

Western Illinois University

ENG 180 COURSE POLICIES & SYLLABUS

Instructor: Holly Griffith

Class: English 180 Section 21

127 Simpkins Hall: Class – Rm. 324 OR Lab – Rm. 321

Time: T/Th 11:00 – 12:15 AM

Office Hours: T/Th 10:00 AM – 11:00 AM; by appointment

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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:

- **Writing Processes:** You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.
- **Discourse Communities:** You will learn to define and identify different discourse communities, with a special emphasis on describing and analyzing how community shapes writing, especially in civic contexts.
- **Rhetorics:** You will identify and analyze the elements of the rhetorical situation (exigence, audience, and context) and will apply that knowledge to composing your own texts.
- **Genres:** You will analyze how genre functions as a typified response to a recurring situation, with special emphasis on applying conventions rhetorically.
- **Critical Thinking, Reading, and Research:** You will use critical thinking, reading, and research strategies to compose texts that participate in ongoing conversations, from both academic and extracurricular communities, with special emphasis on integrating your ideas with field research and appropriate secondary sources.

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/writing/F15%20ENG%20180%20Handout.pdf>.

Over the course of the semester, you will also work to cultivate the following **habits of mind** that have been identified as essential for successful college writing:

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- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

For more information on the habits of mind, please see the Council of Writing Program Administrators’ [“Framework for Success in Postsecondary Writing.”](#)

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*. 7th ed. New York: Bedford/St. Martin’s, 2015.
Palmquist, Mike. *Joining the Conversation: A Guide and Handbook for Writers*. 2nd ed. New York: Bedford/St. Martin’s, 2014.
WIU English Department. *Guide to English 180*. 4th ed. Southlake, TX: Fountainhead Press, 2016.

Course Policies

First and foremost, do not lose your syllabus! This document, along with your schedule of lessons/due dates, should remain with you throughout the semester and be handy every class. If you ask me a question that can be found in the syllabus, I will refer you back to your syllabus.

What happens if you lose your syllabus? Print another one ASAP from Western Online

Being Prepared and Participating:

Attending and participating includes being prepared. Absolutely come to class with your pen, pencil, paper, folder, text, due assignments, etc. I do not bring extra supplies to class—nor do your fellow students. If you can’t complete an assignment due to being ill prepared, you will receive a zero. No exceptions.

Your class participation grade is worth 50 points (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

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answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers.

This is not a comprehensive list by any means, but the following situations are examples in which you will lose participation points:

- 1) Not speaking
- 2) Not listening when others are speaking
- 3) Not participating in group work
- 4) Being on your cell phone
- 5) Talking/whispering with classmates at inappropriate times

Why You Should Read Your Book:

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.

Absences:

I allow FIVE absences within a semester. After that five, your grade is lowered by one full letter grade for each absence. I do not distinguish between excused and unexcused absences, so please plan accordingly. **Warning: It would be very difficult, mathematically, to pass my class after five absences.**

If you have an emergency that you fear will result in a significant absence that warrants an excuse, then the following two protocols need to happen:

- 1) Alert me via email prior to your absence/ASAP so that we can plan ahead.
- 2) I will decide whether or not to refer you to Student Services so that they can work with you to verify your need for excused absence. This will help us go forth with a clear understanding of your circumstances and thus be better prepared for your needs.

Tardy Policy:

If you are more than five minutes late then you are tardy.

Four tardies count as one absence

If you arrive more than fifteen minutes late to class, you will be counted absent.

Leaving class more than fifteen minutes early will count as an absence.

If you leave less than 15 minutes early it's a tardy.

If you miss a class:

You get a zero for participation points.

You don't get to make up any in-class assignments, e.g., quizzes, freewrites, or group work.

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You are responsible for bringing yourself up to speed on the topics you missed and the assignments due for the next class period. Please get the details of your missed class from a classmate.

Exceptions per university policy:

Observation of religious holiday: Students must notify me at least 5 calendar days prior to the absence so that I can arrange accommodations.

University Athletes: Student athletes must meet with me at the beginning of the semester to review sports-related absences and develop an accommodation plan.

Military Obligations: Students with military obligations should contact me as soon as they know about those obligations so that we can develop an accommodation plan.

Got an opinion? Great!

I want our class to have healthy discussions with diverse and challenging viewpoints.

Every discussion needs to happen within a frame of respect.

I will not tolerate rude, disruptive, or inconsiderate behavior toward your peers or myself. If you cannot abide by this policy of civility, then I will ask you to leave the classroom.

