

**College Writing I**

ENG 180 Section 007

Ms. Klaira Strickland

Spring 2017 / MWF 9:00-9:50AM / Simpkins 315 (class) & 319 (lab)

108 Simpkins Hall / 309-298-2814

k-strickland@wiu.edu

Office Hours: M 10:00-11:00 AM ; and by appointment

*“People want to know why I do this, why I write such gross stuff. I like to tell them I have the heart of a small boy...and I keep it in a jar on my desk.”*

*—Stephen King*

**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

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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 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*. 7<sup>th</sup> ed. New York: Bedford/St. Martin’s, 2015.

Palmquist, Mike. *Joining the Conversation: A Guide and Handbook for Writers*. 2<sup>nd</sup> ed. New York: Bedford/St. Martin’s, 2014.

WIU English Department. *Guide to English 180*. 4<sup>th</sup> 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 **seven** absences over the semester for this course: for each absence beyond seven, your

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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. If there is a scheduling conflict where you will be consistently late getting to class due to distance from another class, you may want to figure out better transportation or move your schedule around. 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, which includes texting. Please put cell phones on vibrate and stash them away during class. That also includes turning off all music when class starts unless I give you permission to listen to it during some activities. All Pokémon Go players will close the app when class starts to avoid any stray Pidgeys and Rattatas from popping up during class and hindering participation. 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 will be asked to cease the behavior once before being required to leave the classroom. Please see WIU's Disruptive Student in Class Policy: <http://www.wiu.edu/vpas/policies/disrupst.php>.

2. *Freewrites and Quizzes:* In order to ensure that all assignments are read, I will begin most classes with freewrites and quizzes. Quizzes are not designed to trick you—if you read and digest the assignment you will do fine. Quizzes will be graded from 1-5, corresponding to F-A. Freewrites are worth 100 points (10%) of your final grade. If you are absent you may not make up a freewrite or quiz. At the end of the semester I will replace your lowest scores with a 5 for each allowed absence you did not use.

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

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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 1-5 will be submitted electronically at the end of class on peer review day. 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 one-page 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. 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.

6. *Writing Center:* The Writing Center is available to all students to assist with any aspect of the writing process. You may need help brainstorming and they will help you with coming up with ideas as well as reviewing your drafts. I encourage you to make use of this valuable resource. I cannot work with you on any of your assignments while in the Writing Center. Come to my office hours if you want specific help from me.

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 essay (4-5 images plus 400-500 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 (1,600-1,800 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 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); papers

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submitted in any other file format or corrupted files will be returned to you and considered late until re-submitted as a Word file.

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 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.

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. Also, keep in mind that I will not answer emails after 9:00PM most nights. 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](mailto: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](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.

<b>Grading</b>		
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.

**MWF 9:00-9:50AM  
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, A Pocket Style Manual* will be labeled PSM; readings from *Guide to ENG 180* will be labeled Guide. Bring JC, Guide, and PSM to all class meetings.

Unit 1: Concepts of Reading and Writing

<b>Date</b>	<b>Read</b>	<b>Due</b>
Wed., Jan. 18th (class)	<i>Introduction to Course</i> Read: Guide Chs. 1 and 3 Superhero exercise	
Fri., Jan. 20th (lab)	<i>What is Writing?</i> Read: Read: JC Ch. 1 (focus on 12-18); “Writing Is a Social and Rhetorical Activity”; “Writers’ Histories, Processes, and Identities Vary”; and “Habits of Mind” (on WO)	Due: <b>Student Survey</b> (on WO by 11:59 pm)
Mon., Jan. 23rd (class) (is last day of open registration)	<i>Who Are Writers?</i> Read: JC Ch. 2 (focus on 28-32 and 44-47); Stephen King’s <i>On Writing</i> (WO); Writing Inventory Assignment Sheet (on WO)	Due in class: Bring to class notes for Writing Inventory Due: <b>Writing Inventory</b> (on WO by 11:59 pm)
Wed., Jan 25th (lab)	<i>Reflecting on My Own Reading and Writing</i> Read: JC Chs. 3 & 5 (focus on 50-51, 102-103, and 134-141); Guide Ch. 4 (“Literacy Essay”); “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	
Fri., Jan. 27th	<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

