

Course Syllabus and Information
ENG 180: College Composition I
Spring 2017
Prof. Bill Knox

Course and Conference Information

Class meetings: 9:30-10:45 a.m., T Th in Simpkins 321 + 324

Office and Contact: Simpkins 013, 298-2505 (office), 298.2974 (FAX), wl-knox@wiu.edu

Office hours: T Th 8:30-9:30 a.m. + 11:00 a.m.-noon, and W 2:00-3:00 p.m., and by appointment

Prerequisite

Placement into ENG 180

Texts and Materials

Hacker, Diana. *A Pocket Style Manual*. 6th ed. (2016 MLA Update Edition) Boston: Bedford-St. Martin's, 2015. Print. (Required)

Herndl, Carl G. *Sustainability: A Reader for Writers*. New York: Oxford UP, 2014. Print. (Required)

A 1-inch three-ring binder with 5 tab dividers (Required)

Initial Comments

Actions and attitudes central to your success in this course include

- **recalling and applying past learning about writing**
- **attending scheduled classes and visiting Western Online site daily**
- **reading assignments thoroughly**
- **printing class information sent to you electronically**
- **studying assigned material before attending class and beginning assignments**
- **asking me questions if the reading or assignments are unclear**
- **completing assignments when due—only assignments submitted on time are accepted**

This syllabus serves as the basis for our work reflecting “**Economy: Moral Challenges and Opportunities**” the campus theme this year. Although some details may change, our focus will be on **environmental, social, and economic sustainability**. Writing-focused assignments and sustainability-focused readings will be given in class and via Western Online.

Although I am available via email outside of class, I prefer you to visit my office to talk about your writing: Use email for routine questions and the telephone and office visits for matters requiring discussion.

Course Content and Goals

>**Content:** According to the 2016-2017 *Undergraduate Catalog*: “ENG 180 College Writing I. (3) (General Education/ Communication Skills) [is an] “[i]ntroduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking. All sections taught with word processors.”

>**Outcomes:** *Integral to these are the five outcomes of the WIU Writing Program: (1)writing process, (2) discourse community, (3) rhetoric, (4) genre, and (5) critical thinking, reading, and research which will be discussed for each assignment.* (For more information about ENG 180, please see http://www.wiu.edu/cas/english/writing/wp_outcomes.php.)

>**Goals:** By the end of the semester, you will also have mastery of normal content and form requirements for college-level essays as well as of your writer’s voice, accomplishing four goals:

- **meet assignment requirements,**
- **convey significant content,**
- **interest the reader, and**
- **define you as a competent college-level writer.**

Course Calendar (Note Room Numbers for Class Meetings and Computer Lab Days)

Assigned reading from Herndl's *Sustainability* should be done before the week indicated. **Writing assignments will be due at the beginning of class on the dates indicated in the "Due" column.**

