

English 280: College Writing II

Sections 14, 20, and 43: 10:00-10:50, 11:00-11:50, and 1:00-1:50, all MWF

Session: Spring 2017
Instructor: Dr. Barclay
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W: 2-3 and by appointment
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Required Texts:

*Selected online and library sources**

various authors

*Most of these readings will be made available online and some will be emailed directly to your WIU email account. You must have access to your WIU email account and Western Online. If you have issues with either, please call the help desk at 298-2704.

Materials to Be Brought To Class Daily

A notebook and a writing implement for in-class writing, note taking, reader responses, definitions and peer reviewing.

Other materials

Three (at least) pocket folders for turning in your assignments and to hold handouts, quizzes and all other material you write in the course.

Thumb-drive/P-drive/Google docs/etc.

Save all of your work using Word format. This includes rough drafts of all of your work. You will need to select some of these materials for inclusion in your semester portfolio.

Course Description and Goals:

This course focuses on the further development of the writing knowledge base and writing skills that you learned in ENG 180: College Writing I. Specifically, we will use writing as a way of discovering and clarifying ideas, making informed judgments, and arguing toward conclusions. We will continue to build critical thinking and reading skills while also conducting academic research and writing thoughtful, logical and well-written arguments.

Course Objectives

- Writing Process: You will learn to adjust your writing process to various writing projects. You will also learn strategies for formulating and articulating research questions and several methods for conducting primary and secondary research.
- Discourse Community: You will identify and describe different discourse communities, with special emphasis on assessing how community shapes writing, especially in disciplinary and professional contexts.
- Rhetoric: You will analyze and interpret the rhetorical situation (exigence, audience, and context) as a social construct, with special emphasis on assessing how discourse communities shape rhetoric.
- Genre: You will assess how genre sets and systems function within discourse communities, with special emphasis on disciplinary and professional contexts.
- Critical Thinking, Reading, and Research: You will use critical thinking, reading, and research strategies to compose texts that participate in disciplinary and professional conversations, with special emphasis on conducting primary research, selecting secondary sources, and integrating information from these sources with your ideas.

Prerequisites

There are two prerequisites for English 280:

- 1) Completion of English 180 (or a first semester writing course accepted for transfer) with a grade of C or better. If you did not earn C or better in 180, you must repeat the course before taking 280.
- 2) Completion of a minimum of 24 hours of college credit.

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.

Course Requirements:

Reading Requirements: Readings posted on Western Online are assigned for this course. Reading according to our course schedule, and bringing a printed copy of the completed readings to class is mandatory. Reading assignments should be completed before class meets each week.

Digital Reading Format: Most of our reading material will be available on our Western Online course site. They are sometimes Word files, PDF files, or links to other web pages and they are all clearly labeled. It is your responsibility to print these out, read them, and bring them to class on the day they appear on the schedule. Note that to be counted present in class you must have the assigned reading printed out (or on an electronic device other than a cell phone) so you can participate fully in class discussions.

Quizzes, daily assignments, and prewriting exercises: Occasional reading quizzes, short assignments, and pre-writing exercises will be given ahead of time or during class. These are required and may not be made up.

Essays: There will be four formal essay assignments in this course. Detailed prompts will be distributed closer to the due dates. You must hand in a paper copy of your essay at the beginning of class on the day that the essays are due. You must also turn in an electronic copy of your essay to the appropriate assignment box on western online by 11:59 pm on the day the essays are due. All essays should be typed, double-spaced and conform to MLA guidelines for format and citation. Sources must be cited correctly both in the text and on a works cited page. Each of the four formal papers will be graded using a holistic rubric. You will have the opportunity to revise your first essay for a new grade after you have received your original grade and if you follow the instructions for rewriting the assignment. **Formal writing assignments that do not meet minimum standards for grammar and editing will not receive a passing grade.** I will not discuss assignment grades on the day I return graded assignments to the class. You must make an appointment with me to discuss a grade.

As stated above, you will submit your papers both electronically on Western Online and by paper copy in class. 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 must submit your papers as Word files (.docx); papers submitted in any other file format or corrupted files will be considered late until re-submitted as a Word file.

List of formal writing assignments:

Paper 1) Discourse Community Analysis: Students will explain how writing and communication takes place in their major, field of study, or career field.

*You may choose to rewrite your first paper after your graded paper is returned to you. A rewrite policy and set of instructions will be posted on western online and all instructions must be followed in order to be eligible for a higher grade.

Paper 2) Rhetorical Situation Essay: Students will analyze how discourse communities shape rhetorical situations and how rhetorical situations shape writing genres.

Paper 3) Genre Research and Analysis Essay: In this essay students will research a genre system in their major or field of study and/or chosen profession. Students must receive at least a “D” (65/100) on this assignment in order to pass the course.

