

College Writing I

ENG 180, section 18

Spring 2017 / TTH 11:00 AM-12:15 PM / Simpkins 315 (class) & 319 (lab)

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Office Hours: Tuesday 1:45-3:45 and by appointment

"If I waited for perfection, I would never write a word."

—Margaret Atwood

Catalog Description

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.
- **Rhetoric:** 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:

- 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 of Writing 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

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 **five** absences over the semester for this course: for each absence beyond five, 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. 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. Leaving class early will also count as a tardy; leaving class more than fifteen minutes early will count as an absence. This attendance policy has been established by the Writing Program Director.

1b. As per university policy, students missing class for observation of a religious holiday must notify me at least 5 calendar days prior to the absence so that I can arrange accommodations. Student athletes must meet with me at the beginning of the semester to review sports-related absences and develop an accommodation plan. Students with military obligations should contact me as soon as they know about those obligations so that we can develop an accommodation plan.

1c. 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 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, so please be mindful of expressing your opinion during class discussions. Please put cell phones on vibrate and stash them away during class, as well as headphones. 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. **Students engaging in disruptive behavior, which includes being on your phone or leaving your headphones in, will be asked to cease the behavior once before receiving a zero for participation for the week.** Please see WIU's Disruptive Student in Class Policy: <http://www.wiu.edu/vpas/policies/disrupst.php>.

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 100 points (10%) of your final grade. If you are absent you may not make up a quiz or freewrite, unless under extenuating circumstances.

3. *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 and peer review worksheets for Peer Reviews 1, 2, 3, and 5 will be submitted electronically at the end of class on peer review day via email to me. Drafts and peer review worksheets for Peer Review 4 will be submitted in class on the date indicated on the schedule. 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*: You will write a 300-400 word reflection after five of your writing assignments. Reflection assignments will be provided on WO. Reflections should be typed and submitted to

Western Online. Reflections will be graded from 1-20 (see Rubrics), and will be worth 100 points (10%) of your final grade.

5. *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. 2 copies of your draft (one for you, one for me) and 3 concerns you have about your draft will be due at each conference. Failure to attend any conference will be considered an absence and will result in a 5% automatic grade deduction on your final paper. 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; however, it is not an editing service. I encourage you to make use of this valuable resource.

7. *Papers*:

7a. Over the course of the semester, you will complete four formal assignments in response to specific prompts. Assignment one, a literacy essay (600-900 words), will be worth 100 points (10%) of your final grade. Assignment two, a visual literacy project (3-4 images plus 550-900 words), will be worth 100 points (10%) of your final grade. Assignment three, an annotated bibliography, will be worth 100 points (10%) of your final grade. Assignment four, an exploration of a problem (1,350-1,800 words), will be worth 150 points (15%) of your final grade. You will also submit a group PowerPoint presentation, worth 100 points (10%) 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.

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). It is your responsibility to make sure you submit papers as the correct files to the correct folder on Western Online. I will remind you in class of this. When you submit a file on Western Online, you should receive a submission receipt, which will be a good reminder that you submitted your file. I will not notify you if you submit the wrong paper file, submit the file to the wrong assignment folder, submit the wrong file to the appropriate folder, or if you do not submit anything at all. Please be mindful when turning in all assignments and use the directions for turning papers in to your advantage.

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>. 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.

8. *Portfolio*: In lieu of a final exam, you will create and submit a Portfolio via Google Site, which will be a representation of what you have learned 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; writing center appointments; and email conversations with me). 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. The portfolios will be worth 100 points (10%) 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*: 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.

12. *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>.

13. *Student Rights and Responsibilities*: Please review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

| Grading | | |
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| 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 | |

***Note that you must receive a 730 or above in order to pass this 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).

