

College Writing I

ENG 180, Sections 022 and 032

Spring 2017 / MWF 12:00-12:50 PM or 2:00-2:50 PM/ Simpkins 315 & 319

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MW 1-1:50 PM; and by appointment (11 AM preferred)

“Language is what enables us to overcome our alienation.”

— Charles Renner

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 April 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*. 7thed. New York: Bedford/St. Martin's, 2015.

Palmquist, Mike. *Joining the Conversation: A Guide and Handbook for Writers*. 2nded. New York: Bedford/St. Martin's, 2014.

WIU English Department. *Guide to English 180*. 4th ed. Southlake, TX: Fountainhead Press, 2017.

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 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 after roll in taken) 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 (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. Due to the class being held largely in Lab 319, food is not allowed in class. Students may bring bottled water but are responsible for any spills and bring their bottles with them when they leave. 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.

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. *All of my quizzes at the start of classes are open note, so long as the notes are handwritten and not photocopied.* Quizzes and freewrites will be graded 1-5. Sometimes I will give six questions (one free question out of charity) but the quizzes will always be out of 5. Quizzes and freewrites are worth 10% of your final grade. If you are absent you may not make up a quiz or freewrite, another reason why class attendance is crucial! Handwritten quizzes and freewrites must be done in blue or black ink (to differentiate between it and the instructor's ink). 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 ZERO on that Peer Review and draft. This will also be considered an absence. Your peer review workshop grade makes up 10% of your final grade. Drafts and peer review worksheets will be graded from 1-10 (see Rubrics). 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 will be submitted in class at the proper due date. Reflections will be graded from 1-20 (see Rubrics), and will be worth 10% of your final grade.

5. *Conferences, Mandatory and Otherwise:*

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. Conferences are held in the Instructor's office. 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 email me schedule a conference. Students who wish to schedule a conference should know I make myself available for 11:00 AM appointments. Students should not consider a conference scheduled unless they receive a confirmation email of the date and time from the instructor.

6. *Writing Center*

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the University Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side and in satellite centers in Simpkins, Bayliss, and Tanner). Call for an appointment (298-2815) and be sure to bring a copy of your assignment. Again, the writing center is not just intended for students who are "bad writers" but rather is a worthwhile resource to help students of all levels, skills and writing disciplines as they work through their writing process.

7. *Papers*

7a Over the course of the semester, you will complete four formal assignments in response to specific prompts. There is a literacy essay (600-900 words), a visual literacy essay (4-5 images plus 400-500 words), and an annotated bibliography. Each of those assignments will be worth 10% of your final grade. Your exploration of a problem paper (1,600-1,800 words), will be worth 15% of your final grade. You will also submit a group PowerPoint presentation worth 10% of your final grade. With each assignment, there will be a format sheet on westernonline, 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; essays more than 7 days late will receive a "0." Because this course is designed to help students improve their writing, it is important that students read the feedback on their papers, but I will not discuss grades on the day I return assignments to the class, and students are requested to wait 24 hours before emailing me to talk about a paper grade. For reasons of security and confidentiality, I will not discuss grades over email, so students who would like to discuss the grades on their assignments are welcome to come and talk to me during my office hours or to make an appointment to have the discussion.

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 submitted in any other file format or corrupted files will be returned to you and considered late until re-submitted as a Word file. Turnitin.com will be used to check papers for plagiarism.

7d. 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 possession of AND keep track of all of the work you do this semester so that you can compile a successful portfolio. ePortfolios will be worth 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 usually need at least 12-48 hours to reply to emails, though I will do my best to respond to student emails within 24 hours. You are also responsible for checking your WIU email and Western Online accounts on a regular basis, (at least daily) since they will be my primary methods of communication with you outside of class.

11. *Disability Resource Center: Disability Resource Center:*

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through the Disability Resource Center and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center at 298-2512 for additional services or see the DRC website: http://www.wiu.edu/student_services/disability_resource_center/.

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>.