Paper 4) ePortfolio & Final Reflective Essay: For the ePortfolio and Final Reflective essay students will explain how they have met the course goals by explaining their development as writers in this class. In lieu of a final exam, you will submit an ePortfolio of your work over the course of the semester. ePortfolios will consist of two components: 1) A reflective essay on your writing, and 2) A collection of 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, etc.). **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.**

Due dates will be listed on assignment sheets and are subject to change according to the needs of the course. Any changes to due dates will be announced in class.

Reflections: After you turn in your four formal essays you will write a short reflection essay (300-600 words) of your writing experience in response to a prompt from your instructor.

Rough Drafts: For each of the four formal essays you must bring a complete typed rough draft that meets the minimum length requirements for the assignment. If you fail to do so, the highest grade the final draft can receive is a C.

Peer Review: Each student will also be required to provide a careful, critical, and significant peer reviews for classmates (usually two) for each paper assignment. These peer reviews will be evaluated for both quantity of comments and, more importantly, quality of comments. These peer reviews must be conducted in class during the peer review session. Failure to conduct peer reviews, will be considered an absence, and the highest grade you may earn on the paper will be a C.

Class Participation: I take your participation in the life of the classroom very seriously. Students are expected to complete the reading assignments ahead of time and to come to class prepared to share insights and observations about the reading assignments. Engage your fellow students on a civil basis and in the spirit of collaboration and mutual respect. Cell phones are not allowed in class. **If you use any electronic device for email, texting, tweeting, or other non-class purpose you will be asked to leave class and you will be considered absent that day. A third violation of this policy may result in an “F” grade for the course.** If you want to carry a cell phone into class you must put it away and the ringer or the power must be turned off.

Attendance is required and poor attendance will negatively affect your overall grade. In-class quizzes, activities & assignments are required and **cannot not be made up**. Some of these in-class assignments will require preparation before class or after class on the student's own time and schedule. For this MWF course, each absence after six (6), your final grade for the course will be lowered one full letter grade. For every three times you are late (tardy), you will be given one absence.

- **Coming to class without the required reading texts or drafts of papers will be considered an absence.**
- This attendance policy is intended to accommodate students who have a legitimate reason for missing class such as illness, personal emergency, or approved University activity such as a class field trip or participation on WIU athletic teams. You may not miss class for any of these reasons and then expect to receive six more excused absences. Each student gets only six.

Grading

The course grade will be weighted as follows:

Quizzes, daily assignments, and participation	10%
Discourse Community Essay	20%
Rhetorical Situation Essay	20%
Genre Research Essay	35%
<u>Reflection Essay & Portfolio</u>	<u>15%</u>
TOTAL	100%

Note: Skipping an essay assignment results in a failing grade for the course. Poor attendance and/or the loss of class participation points also usually results in earning a failing grade for the course.

Grading Policy:

A and A- = Superior grasp of the course requirements (90% and above)

B+, B, and B- = Exceeds course requirements (80% and above)

C+ and C = Meets course requirements (73% and above)

D/U/F = Fails to meet course requirements (72% and below).

Grading Scale for assignments and for the course

- A = 92-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76% **Students must receive a 73 or above in order to pass ENG 280**
- U = 72% and below

The University Writing Center

Anybody can go to the Writing Center. In fact, one of the characteristics of successful writers is that they seek out feedback from experienced writers on a regular basis. Here is a description of the services available at WIU's 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). Call for an appointment (298–2815) and be sure to bring a copy of your assignment.”

The unsuccessful “U” paper: this includes any paper graded F, D, or U with a score below 73

If you earn a grade below 73 on a paper, **you must meet with me** to discuss how to improve your performance and I strongly recommend that you **go to the University Writing Center for help with your writing.**

Participation and Punctuality:

Class participation is an essential component of the course. Attending class and arriving on time are necessary first steps toward participation. If you are absent from class you are responsible for contacting a classmate to find out what you have missed and you are responsible for being prepared for the next class.

Daily activities in this course will be a mixture of lecture, discussion, and writing. I expect students to not only come to class having read the assignment but also prepared to discuss it. Students are required to participate in discussion regularly by answering questions, posing questions, and making analytical comments. I will generally rely on voluntary participation but I also will call on students to contribute. Therefore, it is a good idea to be prepared for every class session. Participation will be evaluated using the following general criteria:

A: Student contributes *daily* and *significantly* and is always actively focusing on class discussion.

B: Student contributes *regularly* and is always actively focusing on class discussion.

C: Student contributes *sporadically* and/or is always actively focusing on class discussion.

D: Student contributes *rarely* and/or frequently does not stay actively focused on the discussion.

