

English 280 Sections I01, I02, I03: College Writing II

Spring 2017

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Western Online URL: <http://westernonline.wiu.edu>

Course Description: (General Education/Communication Skills) A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. *Prerequisites: Completion of ENG 180 (or a first semester writing course accepted for transfer) with a grade of C or better and at least 24 s.h. earned. Graded A, A-, B+, B, B-, C+, C, U, F (Undergraduate Catalogue). If you did not earn C or better in 180, you must repeat the course before taking 280.*

Nature, Purpose, and Objectives of Course: We will be working hard on writing and learning to use writing as a method to enter the academic and public conversations happening within our discourse communities. Expect to spend plenty of time reading, researching, thinking, and writing for this course. *Below are the Departmental Course Goals and Objectives, from the handout in the "General Course Information" module on WO for specific information.*

Course Goals and Objectives: English 280 is the second in a series of required writing courses at Western Illinois University. In English 280, you will continue to learn about writing as a social activity with the goal of approaching inquiry as disciplinary.

Writing Processes

- You will acquire flexible strategies to articulate research questions, to conduct primary and secondary research, and to communicate research findings within specific discourse communities.

Discourse Communities

- You will identify and describe different discourse communities, with a special emphasis on assessing how community shapes writing, especially in disciplinary and professional contexts.

Rhetorics

- 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 rhetorics. Genres
- You will assess how genre sets and systems function in 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.

For more information on these objectives, please see [Western Writing Program Objectives](#).

Required Texts: PLEASE NOTE that since this is an online class, it is IMPERATIVE that you have the textbooks immediately in order to do the assignments as required and assigned for the points necessary to pass the class. WIUs Malpass Library has a copy of the Greene/Lidinsky text available for use in the library through the Reserves Desk. The Hacker manual can be found in the Writing Centers across campus.

Stuart Greene and April Lidinsky. From Inquiry to Academic Writing: A Text and Reader 3rd Edition (I refer to this text as G/L throughout the semester's notes)

Diana Hacker and Nancy Sommers. A Pocket Style Manual 7th edition (I refer to this as Hacker)

Various other texts will be posted on WO as needed.

Required Materials and Knowledge/Skill:

- Frequent access to a computer with a Word program and the ability to use the “Review” functions on the Word program to include your notes and suggestions to your peers’ rough drafts. **NOTE: This is absolutely required. I will be grading and commenting on your drafts with this program; you will not be able to see those comments—and benefit from them—if you do not have this program.**
- Use of your WIU ecom email account, gmail
- Extensive use of Western Online (You can easily access WO from <http://wiu.edu>.)
- Basic email and web knowledge with the ability to send and receive attachments, plus save files to your computer and a backup source such as a thumb drive
- System requirements for the course are located at http://www.wiu.edu/CITR/resources/wo_tech_requirements.php These were recently updated and may be even throughout the semester.

Suggested Materials:

- * Dictionary and thesaurus
- * Printer – Even though the course will be online and you will most likely do the majority of your writing on the computer, lots of editing, proofreading, and revising happens on paper. You will certainly see a benefit of writing on paper before putting your work on the computer during peer review of rough drafts. Printing your peers’ rough drafts and reading with pen in hand will allow you to make notes of your suggestions as you go but only type your final suggestions on your peers’ papers online. This may also be a handy way to proofread or edit your own work.

Course Requirements:

- * Keep up with the weekly reading and writing assignments on the Home Page under the Content browser.
- * Three major papers:
 1. Identifying Issues of a Rhetorical Situation (2-3 pages/600-900 words): This essay asks you to take a position on an issue and then develop an informative essay based on the needs of the rhetorical situations.

2. Genre Research (6-8 pages/1800-2400): You will be tasked with first determining what change you feel is necessary in your world and then determining how to go about making that change possible. You will complete primary and secondary research to help you develop your paper. *As the longest fully documented, multi-sourced writing assignment, students must receive no lower than a D in order to pass the class.*

3. Portfolio with Literacy Narrative (3-4 pages/900-1200 words): You will reflect both on homework assignments from Week 1 and every single week following as well as on the use of revision in your assessment of your writing process/progress. A portfolio will include 3-6 artifacts that demonstrate your experience and growth.

