:00, and by appointment

Mailbox: Simpkins 122, M-F 8:30am-4:30pm

Required Texts

Book 1

Seeing & Writing 4, Donald McQuade & Christine McQuade (2010) Bedford/St. Martin's

Book 2

A Pocket Style Manual Diana Hacker, Nancy Sommers (2011) Bedford/St. Martin's; Sixth Edition

Course Description

WIU Catalog

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. English 280 is an intermediate level composition course that extends and develops skills in close reading, critical thinking, and academic writing. Students will engage, analyze, discuss, and respond to a variety of texts. Graded A, A-, B+, B, B-, C+, C, U.

Prerequisites

- 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.

Course Description Details

This course instructs students on strategies for writing rhetorical analysis and provides students with practice in multiple writing genres. Class will be a mixture of discussion, group activities, writing workshops, and interactive mini-lectures. Students will write responses to assigned readings as well as other short writing assignments and in-class activities. Four major papers: visual analysis, auto ethnography, personal narrative, and library research. In addition, students will compile a portfolio reflecting on their work throughout the semester. Course objectives will follow those found in the Writing Program document for ENG280.

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.

Syllabus Revision Policy

Please note: The course syllabus provides a general plan for the course; deviations may be necessary.

Course Policies

Usability and Information for Students with Disabilities

It is my policy and practice to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation or accurate assessment of achievement, please make an appointment with me as soon as possible.

“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 Resource Center (DRC) 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 (DRC) at 298-2512 for additional service.”

Course Grades

This section gives the breakdown of percentage points for each letter grade.

A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%);
C (73-76%); U (72% and below)

Students must receive a 73(C) or above in order to pass 280. Students must earn a D on the research paper, a fully documented, multi-source writing assignment, in order to pass the course.

Assignment Grades

This section breaks down what each area of the grade is worth.

Assignment Title	Assignment Value
Participation and attendance	10%
Seeing & Writing Journals	10%
Paper 1 – Initiation Narrative	15%
Paper 2 – Visual Analysis	15%
Paper 3 – Observation Study	20%
Paper 4 – Research Inquiry	20%
Portfolio & Self-Evaluation	10%
Total	100%

Assignment Descriptions

Paper 1 – Initiation Narrative or Interview Narrative: **(600-900 words/2-3 pgs)** You will choose one option: 1) a narrative essay that explores your initiation into a particular discourse community and explains the importance of that community to your identity; or 2) an interview narrative that explores important beliefs, standards, and norms of a specific discourse community as described by a member of that community.

Paper 2 – Visual Analysis: **(600-900 words/2-3 pgs)** After practicing visual analysis of images in class, you will write a visual analysis essay of an image of your choice based on the techniques practiced in class and considered by *Seeing & Writing4*. You should consider the ways different

discourse communities create, interpret, analyze, and represent images based on readings and class discussions.

Paper 3 – Observation Study: **(900 words/3pgs)** You will observe and collect data on modes of communication used by a discourse community to which you belong. Then you will represent your findings in a study that includes 3 pages of written text, plus the data you collected such as observation notes, visual data, and/or interview and survey data. See *Seeing & Writing 4* for topics and ideas.

Paper 4 –Research Inquiry: **(1500 words/5pgs)** You will choose a topic or an issue related to a discourse community to which you belong. See *Seeing & Writing* for topic ideas and writing practice. You will investigate the topic by exploring library and online scholarly resources. Your inquiry will include an outline or mind map, an introduction to the topic, a synthesis of findings with references cited, a conclusion, and bibliography.

Portfolio & Self-Evaluation: **(900-1200 words/ 3-4 pgs)** Throughout the semester you will collect all of your work for this course in a portfolio. For the self-evaluation, you will discuss your writing goals and what you achieved this semester and choose pieces of your work that highlight improvement in your writing.

Detailed directions and rubrics will be provided separately for each assignment. You are to download and print the directions in Western Online.

You are required to submit all papers to “Turn it in” through Western Online before the assignment due date. All papers should be in a serif font (Times New Roman, Garamond, Georgia...), 12 point font, double spaced, and include a heading with your name, course section, the assignment, and page numbers.

Academic Integrity Policy

Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University’s Academic Integrity Policy for more information (go to the academic integrity pollicy <http://www.wiu.edu/policies/acintegrity.php>).

Late Papers

You are encouraged to seek help as soon as possible to avoid penalties on late work. The penalty for late work is 5 points off the assignment grade per day late. **No late work will be accepted after one week.**

Attendance and Participation

I expect you to attend each class. Regular attendance and participation in engagements is an important part of any learning experience. Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You may bring laptops or tablets to take notes, compose and revise drafts in class. You may be asked to leave if you are not prepared for class or are off task, and you will lose attendance points for the day.

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. Should you have five (5) or more absences, points from the attendance portion of the course grade will be deducted. 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. If you are absent or arrive late, it is your responsibility to find out what you missed and collect any handouts or other materials handed out in class.

If you are absent, for any reason, you are required to use OARS (<http://wiu.edu/oars>) to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation.

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.

Technology

It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

WesternOnline:

1. To access this course on WesternOnline:
2. Go to Western Online <https://westernonline.wiu.edu>
3. Log in using your ECOM ID and password
4. Your personal My WesternOnline page will appear. Available courses are listed in the middle of the page under Course List.
5. Click the link "ENG 280 – Section 029" to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

Writing Center

"The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library, on the Third Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment."

Student Rights and Responsibilities

Please review the "Student Rights and Responsibilities" policy at Student Rights and Responsibilities <http://www.wiu.edu/provost/students> and see me if you have any questions.