F: Student does not contribute and does not stay actively focused on the discussion.

I do not expect or require students to have the “right” answer or to provide ground-breaking analysis but merely to engage in the process of discussing and analyzing the course materials. Remember that the *quality* of your contribution is more important than the *quantity* of the contributions that you make, but some participation is better than no participation at all.

I also reserve the right to give unannounced reading quizzes to ensure students are keeping up with the readings and are preparing to come to class ready to participate.

Class Policies

- All formal writing assignments must be handed in to pass the course.
- Late assignments will not be accepted unless you have made prior arrangements with me before the due date. I urge you to contact me if you are having trouble with an assignment.
- No incompletes will be given except on the basis of physician certification that you are unable to complete the course or other demonstrable catastrophe.

WIU Policies

- **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. 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 the Disability Resource Center at 309-298-2512 for additional services.

- **Student Rights and Responsibilities:** <http://www.wiu.edu/provost/students.php>
- **Academic Integrity Policy:** <http://www.wiu.edu/policies/acintegrity.php>

Academic Honesty:

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but also to avoid making it possible for others to cheat. Any student who knowingly helps another student to cheat is as guilty of cheating as the student he or she assists. The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another source for use in a course paper or project be fully acknowledged. Multiple submissions, "when one intentionally or knowingly submits substantial portions of the same academic work (including oral reports) for credit more than once without the explicit authorization of both instructors," are also a violation of the academic integrity policy.

You are responsible for understanding the University's rules regarding academic honesty.

Plagiarism, even if accidental, is a very serious offense; **it can result in your failing the course** and in further action by the University. If you have any questions about what constitutes plagiarism, I will be happy to answer them. You may also consult the University's "Academic Integrity Policy" that appears in the previous section.

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>.

Module #1: “The Concept of Discourse Communities”

(WO=western online)

Week 1

January 18 & 20) Who sets the rules and conventions of writing?

Read for Friday, January 20: “The Concept of Discourse Community,” by John Swales (WO PDF), especially the first section of the essay, pp. 215-222.

Week 2

January 23, 25, & 26): How to transfer writing knowledge to new organizations and situations.

Read for Monday, January 23: Sample student papers (2) (WO Word documents).

Online quiz: Syllabus quiz is due by 11:59 pm on Wednesday, January 25.

Read for Wednesday, January 25: “Writing is a Social and Rhetorical Activity,” by Kevin Roozen (WO PDF), and “What is Primary Research and How do I get Started?”:

<https://owl.english.purdue.edu/owl/resource/559/01/>

Read for Friday, January 27: organizing papers and paragraphs:

<http://writingcenter.unc.edu/handouts/paragraphs/>

<https://owl.english.purdue.edu/owl/resource/606/01/>

Week 3

January 30, February 1 & 3) How to transfer writing knowledge to new groups and situations.

Read for Monday, January 30: Organizing & using sources, and integrating sources. Read this PDF for a useful list of verbs used in signal phrases:

<http://www.isu.edu/success/esol/handouts/Verbs%20Used%20in%20Signal%20Phrases.pdf>

Read for Wednesday, February 1: “The Question of University Writing Instruction” by Anne Beaufort (WO PDF) and “Beaufort Reading Guide” (WO Word document).

Read for Friday, February 3: Quoting, paraphrasing, and summarizing:

<https://owl.english.purdue.edu/owl/resource/563/01/>

Week 4

February 6, 8, & 10) **Rough Draft of the first essay is due at the beginning of class February 6**

Monday, February 6, is peer review day in class.

Wednesday and Friday, February 8 & 10: Classes cancelled for required individual conferences. Be sure to sign up.

Week 5

Monday, February 13: Lincoln’s Birthday observed, **NO CLASSES!**

Wednesday, February 15: Final Draft of the first essay is due at the beginning of class February 15, and on western online by 11:59 pm.

February 15 & 17) Threshold Concepts: A) failure and development, B) reflection

Read for Wednesday, February 15: “Failure Can Be An Important Part Of Writing Development,” by Collin Brooke and Allison Carr (WO PDF).

Read for Friday, February 17: “Reflection is Critical for Writer’s Development,” by Kara Taczak (WO PDF).

Your reflection for the first essay will be due in class on Monday, February 20, and on western online by 11:59 pm.

Module #2: “Analyzing How Rhetorical Situations Shape Genres”

(WO=western online)

Week 6

February 20, 22 & 24): A look at the parts of a rhetorical situation.

Read for Monday, February 20: “Rhetorical Situations and Their Constituents,” by Keith Grant-Davie (WO PDF).

Monday, February 20: Reflection for Discourse Community Analysis Essay is due at the beginning of class and on western online by 11:59 pm.