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

Grading

Class Participation:	5%	A: 93-100%; A-: 90-92%;
Quizzes/Freewrites:	10%	B+: 88-89%; B: 83-87%;
Drafts and Peer Review Workshops:	10%	B-: 80-82%; C+: 78-79%;
Literacy Essay:	10%	C: 73-77%; U: 60-72%;
Visual Literacy Essay:	10%	F: <60%
Annotated Bibliography:	10%	
Exploration of a Problem:	15%	
Group PowerPoint:	10%	
Reflections:	10%	
Portfolio:	10%	

Note that you must receive a 73% 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: 324; Lab: 321 (Note which room we are in next to the date, labeled L and C)

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, Guide, and PSM to all class meetings.

Unit 1: Concepts of Reading and Writing

Date	Read	Due
Wed., Jan. 18 (L)	<i>Introduction to Course</i>	
Fri., Jan. 20 C	<i>What is Writing?</i> Read: Guide Chs. 1-3, JC Ch. 1 (focus on 12-18); “Writing Is a Social and Rhetorical Activity”; “Habits of Mind” (on WO)	Due: What’s In Your Bag? (on WO by 11:59 pm)
Mon., Jan. 23 L	<i>Who Are Writers?</i> Read: JC Ch. 2 (focus on 28-32 and 44-47); Beaufort Ch. & Reading Guide (on WO); Writing Inventory Assignment Sheet (on WO)	Due in class: Bring to class notes for Writing Inventory Due: Writing Inventory (on WO by 11:59 pm)
Wed., Jan. 25 C	<i>How Do I Reflect 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”); <i>Education as Criticism – Luigi Giussani</i> ” (on WO) “Learning to Read” (on WO); Literacy Essay Assignment Sheet (on WO)	
Fri., Jan. 27	<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
Mon., Jan. 30	<i>Individual Conferences</i> Read: JC Chs. 14-16 (focus on 498-502, 506-507, 520, and 527-537), Final Portfolio Assignment	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

	Sheet (on WO), and “Portfolio” (on WO: pages 5-8 and 26-33)	
Wed., Feb. 1 L	<i>Why Should I Share My Writing?</i> and <i>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)	
Fri., Feb. 3 C	<i>Peer Review 1</i>	Due in Class: Bring to class complete, typed draft of your revised Literacy Essay
Mon., Feb. 6 L	<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

Unit 2: Understanding Conversations

Date	Read	Due
Wed., Feb. 8 C	<i>What is the Rhetorical Situation?</i> Read: Visual Essay Assignment Sheet (on WO); “The Rhetorical Situation” (WO link); “Writing Involves Making Ethical Choices” (on WO)	
Fri., Feb. 10 L	<i>What is Visual Rhetoric?</i> Read: JC Ch. 5 (focus on 118-132); “Visual Rhetoric” (WO link)	Due in Class: Bring to class electronic versions of images you want to use for your Visual Essay Due: Literacy Essay and Reflection Memo 1 (on WO by 11:59 pm)
Mon., Feb. 13 (no class) Wed Feb. 15 C	<i>What are Ethos, Pathos, and Logos?</i> Read: JC Ch. 10 (focus on 380-381, 387-393, and 402-412); “Rhetorical Appeals” (on WO)	Due in Class: Bring to class one magazine ad that catches your attention
Fri., Feb. 17 L	<i>What Are Discourse Communities?</i> Read: Discourse Community	Due in Class: Bring to class a list of communities you belong to that use writing

	Handout (on WO); “Writing Represents the World, Events, Ideas, and Feelings” (on WO)	
Mon., Feb. 20 C	<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. 22 L	<i>Peer Review 2</i>	Due 5 Minutes Before Class: Electronic file of your Visual Essay
Fri., Feb. 24 C	<i>How Do I Analyze?</i> and <i>How Do I Read 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) Due in Class: Draft and Peer Review Worksheet for Peer Review 2
Mon., Feb. 27 L	<i>How Do I Work With a Group?</i> Read: 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: Visual Essay and Reflection Memo 2 (on WO by 11:59 pm)
Wed., Mar. 1 C	<i>How Do I Give an Oral Presentation Using PPT?</i> Read: JC Ch. 18 (focus on 584-598); 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 Frinesday
Fri., Mar. 3 L	<i>Group Work Day</i>	Due in Class: Have group assignments from Monday completed before coming to class
Mon., Mar. 6 C	<i>How Do I Form a Research Plan?</i> Read: JC Ch. 9 (346-349 and 354-358) and Ch. 11; PSM 91-92; Exploring a Problem Assignment Sheet (on WO)	
Wed., Mar. 8 L	<i>Group Presentations</i>	Due: Group Rhetorical Analysis PPT (on WO by 11:59 pm on <u>Sunday, Mar. 5</u>)
Fri., Mar. 10 C	<i>Group Presentations</i>	
Mon., Mar. 13-17	No Class: Spring Break	