Please see WIU's Disruptive Student in Class Policy:

<http://www.wiu.edu/vpas/policies/disrupst.php>.

Cell Phones:

In the past I've been relaxed about cellphone use, however, I've discovered that students have trouble with this slippery slope policy. Therefore, please put your cell phones away during class time. They can be disruptive, distracting, and take away from being truly "in" the classroom. If you're on your cellphone for anything other than classwork, you will be warned once. If there is subsequent use of your cellphone you will be asked to leave and it will count as one absence.

You will also lose any in-class points to be earned for that day.

Quizzes and 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 (10%) of your final grade. If you are absent you may not make up a quiz or freewrite.

Peer Review Workshops: You will participate in five peer review workshops during this class.

You will be graded on your own **complete** draft as well as your comments on other students' drafts. Drafts will be spot-checked at the beginning of each peer review. If you do not have a **complete** draft, you will be asked to leave, earning a 0 on that Peer Review and draft. This will also be considered an absence.

Your peer review workshop grade makes up 100 points (10%) of your final grade. Drafts and peer review worksheets will be graded from 1-10 (see Rubrics). Drafts will be submitted to WO prior to peer review, and you will also need to bring typed, printed copies of drafts and peer review worksheets to class on those dates. Peer reviewed drafts and peer review worksheets will be submitted in class on the date indicated on the schedule.

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Reflections: You will write a one-page reflection after each of your five major writing assignments. Reflections will be graded from 1-20 (see Rubrics), and will be worth 100 points (10%) of your final grade.

Conferences: Before the Literacy Essay and Exploration of a Problem Assignment you will be required to attend a conference with me to discuss your writing. 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.

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.

Papers:

You will complete four formal assignments and a power point in response to specific prompts. Assignment 1: Literacy essay (600-900 words), will be worth 100 points (10%) of your final grade.

Assignment 2: Visual essay (4-5 images plus 400-500 words), will be worth 100 points (10%) of your final grade.

Assignment 3: Annotated bibliography, will be worth 100 points (10%) of your final grade.

Assignment 4: Exploration of a problem (1,600-1,800 words), will be worth 150 points (15%) of your final grade.

Group PowerPoint presentation: worth 100 points (10%) of your final grade.

Western Online will contain a format sheet with directions for each 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."

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.

Plagiarism/Cheating:

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.

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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 (10%) of your final grade.

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.

Contacting me:

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 daily basis, since they will be my primary methods of communication with you outside of class. If you don't hear back from me after 24 hours, please send me a follow up email. I may not have received your email or it could've been lost in my day-to-day emails. You're not bothering me, just follow up to make sure.

Things to consider before you email me with questions:

- 1) Have you checked the syllabus?
- 2) Have you conferred with a classmate?
- 3) Is your question answered within the assignment sheet?

I encourage questions. To avoid duplicate questions or unnecessary emails, please evaluate the above sources first before emailing. Thank you.

Disability Resource Center: Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Title IX: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

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Please review your “Student Rights and Responsibilities” at

<http://www.wiu.edu/provost/students> and see me if you have any questions.

YOU MUST RECEIVE 730 OR ABOVE TO PASS THE CLASS

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 Essay:	100	F: <600
Annotated Bibliography:	100	
Exploration of a Problem:	150	
Group PowerPoint:	100	
Reflections:	100	
Portfolio:	100	

CLASS 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).

Lab is Rm. 321 and Class is Rm. 324 —Please note which room we are located in for the day. You can find this next to the date.

Joining the Conversation (JC) A Pocket Style Manual (PSM) Guide to Eng 180 (Guide)

Please bring all materials to class.

Date	Read	Due
Tuesday Jan 17 th (lab)	<i>Introduction to Course</i> Read: Guide Chapters 1 and 3	
Thurs.,	<i>What is Writing and Who Are Writers?</i>	Due: Bring to class notes for