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Mon., Jan. 30th (is last day of restricted reg. & drop w/t a “W”)	<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
Wed., Feb. 1st (lab)	<i>Sharing My Writing and Avoiding 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)	
Fri., Feb. 3rd (class)	<i>Peer Review 1</i>	Due 5 Minutes Before Class: Electronic file of your revised Literacy Essay
Mon., Feb. 6th (lab)	<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)	

Unit 2: Understanding Conversations

<b>Date</b>	<b>Read</b>	<b>Due</b>
Wed., Feb. 8th (class)	<i>Rhetorical Situation</i> Read: Book Jacket Assignment Sheet (on WO); “The Rhetorical Situation” (WO link); “Writing Involves Making Ethical Choices” (on WO)	
Fri., Feb. 10th (lab)	<i>Visual Rhetoric</i> Read: JC Ch. 5 (focus on 118-132); “Visual Rhetoric” (WO link)	Due in Class: Bring to class electronic versions of Book Jacket  Due: <b>Literacy Essay and Reflection Memo 1</b> (on WO by 11:59 pm)
Mon. Feb. 13 <sup>th</sup>	<i>No Class</i>	
Wed., Feb 15th (lab)	<i>Ethos, Pathos, and Logos</i> Read: JC Ch. 10 (focus on 380-	Due in Class: Bring to class one magazine ad that catches your

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	381, 387-393, and 402-412); “Rhetorical Appeals” (on WO)	attention
Fri., Feb. 17th (class)	<i>Discourse Communities</i> Read: Discourse Community Handout (on WO); “Writing Represents the World, Events, Ideas, and Feelings” (on WO)	Due in Class: Bring to class a list of communities you belong to that use writing
Mon., Feb. 20th (class)	<i>What Are Genres?</i> Read: Genre Handout (on WO); Group Rhetorical Analysis Presentation Assignment Sheet (on WO)	Due in Class: Bring to class a list of genres you have used both in school and in your personal writing
Wed., Feb. 22nd (lab)	<i>Peer Review 2</i>	Due 5 Minutes Before Class: Electronic file of your Visual Essay
Fri., Feb. 24th (lab)	<i>How Do I Analyze? and Reading a Multimedia Text</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 made in class)
Mon., Feb. 27th (lab)	<i>Work With a Group</i> Read: Benefits of Group Work PPT, JC Ch. 18 (focus on 599-602)	Due in Class: Groups should come to class with notes on website; by end of class, groups will submit group work plan Due: <b>Book Jacket</b> and <b>Reflection Memo 2</b> (on WO by 11:59 pm)
Wed., March 1st (class)	<i>Giving an Oral Presentation Using PPT</i> Read: JC Ch. 18 (focus on 584-598); Guide Ch. 4 (“Group Analysis”) Do’s and Don’ts of an Oral Presentation (WO)	Due in Class: Bring analysis notes for your group’s case; by end of class, groups will submit final group work plan with assignments for Wednesday
Fri., March 3rd (lab)	<i>Group Work Day</i>	Due in Class: Have group assignments from Monday completed before coming to class
Mon., March 6th (class)	<i>Forming a Research Plan</i> Read: JC Ch. 9 (346-349 and 354-358) and Ch. 11 Exploring a	Due: <b>Group Rhetorical Analysis PPT</b> (on WO by 11:59 pm)

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	Problem Assignment Sheet (on WO)	
Wed., March 8th (lab)	<i>Group Presentations</i>	
Fri., March 10th (class)	<i>Group Presentations</i>	Due: <b>Reflection Memo 3</b> (on WO by 11:59 pm)
March 13 <sup>th</sup> -17th	No Class: Spring Break	