Class: 315; Lab: 319 (Note which room we are in next to the date)

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, PSM, and Guide to all class meetings.

| Unit 1: Concepts of Reading and Writing | | | |
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| Date | Topic | Read and Review Prior to Class | Due |
| Tues., Jan. 17 (class) | <i>Introduction to Course</i> | Read: Guide Chapters 1 and 3 | |
| Thurs., Jan. 19 (lab) (Mon, Jan. 23 is last day of open registration) | <i>What is Writing and Who Are Writers?</i> | 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” and “Writers’ Histories, Processes, and Identities Vary” (on WO); Writing Inventory Assignment Sheet (on WO) | Due: Bring to class notes for Writing Inventory; Student Survey (on WO by 11:59 pm) |
| Tues., Jan. 24 (class) | <i>What is Writing? and How Do I Reflect on My Own Reading and Writing?</i> | Read: JC Chs. 3 & 5 (focus on 133-155); Guide Ch. 4 (“Literacy Essay”); Case Study 1 & 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 (lab) (Mon., Jan. 30 is last day of restricted reg. & drop w/t a “W”) | <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., Jan. 31 (Not meeting as a 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), | Bring to Conference: 2 Complete, typed drafts of Literacy Essay plus a list of 3 concerns you |

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| | | and “Portfolio” (on WO: pages 5-8 and 26-33) | want me to address when looking at your draft |
| Thurs., Feb. 2 (Not meeting as a 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: 2 Complete, typed drafts of Literacy Essay plus a list of 3 concerns you want me to address when looking at your draft |
| Tues., Feb. 7 (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); “Revision: Cultivating a Critical Eye” (on WO) | |
| Thurs., Feb. 9 (lab) | <i>Peer Review 1</i> | <i>Peer Review 1</i> | Due 5 Minutes Before Class: Electronic file of your Literacy Essay Due at the End of Class: Peer Review Worksheet 1 and peer’s draft with your comments via email |
| Fri., Feb. 10 | | | Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm) |
| Unit 2: Understanding Conversations | | | |
| Date | Topic | Read and Review Prior to Class | Due |
| Tues., Feb. 14 (Not meeting as a class) REFER TO ASSIGNMENT ON WESTERN ONLINE | <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) | |
| Thurs., Feb. 16 (lab) | <i>What is Visual Rhetoric?</i> | Read: JC Ch. 5 (focus on 118-132); “Visual Rhetoric” (WO) | Due in Class: Bring electronic versions of |

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| | <i>Review the Rhetorical Situation</i> | link) | images you want to use for your Visual Essay |
| Tues., Feb. 21 (class) | <i>What Are Discourse Communities? and 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) | Due in Class: Bring to class a list of communities you belong to that use writing and a list of genres you have used both in school and in your personal writing |
| Thurs., Feb. 23 (lab) | <i>Peer Review 2</i> | <i>Peer Review 2</i> | Due 5 Minutes Before Class: Electronic file of your Visual Essay Due at the End of Class: Peer Review Worksheet 2 and peer’s draft with your comments via email |
| Tues., Feb. 28 (class) | <i>How Do I Read a Multimedia Text? and 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; Group assignments will be made in class for Group Assignment | Due: Visual Essay and Reflection Memo 2 (on WO by 11:59 pm) |
| Thurs., Mar. 2 (lab) | <i>How Do I Work With a Group? and How Do I Give an Oral Presentation Using PPT?</i> | Read: JC Ch. 18 (focus on 584-602); Guide Ch. 4 (“Group Analysis”); “Editorial: The Benefits of Group Projects” (On WO) | Due in Class: Bring analysis notes for your group’s website; End of class: groups will submit final group work plan with assignments for Tuesday |
| Tues., Mar. 7 (class) | <i>Group Work Day</i> | <i>Group Work Day</i> | Due in Class: Have group assignments from Thursday completed before coming to class; BRING LAPTOPS TO CLASS |
| Thurs., Mar. 9 (lab) | <i>Group Presentations</i> | <i>Group Presentations</i> | Due: Group Rhetorical Analysis PPT on WO |