Unit 3: Participating in Conversations

Date	Read	Due
Mon., Mar. 20 L	<i>How Do I Form a Research Plan?</i> and <i>How Do I Conduct Field Research?</i> Read: JC Chs. 9 and 12 (focus on 349-353 and 478-482)	Bring to Class: 3 possible topic ideas for Exploring a Problem Assignment Due by the end of Class: Research Plan Due: Reflection Memo 3 (on WO by 11:59 pm)
Wed., Mar. 22 C	<i>How Do I Conduct Field Research?</i>	Due by the end of Class: Field Research Plan
Fri., Mar. 24 (Library Day 1)	<i>How Do I Find Sources?</i> Read: JC Ch. 12 (focus on 454-477); Review Guide Ch. 2 (“WIU Libraries”)	
Mon., Mar. 27 C	<i>How Do I Summarize a Source?</i> Read: JC Ch. 3 and 623-624; PSM 112-113; Guide Ch. 4 (“Summary”); Guide Ch. 4 (“Annotated Bibliography”); PSM 101-105; Annotated Bibliography Assignment Sheet (on WO)	
Wed., Mar. 29 (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., Mar. 31 C	<i>How Do I Summarize a Source?</i> and <i>How Do I Document My Sources?</i> Read: JC Ch. 21 (focus on 651, 654, 656, 666, and 668); Review JC Ch. 13	Due in Class: Electronic copies of sources
Mon., Apr. 3 L	<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)	Due in Class: Bring to class notes on sources
Wed., Apr. 5 C	<i>Peer Review 3</i>	Due 5 Minutes Before Class: Electronic file of both annotations
Fri., Apr. 7 L	<i>How Do I Choose the Right Genres?</i> and <i>How Do I Draft My Two Genres?</i>	Due in Class: Draft and Peer Review Worksheet for Peer Review 3

	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., Apr. 10 C	<i>How Do I Organize?</i> Read: JC Ch. 15 (focus on 506-511)	Due: Annotated Bibliography and Reflection Memo 4 (on WO by 11:59 pm)
Wed., Apr. 12 L	<i>How Do I Use My Sources?</i> Read: JC Ch. 19 (focus on 610-619, and 621-624)	Due in Class: Bring to class results of field research plus your two library sources
Fri., Apr. 14 C	<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., Apr. 17	<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., Apr. 19	<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., Apr. 21 L	<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

Unit 4: Final Portfolio

Date	Read	Due
Mon., Apr. 24 C	<i>How Do I Use Google Sites?</i> Read: Final Portfolio Assignment Sheet (on WO)	Due: Exploring a Problem and Reflection Memo 5 (on WO by 11:59 pm)
Wed., Apr. 26 L	<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
Fri., Apr. 28 C	<i>How Do I Write to Persuade?</i> Read: JC Ch. 10 (380-382 and 404-408); Guide Ch. 4 (“Researched Argument”)	Due in Class: Bring all writing from this semester
Mon., May. 1 L	<i>How Do I Choose My Evidence?</i> Read: JC Ch. 14; Guide Ch. 4	Due: Bring all writing from this semester

	(“Final Reflective Essay”)	
Wed., May. 3 C	<i>Peer Review 5</i>	Due 5 Minutes Before Class: Electronic file of your Reflection Essay
Fri., May. 5 L	<i>Portfolio Proofreading and Problem Solving</i>	BRING LAPTOP TO CLASS Due: Due: Draft and Peer Review Worksheet for Peer Review 5 ePortfolio (Google Sites link emailed by 11:59 pm)

Major Writing Assignment Overviews:

The dates located on these addendums will likely be changed. Any change in due dates for assignments will be announced both in class and via email. Students are responsible for checking their email every day to stay informed.