Week	Class Meetings and Rooms	Unit Topic(s)	Reading Discussion + Class Activities	Due
1	17 Jan.-SI 321, 19-324	Intro and Sustainability Stories	WesternOnline Course Intro Preface, xxii-xvi; Appendix, 377-384; Leopold, 12-15	
2	24 Jan.-321, 26-324		Cole+Foster, 88-96; Steingraber, 320-324 1-Story Partner Review (26 Jan.)	Cls + Rdng Notes-1 (24 Jan.)
3	30 Jan.-321, 2 Feb.-324	Sustainability Terms	(CC) Lozanova, 121-126; (Ex) Montgomery, 309-317	Cls + Rdng Notes-2 1-Sustainability Stories WL 1 (30 Jan.)
4	7 Feb.-321, 9-324		Conferences	
5	-14 Feb. no class- 16 Feb.-324		(Def) Krznaric, 206-216; Whitman, 140-147 2-Terms Partner Review (16 Feb.)	Cls + Rdng Notes-3 (14 Feb.)
6	21 Feb.-321, 23-324	Sustainability Patterns	(CE); Siegle, 103-107; Shiva, 262-273	Cls + Rdng Notes-4 2-Sustainability Terms WL 2 (21 Feb.)
7	28 Feb.-321, 2 Mar.-324		(Cls) NRC, 183-196; Cannon, 197-205	Cls + Rdng Notes-5 (28 Feb.)
8	7 Mar.-321, 09-324		(Des) Bateman, 296-306; Stiffler, 353-362 3-Patterns Partner Review (9 Mar.)	Cls + Rdng Notes-6 (7 Mar.)
	12-17 Mar.	Spring Break	No Class	
9	21 Mar.-321, 23-324	Sustainability Action	(Proc) Hardin, 28-46; Carroll, 78-87	Cls + Rdng Notes-7 3-SustainabilityPatterns WL 3 (21 Mar.)
10	28 Mar.-321, 30-324		Pollan, 132-139; Charles, 328-331	Cls + Rdng Notes-8 (28 Mar.)
11	4 Apr.-321, 6-324		LUMCON, 331-337; Kolbert, 362-376 4-Action Partner Review (6 Apr.)	Cls + Rdng Notes-9 (4 Apr.)
12	11 Apr.-321, 13-324	Sustainability Argument	Appendix, 398-415; Carson, 4-11; Epstein, 147-153	Cls + Rdng Notes-10 4-Sustainability Action WL 4 (11 Apr.)
13	18 Apr.-321, 20-324		Conferences	
14	25 Apr.-321, 27-324		Cicerone, 158-182; Specter, 347-353 5-Final Partner Review (27 Apr.)	
15	2 May-321, 4-324			5-Final Report + WL 5 (2 May) ePortfolio (5 May)
	Finals Week 8-12 May SI 324		Final Conference 8:00 a.m., Thursday, 11 May	Binder 8:00 a.m., Thursday, 11 May

Teaching and Learning Activities

Class time will be devoted to instruction, discussion, topic selection, drafting, workshopping, and editing; we'll discuss assignments and any other class matter during mini-conferences in class. Outside of class, successful students maintain daily writing and online habits. Keep up with the reading and class notes, and, to perform well on the assigned papers, write several drafts for each assignment.

Attendance, Due Date, Return, and Revision Policy

According to the WIU *Undergraduate Catalog*, “[s]tudents are expected to attend all classes in which they are enrolled.” Please see the following link for attendance policy: (http://www.wiu.edu/student_services/student_development_office/current/absencepolicy.php). In our face-to-face class, this means to be present and participating to earn attendance points. If you have a laptop, I strongly encourage you to bring it to class for notetaking and drafting. All reports are due according to the Course Calendar, whether at the start of class or on WesternOnline. Marked papers will be returned before the next are due. I encourage your questions and careful revision prior to submission.

Academic Honesty

In this course, as in all others, “it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity.” Please study the following link: (<http://www.wiu.edu/policies/acintegrity.php>). In other words, take responsibility for work on activities and reports and, as necessary, give credit where it is due to outside sources of information—whether a friend in person or an expert in print or online. Reports found not to meet this standard will not be accepted.

Use of Learning Technologies and Writing Assistance

Learning Technologies: Please use your WIU computer account for internet, email, research, and course assignments and information via WesternOnline. I encourage the use of information technologies in our classroom. Class will meet in the computer lab as well as our classroom (see schedule below). *Cell phone and earphone use in class, unless I approve it, are proscribed.* You are welcome to use your laptop or other device in class for note-taking and drafting. *However, students using these for non-class business, however, will be marked absent.*

Writing Assistance: The **University Writing Center** (Malpass Library 3rd Floor and other locations) is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-to-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and finding help with writing correctness. See www.wiu.edu/uwc. Call ahead for an appointment (298-2815) and be sure to bring a copy of your assignment. If you prefer to work elsewhere, you will also find online writing help at OWL, the Online Writing Lab-- <http://owl.english.purdue.edu>--24/7.

Standards for Writing Assignment Assessment

Area	Standard
1. Content	Clearly worded details and examples address a targeted, educated audience.
2. Structure	Order of document sections and transitions between them exhibit logic.
3. Correctness	Sentence structure, writing mechanics, and citations are copy ready.
4. Creativity	Meaningful thinking reflects imagination, not just conventional ideas.
5. Critical Thinking	Serious reflection shows key information and rejection of easy answers.
6. Page Format	Each document exhibits MLA standards and contains no distracting elements.