NOTES about papers:

-You will receive assignment sheets with grading rubrics as we begin each paper. Not following the instructions as outlined on the assignment sheet will negatively impact the grade on that particular paper. Papers are graded on content, writing rules, grammar/punctuation, and format as well as specifics noted in rubrics.

-I do not like busywork. So I do not teach busywork: in other words, the homework assignments will be useful to you either as examples/attempts at the upcoming paper, or will actually work into the actual paper.

-I am available to provide assistance with any aspect of your writing process. Whether you need feedback on your work or help with revision, my JOB is to work with you. However, my personal GOAL is to make you a better writer.

-All writing assignments must be in MLA format, which is explained in Hacker and referenced throughout the course.

-Sources must be properly referenced when used.

* Participation in peer review process of two papers as directed

* NOTE: I may require meetings or conferences as necessitated by complications in understanding or completing the required work: We can do this in my office, via phone, or FaceTime and such. (Regular communication is noted below.)

* Correspondence with peers and instructor over the Western Online Discussion Boards as well as gmail.

Communication:

* Communicating with me will be easy: you have my office hours and contact information. You will get a faster response from me if you use regular WIU email—gmail—rather than just the posting on Western Online, since I don't open WO every time I get online. However, if you have posted a rather lengthy or significant comment on the Discussion Boards and want to ensure that I see it right away, email me to let me know.

* Each time I put a new File or Folder on the Home Page, I will send a group email via guava to your gmail email account.

*Of course, I have given you my office hours and phone number. We can always do phone calls during my office hours (unless an unexpected meeting arises); we can do facetime then as well, with notice. Just send an email or text to let me know you are preparing to contact me via facetime to ensure I don't have other students there at the time.

Completing Assignments: Always save your work to a jumpdrive—always.

* When completing assignments which include the use of documents posted on the course site, first download and save it as a Word document, then underline/type ideas or answers as directed

in the assignment. Make sure to save the file to your computer and jumpdrive, and then submit it following the directions below.

* Assignments which ask you to produce papers or exercises from the textbook or assignment sheet without any accompanying downloadable document are much simpler: do the work and then save the file to your computer as an **.doc or .docx** file before submitting it as directed below. NOTE: if you choose to not use Word program, then I can't open your assignment in the grading app Turnitin. If I can't open it, I can't grade it, and you will receive a zero for the assignment.

Submitting Assignments:

* All of your assignments will be submitted online via Western Online Discussion Boards or Assignments. When I have graded your work, the grade will appear in your Grade Report and comments will be with the assignment. You will simply look at your original submitted posting and click on my posting, which will be beneath your original posting. NOTE: Assignments emailed to me will not be graded.

* The Discussion Boards are a very handy way to send assignments. Postings you make there will be readable by all those involved with the course (instructor and all the students). This includes general postings, discussions, and postings of papers for review. Work in the Assignments will be private, meaning they will be readable only by the author and myself.

* When you submit your final drafts of major papers and some homework assignments, they will only be accessible by me, the instructor via Assignments.

* To access these boards, click on "Discussions" bar on the left side of the WO screen and then click on the appropriate link. To access the Assignments, first click on the "Assessments" tab, then open "Assignments."

* If you are completing a short assignment, you can simply type your work into the message box. For this, use the "Create Message" or "Create New Entry." Once you are done typing, please "Preview" your work in order to proofread and make the inevitable necessary revisions before you send it off. Then click on "Post."

Instructions for most postings:

1. Complete your assignment or posting on a Word document, and then save it to your computer as an .doc or .docxfile.
2. Next, on WO, click on the "Discussions" bar on the left hand side of the screen.
3. Click on the correct topic for the post.
4. **Place your name (last, first) in the subject box.**
5. Then ATTACH your document to the entry using "Add Attachments."
 - a. Once you click that, you will be sent to a browsing box.
 - b. From here, click on "My computer" to bring up your documents.
 - c. Choose the correct document and click on it to highlight it.
 - d. Then click on "open;" this will attach it to the WO topic. Once it is attached, the title of the document will appear under the "Add Attachments" box.
 - e. Click "Post" so that your work is actually uploaded.