Paper 1: Literacy Essay

Topic: You have been exploring what makes someone a writer, how reading and writing are interconnected, and how your past experiences with writing influence you as a writer now. In this paper, you will focus on understanding and reflecting on your identity as a writer. The purpose of this assignment is to help you get to know yourself as a writer so that you can continue to develop as a writer over the semester. Your primary audience for this assignment should be your classmates and instructor, who are interested in learning more about who you are as a writer.

Due Date: Friday Feb 10th

Length: No fewer than 600 words; no more than 900 words (2 - 3 pages)

Objectives:

Writing Process: You will test and adapt writing processes to meet the demands of varying genres and rhetorical situations.

Habits of Mind: Engagement, Responsibility, and Metacognition

Requirements:

1. Start by using the brainstorming suggestions on pages 134-135 of *Joining the Conversation* to help you narrow your focus. You already know that you will be writing about your own experiences with writing, but you need to narrow your focus so that you can spend time reflecting on how your identity as a writer has been shaped your past experiences with writing. For this paper, you might focus on a single experience (such as writing an article for your high school newspaper, for example) or a sequence of events (such as working on two different writing projects from your primary or secondary education)
2. Make notes on your experience/s—start with the basic details (you may find a journalistic approach useful: answer the who, what, when, where, and why); once you start thinking about the journalistic why (why did this happen?) you can start thinking about the analytical why (why is this important?). Make notes on why the experience is important to your development or identity as a writer. You can use the techniques provided in *Joining the Conversation* on pages 138-141 as you brainstorm about your experience.
3. Write a thesis statement that conveys the most significant aspect of your reflection on your identity as a writer—in other words, what have you learned about your development as a writer or your identity as a writer? For more information on writing the thesis, see page 142 in *Joining the Conversation*.
4. Write a draft of your paper by following the guidelines on pages 143-148 in *Joining the Conversation*. You should bring a complete, typed, printed draft to your individual conference.

Some elements to include in your paper:

1. A main point/thesis, usually at the beginning, about your development or identity as a writer.
2. Story/narration to convey the primary experience(s) you are reflecting on. Remember to use transitions to move through time (“before”; “after”; “during”; “meanwhile”—don’t rely on the somewhat robotic “First,” “next,” “finally”).
3. Reflection—don’t just tell your story; pull out and express the significance of your story as it relates to your development or identity as a writer.
4. A conclusion that brings your story to an end and reiterates (not repeats) your main point. Try leaving your readers with something to think about.
5. Be careful with verb tense. Because you are recreating an event, the past tense is the most logical choice of verb tense.
6. Pay special attention to correcting the following errors: comma splices, run-ons, and fragments.

What I’ll Be Looking for when Grading:

1. Do you provide a main point that conveys the most significant aspect of your reflection on the experience? Specifically, have you answered the question, what have I learned about my development as a writer or my identity as a writer?
2. Do you narrate and describe your experience in a logical order?
3. Have you reflected on the significance of your experience as you narrate?
4. Have you maintained focus on understanding your development or identity as a writer?

5. Have you used transitions well?
6. Have you provided readers with a thoughtful ending?
7. Have you paid attention to developing clear sentences?
8. Have you written coherent, grammatically correct prose?
9. Have you carefully edited and proofread your paper?
10. Have you turned in all appropriate materials?

Formatting your paper file for submission:

1. Name your file "180Paper1YourLastName"
2. Set your document margins to 1" on all sides
3. Use Times or Times New Roman font, 12 point
4. Double space
5. Choose an interesting title for your paper (not "Literacy Essay")
6. Using the header feature of your word processing document, add the title of your paper on the top left and your last name on the top right
7. All papers will be formatted in this way, changing the paper number according to the assignment.