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Jan 19th (class)	Read: JC Chs. 1 and 2 (focus on 12-18, 28-32, and 44-47); Guide Ch. 2; “Writing Is a Social and Rhetorical Activity”; “Writers’ Histories, Processes, and Identities Vary”; and “Habits of Mind” (on WO); Writing Inventory Assignment Sheet (on WO)	Writing Inventory; Student Survey (on WO by 11:59 pm)
Tues., Jan 24th (lab)	<i>What is Writing? and How Do I Reflect on My Own Reading and Writing?</i> Read: JC Chs. 3 & 5; Guide Ch. 4 (“Literacy Essay”); Beaufort Ch. & Reading Guide (on WO); “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	Due: Writing Inventory (on WO by 11:59 pm)
Thurs., Jan 26 th (class)	<i>Individual Conferences</i> Read: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527-537), Final Portfolio Assignment Sheet (on WO), and “Portfolio” (on WO: pages 5-8 and 26-33)	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of 3 issues you want me to address when looking at your draft
Tues., Jan 31 st . (lab)	<i>Individual Conferences</i> Read: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527-537), Final Portfolio Assignment Sheet (on WO), and “Portfolio” (on WO: pages 5-8 and 26-33)	Bring to Conference: Complete, typed draft of Literacy Essay plus a list of 3 issues you want me to address when looking at your draft
Thurs., Feb 2nd (class)	<i>Why Should I Share My Writing? and How Do I Avoid Plagiarism?</i> Read: JC Chs. 4 and 13 (focus on 88-93 and 484-494); “All Writers Have More to Learn” and “Failure Can Be an Important Part of Writing Development” (on WO)	
Tues., Feb 7th (lab)	<i>Peer Review 1</i>	Due in Class: Bring to class complete, typed draft of your revised Literacy Essay and printed copy of Peer Review 1 worksheet And Due 5 Minutes Before Class: Electronic file of your revised Literacy Essay (on WO)
Thurs., Feb 9th (class)	<i>How Do I Revise?</i> Read: JC Ch. 20 (focus on 637-640 and 643-645); “Learning to Write Effectively Requires Different Kinds of Practice, Time, and Effort” and “Reflection is Critical for Writers’ Development” (on WO)	Due in Class: Bring to class printed copy of your draft with your reviewer’s comments & printed copy of your reviewer’s worksheet plus electronic file of your draft

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Fri., Feb 10th		Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)
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Date	Read	Due
Tues., Feb 14th (lab)	NO CLASS <i>What Are Discourse Communities?</i> and <i>What Are Genres?</i> Read: Discourse Community Handout (on WO); Genre Handout (on WO); “Writing Represents the World, Events, Ideas, and Feelings” (on WO); Group Rhetorical Analysis Presentation Assignment Sheet (on WO)	
Thurs., Feb 16th (class)	<i>What is Visual Rhetoric?</i> Read: JC Ch. 5 (pages 118-132); “Visual Rhetoric” (WO link)	Due in Class: Bring to class electronic versions of images you want to use for your Visual Essay
Tues., Feb 21st (lab)	<i>What is the Rhetorical Situation?</i> and <i>What are Ethos, Pathos, and Logos?</i> Read: JC Ch. 10 (focus on 380-381, 387-393, and 402-412); “The Rhetorical Situation” (WO link); “Rhetorical Appeals” (on WO); “Writing Involves Making Ethical Choices” (on WO); Visual Essay Assignment Sheet (on WO)	Due in Class: Bring to class one magazine ad that catches your attention And Due in Class: Drafts and Peer Review Worksheet from Peer Review 1
Thurs., Feb 23rd (class)	<i>Peer Review 2</i> and <i>How Do I Read a Multimedia Text?</i> and <i>How Do I Analyze?</i> Read: JC Ch. 7 (focus on 216-217, 234-241, and 249-250); “Analyzing a Text” (on WO); Guide Ch. 4 (“Visual Analysis”); Browse through the Writing Program website	Due 5 Minutes Before Class: Electronic file of your Visual Essay (on WO) And Due in Class: Bring to class complete, typed draft of your Visual Essay and printed copy of Peer Review 2 worksheet (Group assignments made in class)

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Tues., Feb 28th (lab)	<i>How Do I Work With a Group?</i> and <i>How Do I Give an Oral Presentation Using PPT?</i> Read: JC Ch. 18 (focus on 584-602); Guide Ch. 4 (“Group Analysis”)	Due in Class: Bring analysis notes for your group’s website; by end of class, groups will submit final group work plan with assignments for Thursday Due: Visual Literacy Essay and Reflection Memo 2 (on WO by 11:59 pm)
Thurs., March 2nd (class)	<i>Group Work Day</i>	Due in Class: Have group assignments from Tuesday completed before coming to class Due in Class: Drafts and Peer Review Worksheet from Peer Review 2
Tues., March 7th (lab)	<i>How Do I Form a Research Plan?</i> Read: JC Chs. 9 and 11 (focus on 346-349, 354-358, and 436-441); PSM 91-92; Exploring a Problem Assignment Sheet (on WO)	Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment Due by the end of Class: Research Plan
Thurs., March 9th (class)	<i>Group Presentations</i>	Due: Group Rhetorical Analysis PPT (on WO by 11:59 pm on <u>Wednesday, Oct. 12</u>)