Unit 3: Participating in Conversations
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<b>Date</b>	<b>Read</b>	<b>Due</b>
Mon., March 20th (class)	<i>How Do I Form a Research Plan?</i> Read: JC Chs. 9 and 12 (focus on 349-353 and 478-482); Research Plan Assignment sheet (WO)	Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment  Due by the end of Class: Research Plan
Wed., March 22nd (lab)	<i>How Do I Conduct Field Research?</i> Read: Conducting Field Research Guide (WO)	Due by the end of Class: Field Research Plan
Fri., March 24th (Library Day 1)	<i>Finding Sources</i> Read: JC Ch. 12 (focus on 454-477); Review Guide Ch. 2 (“WIU Libraries”) ENG 180 Library Guide (Library website)	
Mon., March 27 <sup>th</sup> (lab)	<i>Summarizing a Source</i> Read: JC Ch. 3 and 623-624; PSM 112-113; PSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); PSM 101-105; Annotated Bibliography Assignment Sheet (on WO)	
Wed., March 29 <sup>th</sup> (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
Fri., March 31st (lab) (Sun., April 2nd is last day to drop w/ a “W”)	<i>Documenting My Sources</i> Read: JC Ch. 21 (focus on 651, 654, 656, 666, and 668); PSM MLA section	Due in Class: Electronic copies of sources

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Mon., April 3rd (class)	<i>How Do I Write to Inform?</i> and <i>How Do I Choose a Main Point?</i> Read: JC Chs. 6 and 14 (focus on 162-164, 171, 192, and 498-502); Finding the Main Idea (WO)	Due in Class: Bring to class notes on sources
Wed., April 5th (lab)	<i>Peer Review 3</i>	Due 5 Minutes Before Class: Electronic file of both annotations
Fri., April 7 <sup>th</sup> (class)	<i>Choosing the Right Genres</i> and <i>Drafting My Two Genres</i> Read: JC Chs. 16 and 17 (focus on 519-521, 527-529, 533-534, 537- 540, 551-553, 558-560; Guide Chapter 4 (“Problem Proposal”))	
Mon., April 10th (lab)	<i>How Do I Organize?</i> Read: JC Ch. 15 (focus on 506- 511); Clustering, mapping, reverse outline examples	Due: <b>Annotated Bibliography</b> and <b>Reflection Memo 4</b> (on WO by 11:59 pm)
Wed., April 12th (class) <b>PCA Conference</b>	<i>How Do I Use My Sources?</i> Read: JC Ch. 19 (focus on 610- 619, and 621-624); Integrating Sources into Your Paper (WO)	Due in Class: Bring to class results of field research plus your two library sources
Fri., April 14th (lab) <b>PCA Conference</b>	<i>How Do I Document My Sources?</i> Read: JC Ch. 19 (focus on 628- 631); PSM 125-167 (skim)	Due in Class: Bring to class results of field research plus your two library sources
Mon., April 17th	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment
Wed., April 19th	<i>Individual Conferences</i> Read: Final Portfolio Assignment Sheet (on WO) and “Portfolio” pages 55-61 (on WO)	Due: Bring to Conference complete, typed drafts of your two genres for the Exploring a Problem Assignment
Fri., April 21st (class)	<i>Peer Review 4</i> and <i>Reviewing Citation</i> Read: PSM 125-167 (skim)	Due 5 Minutes Before Class: Electronic files of your two revised genres for the Exploring a Problem Assignment

Unit 4: Final Portfolio

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<b>Date</b>	<b>Read</b>	<b>Due</b>
Mon., April 24th (lab)	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO); Google Sites Tutorial (WO)	Due: <b>Exploring a Problem and Reflection Memo 5</b> (on WO by 11:59 pm)
Wed., April 26th (class)	<i>How Do I Write the Reflective Essay for My Portfolio?</i> Read: JC 602-608; "Portfolio" (on WO: pages 63-69)	Due: Bring all writing from this semester
Fri., April 28 <sup>th</sup> (lab)	<i>How Do I Write to Persuade?</i> Read: JC Ch. 10 (380-382 and 404-408); Guide Ch. 4 ("Researched Argument"); Review Appeals and Rhetorical Tools	Due in Class: Bring all writing from this semester
Mon., May 1st (class)	<i>How Do I Choose My Evidence?</i> Read: Guide Ch. 4 ("Final Reflective Essay")	Due: Bring all writing from this semester
Wed., May 3rd (lab)	<i>Peer Review 5</i>	Due 5 Minutes Before Class: Electronic file of your Reflection Essay
Fri., May 5th (class)	<i>Portfolio Proofreading and Problem Solving</i>	BRING LAPTOP TO CLASS Due: <b>ePortfolio</b> (Google Sites link emailed by 11:59 pm)
Wed., May 10 <sup>th</sup> OFFICE HOURS	8-10:00AM	