Read for Wednesday, February 22: Grant-Davie – continued. Discuss “Analysis of a Rhetorical Situation” writing assignment.

Wednesday, February 22, is when your pre-writing assignment for the second essay is due (original draft of an example genre from your major/field).

Friday, February 24: Meet in the 2nd floor classroom of Malpass library: Writing in discourse communities: searching for secondary sources.

Week 7

February 27, March 1 & 3): Understanding your epistemology of practice.

Read for Monday: “On Writing Instruction and a Short Game of Chess: Connecting Multiple Ways of Knowing and the Writing Process,” by Mya Poe (WO PDF).

Read for Wednesday, March 1: Poe – continued.

Read for Friday, March 3: “Acknowledgements,” by Kathy Peiss, from her book *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York* (WO PDF).

Week 8

March 6, 8 & 10)

Read for Monday: Geres/Types of Documents from the Center for Writers at NDSU:

<https://www.ndsu.edu/cfwriters/genres/>

Wednesday, March 8, is peer review day: Rough draft of your “Analysis of a Rhetorical Situation” essay is due at the beginning of class.

Read for Friday, March 10: Strategies for writing effective conclusions:

<http://writingcenter.unc.edu/handouts/conclusions/>

Week 9

March 20, 22 & 24)

Read for Monday, March 20: Read these two online documents about editing and proofreading:

<http://writingcenter.unc.edu/handouts/editing-and-proofreading/>

<https://writing.colostate.edu/guides/teaching/commenting/edit.cfm>

Wednesday, March 22: Final draft of your “Analysis of a Rhetorical Situation” essay is due at the beginning of class and on western online by 11:59 pm.

Friday, March 24: Meet in Malpass library, location TBA: Research for genre systems essay.

Your reflection for the second essay will be due in class on Monday, March 27, and on western online by 11:59 pm.

Module #3: “Genre System Research Project”

Week 10

March 27, 29 & 31): How genres get work done & work together.

Read for Monday, March 27: “Speech Acts, Genres, and Activity Systems: How texts Organize Activity and People,” by Charles Bazerman (WO PDF).

Reflection for the second essay due in class on Monday, March 27, and on western online by 11:59 pm.

Read for Wednesday, March 29: Bazerman - continued.

Read for Friday, March 31: “Shitty First Drafts,” by Anne Lamont (WO PDF).

In-class workshop: Assembling final portfolio materials & begin drafting final reflection essay

Week 11

April 3, 5 & 7): What should I do to conduct research and how do I write about my research methods?

Read for Monday, April 3: “The Genres of Chi Omega: An Activity Analysis,” by Victoria Marro (WO PDF).

Read for Wednesday, April 5: Marro – continued, and formatting your research paper: read sections 4, 5, and 6 of this library website: <http://libguides.usc.edu/writingguide/introduction>

Due on Wednesday, April 5: One-page proposal of genre system essay due at the beginning of class

Friday, April 7: In-class workshop: identifying and using primary sources to research genre systems

Week 12

April 10, 12 & 14) How are genres & people (writers) in your field related to one-another?

Read for Monday, April 10: “Intertextuality and the Discourse Community,” by James E. Porter (WO PDF) and annotated bibliography handout: <http://writingcenter.unc.edu/handouts/annotated-bibliographies/>

Read for Wednesday, April 12: Porter – continued, and formatting your research paper: read sections 7, 8, and 9 of this library website: <http://libguides.usc.edu/writingguide/results>

Due on Wednesday, April 12: Annotated bibliography for genre system essay is due at the beginning of class

Friday, April 14: In-class workshop: Drafting Final Reflection Essay

Week 13

April 17, 19 & 21)

Read for Monday, April 17: Using figures and charts in your genre systems research paper:

<http://writingcenter.unc.edu/handouts/figures-and-charts/>

Wednesday, April 19, is peer review day: Rough draft of your “Genre Systems Research” essay is due at the beginning of class.

Read for Friday, April 21: In-class workshop: literature reviews.

Week 14

Monday, April 24: In-class workshop: Revising and editing genre systems research essay

Wednesday, April 26: Final draft of your “Genre System Research” essay is due at the beginning of class and on western online by 11:59 pm.

Read for Friday, April 28: TBA

Module #4: “Final Reflection Essay & Portfolio”

Week 15

Monday, May 1: In-class workshop: Revising and editing final reflection essay

Your reflection for the third essay will be due in class on Monday, May 1, and on western online by 11:59 pm.

Wednesday, May 3, is peer review day: Rough draft of your “Final Reflection” essay is due at the beginning of class.

Friday, May 5: Final draft of your “Final Reflection” essay and your complete portfolio is due at the beginning of class and on western online by 11:59 pm.