Submit to WesternOnline (by Friday, February 10, 2017, by 11:59 PM)

1. Make sure that your file is saved as a .doc or .docx file
NOTE: Files submitted in any other format will be returned ungraded, and late penalties will apply.
2. Log on to WesternOnline and click on our class
3. At the homepage, click on "Assessment" and "Dropbox"
4. Click on the assignment titled "Paper 1"
5. Click on "Submit Files," browse for your paper file, and then click on "Upload."
(You should choose to browse "my computer" to find your file.)
6. You should now be returned to the assignment page. Under "files to submit" you should now see the name of your file. If you do not, then you will need to try to attach your file again. Do not paste your paper into the comments box.
7. Once you are sure that your file is attached, click "submit" at the bottom of the page. You will be taken to a page telling you that your file submission has been successful.
8. If you have trouble submitting, please call UTech at 309-298-2704.

****Note:** Failure to meet the minimum length requirement will result in an automatic letter grade reduction. See course policies for penalties for late papers.

Paper 2: Visual Literacy Essay

Topic: You have been exploring the power of images to communicate and the connection between words and images. In this paper, you will reimagine your first paper as a visual

essay. Though you will need to use some alphabetic text, your goal will be to tell your writing story through images. The purpose of this assignment is to help you think about your development or identity as a writer from a different perspective and to give you practice composing in a medium other than alphabetic text. This assignment will also introduce you to elements of the rhetorical situation and visual rhetoric. Your primary audience for this assignment should be widened from Paper 1 to include college students across the country.

Due Date: See Syllabus

Length: 4-5 images plus 400-500 words

Objectives:

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.

Habits of Mind: Openness, Creativity, Flexibility, and Metacognition

Requirements:

5. Read “Create a Photo Essay” on page 157 of *Joining the Conversation*. You should also review the photo essay in Chapter 5 (120-131).
6. Gather together a wide range of images—they do not all need to be photographs—that speak to you in some way. You want to gather far more images than you will actually end up using. The images you choose should be ones you have permission to use—because you created them yourself; because they were created by someone who can grant you permission to use the image (i.e., a parent or friend); or because the images are in the public domain or the creator/owner has granted broad copyright permission (e.g., Flickr Commons). Note that even when you have permission to reproduce an image, you must still provide a credit for the image that identifies the author, title (if there is one), medium, and date of production. You should have these images available in digital format for class on Tuesday, September 22.
7. Read back through your Literacy Essay and identify moments that are important to conveying who you are as a writer.
8. Match moments with images. Are there moments for which you have no image? You may need to dig deeper for an appropriate image. Are there images for which you have no moment? Don’t feel that you have to stick exactly to the story you told in your Literacy Essay. You may find that the images you are drawn to take you in a different direction.
9. Narrow down your selection of images to 4-5. Try arranging them in different orders to find a meaningful order.
10. Compose alphabetic text to accompany your images. You may be able to use some of what you wrote for your Literacy Essay, but you may also find that you need to compose new text. You can also choose to begin and end your essay with alphabetic text that is not attached to any particular image. As you write, keep in mind that you want to use your words to help your audience focus in on the main

point you want to convey. Your main point for this essay, as with the Literacy Essay, should focus on your development or identity as a writer.

Some elements to include in your paper:

7. A main point.
8. Images that help convey that main point.
9. Alphabetic text that supports the images you have chosen.
10. Image credits (Artist, *Title*, Medium, Date; permission of Name)

What I'll Be Looking for when Grading:

11. Do your images and alphabetic text work together to convey a clear main point relating to your development or identity as a writer? Have you kept your rhetorical situation in mind?
12. Have you chosen 4-5 appropriate images?
13. Does your alphabetic text help readers focus in on the main point you want to convey?
14. Do your images and alphabetic text work together to tell a story as well as reflect on that story?
15. Is your visual essay designed with principles of visual rhetoric in mind?
16. Have you credited all images?
17. Have you paid attention to developing clear sentences?
18. Have you written coherent, grammatically correct prose?
19. Have you carefully edited and proofread your paper?
20. Have you turned in all appropriate materials?

Submit to WesternOnline (by Friday, February 26, 2017, by 11:59 PM)

Paper 3 Annotated Bibliography:

Topic: As part of the Exploration of a Problem assignment, you will be conducting both primary and secondary research. To better help you critically read and interpret your secondary research, you will produce an annotated bibliography of your two approved secondary sources.

Due Date: Rough draft (typed and printed) due in class on Monday, April 4; Final Draft due on WO on Friday, April 8, by 11:59 PM [Reflection Memo 4 due at the same time.]