Percentage Grading Scale: A=1000-930; A-=929-900; B+=899-870; B=869-830; B-=829-800; C+=799-770; C; 769-730; D/U=729-600; F=<600. Students must receive a 73 (C) or above in order to pass ENG180. (I reserve the right to add assignments and points for effort and improvement.)

Assignments and Assessment (1000 Points)

Assignment	Points
<i>1-Four (4) Written Assignments (100 points each)</i>	400
<i>2- Final Researched Essay</i>	200
<i>3-Class Notes</i>	50
<i>4-Reading Notes</i>	50
<i>5-Five (5) Writer's Checklists (WC-10 Points each)</i>	50
<i>6-Partner Review Forms— 10 points as writer + 40 as reviewer</i>	50
<i>7-Class Participation (33x3 + 1)</i>	100
<i>8-ePortfolio (Due Online Week 15)</i>	100

Summary of Dates for Your Attention

January 23: 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)

January 30: Last day of restricted schedule changes/last day to drop without a W (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 14: Writing Program Assessment—out-of-class assignment

April 2: Last day to drop a course (students needing permission to drop should seek permission prior to March 30 at 4:30) AND last day for a total university withdrawal

Important 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.

Disability Services

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.

Sex Discrimination

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>.

Comment

Scheduling changes may be necessary, but I will usually announce these in advance. At any time, feel free to tell me how the class can serve you better during the term. Good luck!

Assignment 1 (ePortfolio Writing Outcome 3—Rhetoric)
ENG 180: College Composition I—Sec. 013
Spring Semester 2017
Prof. Bill Knox

Here is the first writing assignment for the semester. Think in terms of *individual* action and rhetoric—“the ability to analyze contexts and audiences and then to act on that analysis’ when composing texts.”

1: Personal Resources
Sustainability Story

- Length: ~500 words
- Focus: For this first short essay, show how you exercised responsibility supporting the environment. Use your ability to describe, narrate, and analyze—see the “Ways of Thinking/Ways of Writing” minilessons.
- Sources: Your experience and memories are the primary sources of information for this essay but also use a supporting excerpt from Leopold or Steingraber.
- Example Topics: Perhaps you have recycling at home, cleaned up a city park, practiced some ways to save energy by shutting off lights when not in use, taking the bus or riding a scooter or bicycle, had a vegetable garden at home, taken an environmentally-oriented course, or made an earth-oriented presentation. As with all assignments this semester, there are many more options. Explain the topic, show how you participated and explain the outcome.
- Points of Special Clarity: Your audience should be able to locate your experience in time, place, and significance for you.
- Audience: Our class and me—help us to get to know you and to see the significance of your sustainability action.

Assignment 2
ENG 180: College Composition I—Sec. 013
Winter Semester 2017
Prof. Bill Knox

Here is the second writing assignment for this semester. Think in terms of creating shared meaning in our class community for the term sustainability.

2: Sustainability Terms

What does sustainability mean?

- Length: ~500 words
- Focus: For this second paper, define sustainability. Consider first how this broad term has been used in the readings and in class so far. Now it is your turn to define this term for yourself. After reflection, begin your writing with a *formal sentence definition: term-class-special characteristics*. (See the definition mini-lesson.) Then expand using various rhetorical means for an audience of undergraduates. Use your ability to observe, read, reason, and explain.
- Sources: Your experience and power of observation are the primary sources of information for this essay. Also incorporate and cite selected material from Lozanova, Montgomery, Krznaric, or Whitman as appropriate. Further, use at least one online source that directly supports your definition.
- Example: Your personal definition should reflect your experience and speak to other university students. Perhaps you will begin, “Sustainability is action against conventional thinking, prejudice, and ‘labor-saving’ devices.” The extended definition would then be developed with a short analysis of often normal, non-sustainable thinking using an example, cause-to-effect of social bias, and comparison-contrast of using our bodies vs. using machines for life’s routines.
- Points of Special Clarity: Make sure your examples and explanation speak to your intended audience of peers.
- Audience: Consider undergraduates who could in some way benefit from your definition.