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| | | | before class starts Each member must submit the powerpoint! |
| Mar. 13-17 | | No Class—Spring Break | |
| Unit 3: Participating in Conversations | | | |
| Date | Topic | Read and Review Prior to Class | Due |
| Tues., Mar. 21 (class) | <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) | Due by the end of Class: Research Plan Due: Reflection Memo 3 (on WO by 11:59 pm) |
| Thurs., Mar. 23 (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 |
| Tues., Mar. 28 (meet at library; library room TBD) | <i>How Do I Find Sources? (Library Day)</i> | Read: JC Ch. 12 (focus on 454- 456); Review Guide Ch. 2 ("WIU Libraries") | |
| Thurs., Mar. 30 (Lab) (Sun., Apr. 2 is last day to drop w/ a "W"; seek permission to drop by Mar. 30) | <i>Finding Sources/Work Day</i> | This class period will be used to find sources. If sources are found early, the rest of the class period should be spent on summarizing sources | At the end of class, have two sources approved for Annotated Bibliography |
| Tues., Apr. 4 (Class) | <i>How Do I Summarize a Source? and 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) | Bring to class hard copies of two sources or tablet/laptop with sources downloaded |
| Thurs., Apr. 6 (lab) | <i>Peer Review 3 and How Do I Document My Sources?</i> | Read: JC Ch. 19 (focus on 628- 631); PSM 125-167 (consult for citing sources) | Due 5 Minutes Before Class: Electronic file of your Annotated Bibliography Due at the End of Class: Peer Review Worksheet 3 and peer's draft with your comments via |

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| | | | email |
| Tues., Apr. 11 (class) | <i>How Do I Write to Inform? How Do I Choose a Main Point? and 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”) | Due: Annotated Bibliography and Reflection Memo 4 (on WO by 11:59 pm) |
| Thurs., Apr. 13 (lab) | <i>How Do I Organize and Draft? and 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) | Due in Class: Bring to class results of field research plus your two library sources |
| Tues., Apr. 18 (Not meeting as a class) | <i>Individual Conferences</i> | Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO) | Due: Bring to Conference 2 complete, typed drafts of your two genres for the Exploring a Problem Assignment and 3 concerns you have about your draft |
| Thurs., Apr. 20 (Not meeting as a class) | <i>Individual Conferences</i> | Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO) | Due: Bring to Conference 2 complete, typed drafts of your two genres for the Exploring a Problem Assignment and 3 concerns you have about your draft |
| Tues., Apr. 25 (class) | <i>Peer Review 4</i> | <i>Peer Review 4</i> | Due in Class: Bring to class hard copy, complete, typed drafts of your two revised genres for the Exploring a Problem Assignment |
| Unit 4: Final Portfolio | | | |
| Date | Topic | Read and Review Prior to Class | Due |
| Thurs., Apr. 27 (lab) | <i>How Do I Write the</i> | Read: JC 602-608 and “Portfolio” (on WO: pages 63- | Due: Bring all writing from this semester |

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| | <i>Reflective Essay for My Portfolio? How Do I Use Google Sites?</i> | 69) | Due: Exploring a Problem and Reflection Memo 5 (on WO by 11:59 pm) |
| Tues., May 2 (class) | <i>How Do I Write to Persuade? and How Do I Choose My Evidence?</i> | Read: JC Chs. 10 and 14 (focus on 380-382, 404-408, and 502-504); Guide Ch. 4 (“Researched Argument” and “Final Reflective Essay”) | Due: Bring all writing from this semester Due in Class: Drafts and Peer Review Worksheet from Peer Review 4 |
| Thurs., May 4 (lab) | <i>Peer Review 5 and Portfolio Proofreading and Problem Solving</i> | | Due 5 Minutes Before Class: Electronic file of your Reflection Essay Due at the End of Class: Peer Review Worksheet 5 and peer’s draft with your comments via email |
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| Fri., May 5 | | | Due: Final Portfolio, Share your Google Site with me and upload your reflective essay on WO by 11:59 pm |
| Finals Week May 8-11 | WE WILL NOT MEET FOR OUR FINAL EXAM | I will hold office hours at some point during finals week. TBD | |