Date	Read	Due
Tues., March 21 st (lab)	<i>How Do I Conduct Field Research?</i> Read: JC Chs. 9 and 12 (focus on 349-353 and 478-482)	Due by the end of Class: Field Research Plan Due: Reflection Memo 3 (on WO by 11:59 pm)
Thurs., March 23rd (Library Day 1)	<i>How Do I Find Sources?</i> Read: JC Ch. 12 (focus on 454-456); Review Guide Ch. 2 (“WIU Libraries”)	
Tues., March 28th (Library Day 2)	<i>Library Work Day</i>	Due by the end of Class: At the end of class, have two sources approved for Annotated Bibliography

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<p>Thurs., March 30th (class)</p>	<p><i>How Do I Summarize a Source?</i> and <i>How Do I Document My Sources?</i> Read: JC 75 and 623-624; JC Ch. 21 (focus on 651, 654, 656, 666, and 668); PSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); PSM 101-105; Annotated Bibliography Assignment Sheet (on WO)</p>	<p>Due in Class: Electronic copies of sources</p>
<p>Tues., April 4th (lab)</p>	<p><i>How Do I Write to Inform? How Do I Choose a Main Point?</i> and <i>How Do I Choose the Right Genres?</i> Read: JC Chs. 6, 14, and 17 (focus on 162-164, 171, 192, 498-502, and 558-560); Guide Chapter 4 (“Problem Proposal”)</p>	<p>Due in Class: Bring to class notes on sources</p>
<p>Thurs., April 6th (class)</p>	<p><i>Peer Review 3</i> and <i>How Do I Document My Sources?</i> Read: JC Ch. 19 (focus on 628-631); PSM 125-167 (skim)</p>	<p>Due 5 Minutes Before Class: Electronic file of both annotations (on WO) And Bring to class complete, typed draft of your Annotated Bibliography and printed copy of Peer Review 3 worksheet</p>
<p>Tues., April 11th (lab)</p>	<p><i>How Do I Organize and Draft?</i> and <i>How Do I Use My Sources?</i> Read: JC Chs. 15, 16, and 19 (focus on 506-511, 519-521, 527-529, 533-534, 537-540, 551-553, 610-619, 621-624)</p>	<p>Due in Class: Bring to class results of field research plus your two library sources Due: Annotated Bibliography and Reflection Memo 4 (on WO by 11:59 pm)</p>
<p>Thurs., April 13th (class)</p>	<p><i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO)</p>	<p>Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment Due at Conference: Draft and Peer Review Worksheet for Peer Review 3</p>

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Tues., April 18 th (lab)	<i>No class - Other Conference dates TBD</i>	
Thurs., April 20 th (class)	<i>Peer Review 4 and Reviewing Citation</i> Read: PSM 125-167 (skim)	Due in Class: Bring to class complete, typed drafts of your two revised genres for the Exploring a Problem Assignment and printed copy of Peer Review 4 worksheet And Due 5 Minutes Before Class: Electronic files of your two revised genres for the Exploring a Problem Assignment (on WO)

Date	Read	Due
Tues., April 25 th (lab)	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO)	Due: Exploration of a Problem and Reflection Memo 5 (on WO by 11:59 pm)
Thurs., April 27 th (class)	<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 in Class: Drafts and Peer Review Worksheet from Peer Review 4
Tues., May 2 nd (lab)	<i>How Do I Write to Persuade?</i> and <i>How Do I Choose My Evidence?</i> Read: JC Chs. 10 and 14; Guide Ch. 4 (“Researched Argument” and “Final Reflective Essay”)	Due: Bring all writing from this semester

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<p>Thurs., May 4th (class)</p>	<p><i>Peer Review 5 and Portfolio Proofreading and Problem Solving</i></p>	<p>Due 5 Minutes Before Class: Electronic file of your Reflection Essay (on WO) And Due in Class: Bring to class complete, typed draft of your Reflection Essay and printed copy of Peer Review 5 worksheet</p>
<p>Fri., May 5th</p>		<p>Due: ePortfolio (Google Sites link emailed by 11:59 pm)</p>
<p>FINAL EXAM DATE: Thurs., May 11th</p>	<p>FINAL OFFICE HOURS 10 am - 12 pm</p>	<p>Due: Draft and Peer Review Worksheet for Peer Review 5</p>