Assignment 3
ENG 180: College Composition I—Sec. 013
Spring Semester 2017
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Here is the third writing assignment for this semester. Look for new ways to approach your writing: If you have used narrative, comparison-contrast, and example, consider cause-to-effect and classification. (See the mini-lessons.) Think in terms of larger community and rhetoric.

3: Sustainability Patterns

How Does Your Sustainability Action Affect Others?

- Length: ~700-1000 words
- Topic: For the third paper, combine the normal situations of your life today with the ways you are connected to the larger world. Often, we think of ourselves as independent agents when in fact our actions are like a stone dropped into a pond, sending ripples to rim. Use your ability to describe, show cause-to-effect, and create classification.
- Sources: Your experience, memories, one interview source of a peer, professor, or other university or community staff person, and a selection from Siegle, Shiva, the NRC, Cannon, Bateman, or Stiffler are the primary sources of information for this essay.
- Example: Perhaps you want to showcase your personal choice not to take any more food than you can eat from the residence hall café. Show how you fit into the bigger picture: You might classify student eaters by how much they waste; show how you reduce the demand for food, and place less stress on the university waste system and local landfill.
- Points of Special Clarity: Recalling that the effects of sustainable action are diachronic, answer critics who might point out individual action is often insignificant.
- Audience: Consider your audience to be hostile toward adopting more sustainable action.

Assignment 4
ENG 180: College Composition I—Sec. 013
Spring Semester 2017
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Here is the fourth writing assignment for this semester. Think in terms of words that mold action and the necessity for it.

4: Sustainability Action

What Words and Actions Are Comfortable and Uncomfortable?

- Length: ~1000 words
- Topic: For this essay, rely on your ability to describe, analyze, persuade, and your ability to outline a process. (See the mini-lessons.) The focus is on words as social action to improve life for you. Regardless of your normal actions, the people around you, and situations in which you find yourself, we approach them with various kinds and forms of language aimed at getting results. Consider a positive, mutually beneficial result you desire from an individual or group.
- Sources: Reading from Hardin Carroll, Charles, LUMCON, or Kolbert and may be useful, but an interview, online source, or paper source found on your own could also find places in this essay.
- Examples: Perhaps you want to convince someone to go out with you, to form a study group, live on your floor or in an apartment next semester, loan you money, give you a part-time job at WIU, or raise interest or money for an action group at the local, state, national, or international level.
- Points of Special Clarity: Your audience should be reasonably convinced to follow your wishes.
- Audience: Someone you know well or less well but whom nevertheless you require a positive response, not just for yourself but for all involved.

Assignment 5 (ePortfolio Writing Outcome 5—Critical Thinking, Reading, and Research)
ENG 180: College Composition I—Sec. 013
Spring Semester 2017
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And now for something different. Here is the last writing assignment for this semester. You should review the “Ways of Thinking/Ways of Writing” document before starting and while completing this paper. Think in terms of the future, exercising critical thinking, reading, and research.

5: Sustainability Argument—Research-Attribution
What Problem—and It’s Solution—Lies Ahead?

- Length: ~1200 words
- Topic: Looking 10 years ahead. For your final paper, rely on your ability to describe, narrate, analyze, predict, and convince. As a result of the reading and discussion in this class, project the kind of life you would like to live and describe the kind of world you would like to live in, focusing on sustainability and the measures of quality of this future life. You will find it useful to describe your life now to show the distance you have to go to achieve the one in the future: What must you accomplish? Where will you need to live? Who will you be close to? How will all of this make the world a more sustainable place?
- Sources: Use at least one interview, three online sites, material from at least one print source that will make your case.
- Example: Perhaps you have the career goal of becoming a graphic designer. Along with this professional goal might come other important features such as living in a particular part of the country, knowing particular people, having a particular lifestyle. Describe these and show how, taken together, you will have a fulfilling life that improves that of your friends, community, and the world that sustains us all.
- Points of Special Clarity: Your audience should be able to understand your plans for the future, their sources, and the kind of action is needed to make them a sustainable reality.
- Audience: A group of students at your former high school you have been invited to address this semester about setting a positive example for them.