Length: Each annotation should be 400-500 words

Objectives:

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.

Habits of Mind: Curiosity, Persistence, and Metacognition

Requirements:

1. Each bibliographic entry should follow correct MLA formatting. Annotations should appear below the bibliographic entry and should be 400-500 words each and should include the following:
 - a. 150-200 word key-point summary of the source (follow the guidelines for writing a key-point summary listed on page 75 in JC)
 - b. Analysis of the rhetorical situation and genre
 - c. Evaluation of the source's reliability and usefulness for your topic
2. Annotations should be written in complete sentences. As with any paper, you should provide examples to support your points (when quoting from the source, provide the page number or, if that is not available, the paragraph number). The thoroughness of your annotations tells me how careful a reader you are as well as how well you know each source. You should maintain an academic tone and present analyses of your sources that would be useful for a reader who wishes to learn more about your topic.
3. Selecting sources: Both of your secondary sources should be found using the WIU library databases. One source must be peer reviewed. You should look for sources that provide different perspectives on the problem you are investigating. You will need to locate two reputable sources during library day and have those sources approved by me.

What I'll Be Looking for When I Grade Your Paper:

1. Have you selected 2 credible, reliable, relevant sources (one of which is peer reviewed) that provide different perspectives on your topic?
2. Is each bibliographic entry complete and correct according to MLA guidelines?
3. Do your annotations include the elements outlined in #1 above?
4. Do your annotations provide evidence from your sources to support your analysis of the rhetorical situation, genre, and reliability?
5. For the summary portion of the annotation:
 - a. Do you begin with a sentence that introduces the author, title of the source, genre of the source, and main point?
 - b. Have you used a neutral (objective) tone?
 - c. Have you written in 3rd person and used the present tense?
 - d. Have you presented the ideas in the source as belonging to the author and not yourself?
 - e. Have you used your own words?
 - f. Have you identified and presented the author/sponsor's key points?
6. Are your annotations written in clear, concise prose?
7. Have you maintained an academic tone in the annotations?

8. Have you used in-text citations if you have quoted in your annotations?
9. Are your annotations well edited and proofread?

Submit to WesternOnline (by Friday, April 8, 2017 by 11:59 PM)

Paper 4: Exploration of a Problem

Topic: For this assignment you will use what you have learned about discourse community, rhetoric, and genre to identify, and use research to better understand, a problem in a civic discourse community of your choice.

Your first task will be to identify a civic discourse community that is important to you (it may be a community at WIU, like a club or sorority/fraternity, or it may be a community in your home town, like an after school program or sports club).

Next, you will need to identify a problem within that community that you believe needs to be solved. As part of this step, you will conduct fieldwork and secondary research to help you better understand the problem.

Finally, you will compose two different documents: 1) an essay for an educated audience that identifies and explains the problem; 2) a document that conveys the same information as your essay but that is composed for the community you are writing about. This second document will require you to make choices about genre and rhetoric based on discourse community.

Due Date: First rough draft of both documents (typed and printed) due at individual conference; Second rough draft of both documents (typed and printed) due Monday, Apr. 25 in class. Final draft of both documents due on WO on Wednesday, April 27, by 11:59 PM [Reflection Memo 5 due at the same time.]

Length: Total of 1,600-1,800 words. Essay: no fewer than 1,100 words, excluding works cited; Document 2: length determined by genre, but no fewer than 500 words.

Objectives:

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.

Habits of Mind: Curiosity, Openness, Engagement, Creativity, Persistence,

Responsibility, Flexibility, and Metacognition

Requirements:

4. Your essay should do the following:
 - a. Identify a specific problem that is of concern within a specified civic discourse community
 - b. Explain and analyze the causes of the problem
 - c. Speculate on the outcomes if the problem is not solved
 - d. Draw on the secondary sources you annotated to help you support your analysis of the causes and speculation about outcomes.
 - e. Draw on the results of your fieldwork to help you support your analysis of the causes and speculation about outcomes.
 - f. You should include a works cited page at the end of the essay. You should cite at least two reputable sources found using a WIU library database. You may also cite up to two reputable sources found via web searches.
 - g. You are not expected to outline solutions to the problem, though you are welcome to do so. The goal of your essay is to illustrate that there is a problem and that problem is significant enough to warrant attention.
5. Document 2 should do the following:
 - a. Be a genre that will be familiar to the discourse community you are writing for (for example, some clubs communicate via newsletters while others communicate via blog entries).
 - b. Use rhetorical tools (like ethos, logos, and pathos) designed to effectively convey your main point (which is the same main point as in your essay) to your audience.
 - c. Use supporting evidence that will be convincing for the discourse community you are writing to.
 - d. Use conventions that are appropriate for the genre you have chosen and the discourse community you are writing to.
 - e. Document its sources as appropriate for the genre. You might use all three sources from your essay or just one or two, depending on audience expectations.

What I'll Be Looking for when Grading:

1. Does your essay include the elements outlined above?
2. Have you provided evidence from your fieldwork and secondary sources to support your claims in your essay?
3. Have you used in-text citations (either MLA or APA) consistently and appropriately in your essay?
4. Have you provided a correct works cited list (in either MLA or APA)?
5. Have you paid attention to developing clear sentences?
6. Have you written coherent, grammatically correct prose?
7. Have you carefully edited and proofread your paper?
8. For document 2, have you chosen a rhetorical situation and genre appropriate for the discourse community you are writing to?

9. Have you used appropriate rhetorical tools to convey your main point in document 2?
10. Have you used evidence appropriate for your discourse community?
11. Have you used conventions appropriate for your discourse community and genre?
12. Have you provided source documentation that is appropriate for your rhetorical situation and genre?
13. Have you edited and proofread your text?

Formatting your paper file for submission:

8. For your essay:
 - a. Name your file “180Paper4YourLastName”
 - b. Set your document margins to 1” on all sides
 - c. Use Times or Times New Roman font, 12 point
 - d. Double space
 - e. Choose an interesting title for your paper (not “Exploration of a Problem”)
 - f. Using the header feature of your word processing document, add the title of your paper on the top left and your last name on the top right
9. For Document 2, follow genre conventions for formatting.

Submit to WesternOnline (by Friday, April 27, 2017, by 11:59 PM)

Final Paper: Portfolio

Topic: Over the course of the semester, you have used critical thinking, reading, and research to explore writing process, discourse community, rhetoric, and genre. You have also cultivated specific habits of mind meant to help you succeed as a college writer. In your final portfolio, you will showcase your work as a writer/composer through **selection** and **reflection**.

Due Date: Reflective Essay rough draft due (electronic file) in class on Wednesday, May 4; Final Draft of Final Portfolio due (on WO ePortfolio) Friday, May 6, by 11:59 PM

Length: Reflective Essay: No fewer than 900 words; no more than 1,200 words (3 - 4 pages) + artifacts

Requirements:

Your final portfolio will consist of two connected elements:

1. Reflective Essay
2. 5-7 artifacts

Reflective Essay

For your Reflective Essay, you will use evidence from your work over the course of the semester (see “Artifacts” below) to make specific claims about what you have learned about writing this semester. Your claims should relate to the course objectives listed on the first page of the course policies and to the habits of mind listed on page two of the course policies. You will need to choose 5-7 artifacts that provide the best evidence to support your claims. Your purpose in pulling together everything you have learned this semester is twofold: 1) to better utilize what you have learned this semester: reflection aids in retention and the transfer of practices and concepts, so reflecting on yourself as a writer will help you to transfer the writing practices and concepts you have learned this semester to future writing; 2) to showcase to me what you have learned this semester: your reflective essay is a space where you can show me how much you have learned about writing this semester. To show what you have learned this semester, you will need to provide evidence from your artifacts as well as from the readings you have completed this semester. You should cite your sources as you would in any other paper. A thorough reflective essay will also consider how you will put into practice what you have learned about writing when approaching future writing tasks.

Artifacts:

Artifacts are items of study. In the case of ENG 180, artifacts are the items you have produced for the class over the semester: freewrites; writing done in class or in groups; drafts; peer review worksheets; reflections; conference notes and/or emails with me; Writing Center forms; major assignments; returned major assignments (assignments with my comments on them); revisions. For your portfolio you will need to select 5-7 specific artifacts to use as evidence in your reflective essay. In some cases an artifact may be one item (e.g., your first draft for Paper 1 or your final draft for Paper 3), but in other cases, an artifact may be several related items (e.g., three peer review worksheets that all make the same point or two different sets of class notes that illustrate a specific change in your thinking). You may use writing done for another class this semester as one artifact, but you must first have that artifact approved by me.

