

English 180, Section 40 College Composition I
Spring Semester 2017, Simpkins 315(T) and (Lab Sharing, 321(Th)
STARS 29228
TTH 3:30 – 4:45 p.m.
Dr. Bonnie Sonnek

COURSE SYLLABUS (POLICIES AND PROCEDURES)

Instructor: Dr. Bonnie K. Sonnek
Office: Simpkins 226B
Office Phone: (309) 298-1511
Office Hours: T: 11:00 – 12:00
W: 10:00 - 2:00
TH: 11:00 – 12:00
And by appointment
E-mail: bk-sonnek@wiu.edu

Required Texts:

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 Process: You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.
- Discourse Community: 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.
- Genre: 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.

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.

OTHER:

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and a benefit.

Attendance:

This is a semester course that meets only two times per week. Attendance is required. If you miss two days, you will have missed one week. Absences affect your classmates’ work as well as your own. I reserve the right to lower your grade for lack of participation (and attendance), or lack of complete documentation as you display it in drafts, commentaries, workshops with colleagues, and your units. You will receive two free absences before they begin to affect your grade. Three or four absences will lower your grade (plus, minus) and five or six will cause your final letter grade to be lowered one letter grade. I do not distinguish between excused or unexcused absences. It is a good idea to let me know if you are unable to make it to class. Talk to me.

Special Needs:

If you have a learning disability and/or special needs, or if you suspect you may have a learning disability, see me during the first or second week of class to make the necessary arrangements.

Communication:

I will respond to e-mail during the day, as I am available, usually once each day. I will not respond to e-mail after 9 p.m. You will have a list of members of the class should you need immediate assistance. Contact them for assistance before you contact me.

WIU student rights and responsibilities: <http://www.wiu.edu/provost/student/>

Academic Integrity Policy: WIU’s academic integrity policy can be found at <http://www.wiu.edu/policies/acintegrity.php> . Any violation of this policy will result in immediate failure of the course.

Reading and Writing: The writing and reading for this course is intense, but this is necessary to provide the knowledge you will need to be a successful student. Points will be taken off for failure to finish the reading or complete the writing. HINT: Since this is an intensive reading and writing course, pace yourself. I will give quizzes as necessary to ensure you have read (or written) the required material.

Grades in this course are based primarily on participation with the group, your contributions to others on their papers, and the papers you write. You will write short papers before midterm, longer papers after midterm. We will peer review papers, and I encourage you to come to me if you have questions. You must complete all the assigned papers. Failure to complete a paper will result in a U for that assignment.

Rough drafts: At least one class period before the one on which a paper is due will be devoted to peer review of rough drafts. It is essential that you come on those days with a rough draft of your paper to share. In order for me to verify that you're doing this, I want you to **bring two copies of the draft on that day**, one for sharing and one to give to me. All drafts must be created by a computer program. A rough draft is a complete treatment of the topic, but subject to change at every level; it is not a few brief notes or lines of introduction or an abstract of the paper. If you come prepared with a rough draft to every peer review session, an A will be added to your grade; if you miss one, a B; if you miss two, a C; if you miss three or more, a U. **These must be turned in during the class; for each day the paper is late, your grade will be lowered by one letter grade. DO NOT E-MAIL ME YOUR PAPERS; I WILL NOT ACCEPT THEM.**

Late Submissions: An assignment is due at the beginning of class; after that it is late, and your grade for that paper will be lowered one grade. I accept late submissions within 48 hours of the class it was due. Grammar, punctuation, and other mechanics will be assessed and part of the grade for all assignments. Submissions with excessive errors of usage, spelling, mechanics, etc. get zero points. I do not read them if the first page is unacceptable. It is perfectly acceptable to have someone your final copy to help edit for these errors. If you tend to have trouble editing your own writing, use the Writing Center

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 it. Many of my students have found it very helpful.

Course Requirements: For each assignment, detailed handouts will be given to you.

Essay One: The writing Process	50
Essay Two: The Discourse Community	100
Essay Three: Rhetorical Situation	100
Essay Four: An exploration of a problem	150
Group Power Point Presentation	150
Oral and written responses to texts/short assignments/quizzes	100
Reflections	100

Portfolio: In lieu of a final exam, you will submit an ePortfolio of your work at the end 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. 100

TOTAL POINTS: 850

STANDARDS FOR ASSIGNMENT ASSESSMENT (What you will be graded on)

AREA	STANDARD
Content	Focused, specific details and examples and precise language that show great care for the information needs of a targeted, educated audience.
Structure	Order of document sections and transitions between them, show logic, emphasize clarity

Correctness	Sentence structure, writing mechanics, and citations.
Creativity	Meaningful thinking that reflects imagination, not just conventional ideas
Critical Thinking	Serious reflection in writing shows rejection of easy answers and pursuit of all key information.
Page Layout and Visual Impact	Each document exhibits recognized standards, includes appropriate visuals, and contains no distracting elements.

I will calculate final grades as follows:

A 93-100%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%
B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59-0%

We will meet in Room 321 on Tuesdays and in the lab on Thursday, Room 324

Teaching and Learning Activities (in the classroom)

- Class time will be devoted to instruction, discussion, topic selection, drafting, workshopping, and peer editing.
- Developing daily habits of keeping up with the reading, make reading notes, journaling and writing drafts to complete assignments.

Use of Learning Technologies, Web Note, and Writing Assistance (in the lab)

- Use your WIU computer account for internet, email, and Western Online to receive assignments, send draft excerpts for your classmates and me to review before due dates, conduct research, and , when necessary, submit essays.
- I encourage you to use information technologies in the lab.
- Cell phone use is prohibited; one warning is allowed; the second warning I will ask you to leave my class.

Weekly Reading and Writing Assignments:

Tuesday, Jan. 17, 2017 (Week One) Syllabus and review of course, introductions, brainstorming on Essay 1, “Joining the Conversation” pp. 3-26.

Thursday, Jan. 19, 2017L First draft due (one pager), share ideas with peers in computer lab..

Tuesday, April 4, 2017 (Week 11) GPP Preparation

Thursday, April 6, 2017L GPP preparation

Tuesday, April 11, 2017 (Week 12) GPP preparation

Thursday, April 13, 2017L TBA

Tuesday, April 18, 2017 (Week 13) Group Power Point Presentations in class.

Thursday, April 20, 2017L Handout on Portfolio and Reflection. Begin work on reflection.

Tuesday, April 25, 2017 (Week 14) Gather and peer edit reflections and portfolios. One student in the class will critique your reflection and the order of your artifacts.

Thursday, April 27, 2017L Bring artifacts to class and be ready to upload each of them and the reflection.

Tuesday, May 2, 2017 (Week 15) Catch up

Thursday, May 4, 2017L Prepare for final exam.

Final Exam Week May 8 – 12	Final Exam: Thursday, May 11 3 p.m.
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Have a relaxing summer: read, notice the flowers,
plant some, enjoy friends, and be safe, kind and
at peace. Contact me any time; I will miss you

Dr. Sonnek

REMINDERS:

- February 1: Last day to process a drop without being assessed tuition or receiving a "W"; full credit will be made of all tuition and mandatory fees for any student totally withdrawing from the University.
- Feb. 29: Early warning grade reporting available on WIUP.
- March 15: Early warning notifications e-mailed to students.
- March 25: Undergraduate incompletes due in Registrar's Office.
- April 3: Last day to make a total University withdrawal.
- April 3: Last day to drop a 16-week class.