Last day to add course during open registration: 01/26/2015
Last day to add by permission or delete course: 02/02/2015
Last day to drop course with "W" grade: 04/05/2015

Suggested Resources

- [Leslie F. Malpass Library](http://www.wiu.edu/library) <http://www.wiu.edu/library>
- [Western Illinois University Libraries General Reference Tools, including a “Style Manuals”:](http://wiu.edu/libraries/reference/reftools/index.php) <http://wiu.edu/libraries/reference/reftools/index.php>
- [Purdue University Online Writing Lab \(OWL; includes “grammar blog”\):](http://owl.english.purdue.edu/owl/) <http://owl.english.purdue.edu/owl/>
- [The Writing Center @ the University of Wisconsin – Madison \(includes “Grammar and Punctuation Center”\):](http://writing.wisc.edu/Handbook/index.html) <http://writing.wisc.edu/Handbook/index.html>

Course Objectives

In English 280, 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: Students will analyze the relationship between discipline and the way members of that discipline think, read, and write.
- Writing Process Knowledge: Students will formulate and select flexible strategies for discovering and articulating research questions, for conducting research, and for communicating research findings within specific discourse communities.
- Rhetorical Knowledge: Students will assess the issues of ideology and power related to rhetorical constraints on writing situations.
- Genre Knowledge: Students will evaluate how genres function within discourse communities
- Knowledge Domains: Students 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 discourse community and genre.

ENG280 Schedule

Week 1 **Initiation Narrative or Interview Narrative**

Day	Readings	Due
Mon- No School		
21 Jan, Wed	<i>Introduction to Course</i>	
23 Jan, Fri	1-5 Writing Matters	Exercises p 5 (be prepared to discuss)

Week 2

Day	Readings	Due
26 Jan, Mon	409-414 Be Different! and 245-249 First Thanksgiving	seeing 1-2 on 249 and seeing 1 on p 414
28 Jan, Wed	44-47 Laptop	Responding Visually p 47
30 Jan, Fri	328-331 Girl	Seeing 2

Week 3

Day	Readings	Due
2 Feb, Mon	439 Visualizing composition	
4 Feb, Wed	Workshop/Conferences	
6 Feb, Fri	*Class will not meet in person see WO for directions*	Online peer review

Week 4 **Visual Analysis**

Day	Readings	Due
9 Feb, Mon	*Class will not meet in person see WO for directions*	Paper 1 Due by midnight in WO
11 Feb, Wed	6-11 observations and inferences	Seeing 1-2 p 42 Exercise p 7 & 8
13 Feb, Fri	500-501 Pair Renoir & Collins	

Week 5

Day	Readings	Due
16 Feb, Mon	52-53 Sequoia Citrus Association,	Seeing 1 & 2
18 Feb, Wed	242-244 pair Canin	
20 Feb, Fri	111-113 ,122-123 Looking closer	

Week 6

Day	Readings	Due
23 Feb, Mon	359 Visualizing Composition	
25 Feb, Wed	Workshop/Conferences	
27 Feb, Fri	Workshop/Conferences	Paper 2 Due by midnight in WO

Week 7 **Observation Study**

Day	Readings	Due
2 Mar, Mon	27-43 opening portfolio 231-241 opening portfolio	Seeing 1-2 seeing 1p 240
4 Mar, Wed	590-594 Pair Fournier & Allende	seeing 1-2
6 Mar, Fri	92-95 Context	

Week 8

Day	Readings	Due
9 Mar, Mon	252-254 The Photograph	seeing 1-2
11 Mar, Wed	256-259 Sharbat Gula (Nat Geo Photos)	seeing 1-2
13 Mar, Fri	81-83 Joyas Volardores, 71 Visualizing Composition	

March 16-20 Spring Break, No Classes

Week 9

Day	Readings	Due
23 Mar, Mon	192-197 Portfolio	seeing 1-2
25 Mar, Wed	Workshop/Conferences	
27 Mar, Fri	Workshop/Conferences	Paper 3 Due by midnight in WO

Week 10 **Research Paper**

Day	Readings	Due
30 Mar, Mon	198-201 Neighbors	seeing 1
1 Apr, Wed	270-272 This Just In	
3 Apr, Fri		

Week 11

Day	Readings	Due
6 Apr, Mon	540-548 Portfolio How Class Works	Seeing 1
8 Apr, Wed	528-538 The Dispossessed	Seeing 1
10 Apr, Fri		

Week 12

Day	Readings	Due
13 Apr, Mon	621-624 Serfs of the Turf	Seeing 1
15 Apr, Wed	627-639 Watching TV Makes You Smarter	Seeing 2
17 Apr, Fri		

Week 13

Day	Readings	Due
20 Apr, Mon	505-512 A touchy subject	seeing 2
22 Apr, Wed	540-548 Portfolio How class works	seeing 1-2
24 Apr, Fri		

Week 14

Day	Readings	Due
27 Apr, Mon	560- Looking closer, Passing likeness	
29 Apr, Wed	Workshop/Conferences	
1 May, Fri	Workshop/Conferences	Paper 4 Research Paper Due

Week 15 **Portfolio**

Day	Readings	Due
4 May, Mon		
6 May, Wed	Workshop/Conferences	
8 May, Fri	Wrapping up the Semester Due: Bring Draft of Reflective Essay	

Exam Time: **Wed 1pm Final Portfolio Due** (ePortfolio in WO by Wed. Dec. 17, 11:59 pm)