Using ePortfolio

1. In WO, click on “Resources” and select “ePortfolio.”
2. Once in your ePortfolio, click on “My Items” and “New Presentation”: name your new presentation “ENG 180 Final Portfolio YourLastName” and choose “Save” and then “Close” (for more information on ways to personalize your presentation, go to the WO Help tab, “ePortfolio,” “Creating Presentations”).
3. You will now be back in “My Items” where you can add individual artifacts.
4. Click on “Add” and select “File Upload” (which allows you to upload a file from your computer); “Reflection” (which allows you to create a document); “Link” (which allows you to link to a web site or to a course item like a discussion post); “Audio Recording” (which allows you to record a short audio file); or “Course Results” (which allows you to select items you have submitted to our ENG 180 WO course). Clicking on “Course Results” will take you to a list of all of the

- courses you are taking (or have taken). Scroll through to find our ENG 180 course and click on that course. Once in our course, you will need to click on the item you want to add. Note that once you add something from “Course Results,” the item may take a minute to load.
5. Upload all of your artifacts. To put artifacts into your Final Portfolio, you can either search for artifacts while in the portfolio presentation (to edit the portfolio, click the carrot next to the portfolio name and select “edit”; from edit mode, you can access a “Content/Layout” tab that allows you to add items to the portfolio) or add items individually from the “My Items” page by clicking the carrot next to the item name and selecting “Add to Presentation.” This type of artifact upload will create links inside your ePortfolio. Pay attention to whether you want a link to appear in Content Area 1 (the larger content area) or Content Area 2 (the smaller area on the left).
 6. To add text directly to your ePortfolio, from edit mode, access the “Content/Layout” tab and then choose “Add component” in either Content Area. Choose “Text”; a large text box will open, allowing you either to copy and paste in material you already have or allowing you to type directly into the box. I encourage you to use this option when creating your reflective essay.
 7. Make sure that each artifact is clearly labeled (e.g., Artifact 1, Artifact 2, Artifact 3 OR Paper 1 Rough Draft, Conference Notes, Peer Review Worksheets). Make sure that your Reflective Essay and Revised Paper are clearly labeled as such.
 8. Once you have added all your materials to your Final Portfolio presentation, you will need to share it with me so that I can grade it. Go to the “My Items” page: next to the Final Portfolio presentation will be a carrot; click the carrot to reveal a variety of options; choose “Share.”
 9. Click on “Add Users and Groups” and in the search box, enter my name and click “Search.”
 10. Click on my user name and then click “Add” in the bottom left.
 11. Back at the sharing list, check the box to the left of my name and then click “Send Invite.” A new screen will open that appears like an email and allows you to choose to send yourself a copy of the invitation. Clicking this option will give you extra insurance that you invite has been sent.
 12. You will now be back at the item page and should see a small sharing icon to the right of the item you just shared with me.

Do not wait until the last week of the semester to begin work on your ePortfolio. You can start adding artifacts and building for portfolio presentation at the beginning of the semester, which will help save you from end-of-semester panic and will prevent last minute problems.

What I’ll Be Looking for when Grading:

21. Does your Reflective Essay communicate claims—connected to the course objectives and habits of mind—about what you have learned about writing this semester, provide evidence from 5-7 artifacts and your course reading to support those main claims, and consider how you will put into practice what you have learned about writing when approaching future writing tasks?

22. In your Reflective Essay, have you selected the best evidence to support your claims and cited that evidence in a clear and consistent way?
23. In the portfolio presentation, have you presented your Reflection Essay and Artifacts in a clear and consistent way?
24. In your Reflective Essay, have you paid attention to sentence-level conventions?
25. Have you carefully edited and proofread all items in your portfolio?
26. Have you provided all required materials in your portfolio?

****Note:** Because I must submit final grades in a timely fashion, I will not accept late final portfolios.