BE VERY CAREFUL about where you place your postings. If you comment on another person's entry, please post your comment as a "Reply" so that it is recorded UNDER the original entry. That way, we can all follow the thread of the conversation.

Assignment Due Dates:

* All assignments and papers have specific due dates and should be submitted by those dates and times. Please note that if the assignment is due on Monday, you may submit it anytime up to 11:00 CST Monday night and still be considered “on time.” If the time stamp indicates that the assignment came through at 11:01 P.M. or after, it is late and will not be graded UNLESS you have made prior arrangements with me. Trust that I would rather read a final “I-can’t-get-it-any-better-than-this” draft than something you cobbled together at the last minute and aren’t really proud of. If that means that you need an extension, be responsible and communicate that to me AND receive my agreement prior to the due date. (In this example of the assignment due on Monday, you would need to request and receive approval for an extension no later than Sunday. I don’t usually check email after 9 pm, so you will need to make your request earlier in the day.)

* If you are experiencing difficulties, need assistance, find yourself unable to meet a given deadline, or extenuating circumstances arise, please contact me BEFORE you get behind. Please note as well that WIU has an excellent Writing Center; you can send them email or even call for assistance: mwcenter@wiu.edu or 309.298.2815 (wiu.edu/cas/English/university_writing_center/). If you are on a campus, you can meet with tutors for assistance.

Course Policies:

*Deal with issues that might negatively impact your performance in this or any class immediately. Contact your advisor! For extended absences beyond your control, contact the Office of Student Development on the first floor of the Union or call 298-1884, who will notify your instructors.

*Papers receiving a D/U may be rewritten only after consulting with me about the problems. You may be asked to work with a tutor on the revision. If you then choose not to do so, the original grade will be recorded. A revised paper along with the originally graded paper is due to me no more than one week from the date it was returned.

*If you are expecting me to return calls, please state your name and what you need clearly in your message. You can also send email which I do check frequently at work and home.

*Academic dishonesty will not be tolerated in this or any class in the University. There are several ways plagiarism occurs. See <http://wiu.edu/policies/acintegrity.php> for further explanation. The penalties are severe, and every instance must be reported.

*You have Rights and Responsibilities as a WIU Student: <http://wiu.edu/provost/student/> One such right is to privacy. Therefore, you are not to provide/allow access to your own or your classmates’ work to anyone without a signed permission waiver.

*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.

*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://wiu.edu/vpas/policies/titleIV.php>

Grading: You should keep track of your grades for every assignment in this class – and others – to know where you stand. You can refer to the WesternOnline Grade Report to check your progress. The expectations for each assignment will be provided either through the textbook or the assignment/work sheet. If you do not understand the assignment or instructions, ask for clarification PRIOR to the due date.

Points are earned as follows:

Rhetorical Situation	150	Portfolio/Writing Progress	50
Genre Research	200	Home work (approx.)	<u>100</u>
		Total	500

Grades given in this English 180 are as follows.

A 93-100%	C+ 77-79	NOTE: The U grade, which does not affect GPA, is available only to those students who complete the course to the best of their abilities but can't reach the <u>C required to pass the composition courses.</u>
A- 90-92	C 73-76	
B+ 87-89	D/U 60-72	
B 83-86	F 50-59	
B- 80-82		

Dates to remember:

January 23: Open registration ends (technically at 11:59 PM, but if students need permission to enroll or drop, they should seek permission before 4:30 that day)

January 30: Last day of restricted schedule changes/last day to drop without a W (technically at 11:59 PM, but students need permission to enroll [and sometimes to drop], so they should seek permission before 4:30 that day)*

February 13: Lincoln's Birthday—no class

February 14: Writing Program Assessment—provide students with out-of-class assignment [do not hold class]

March 14-17: Spring Break—no class

April 2: Last day to drop a course (students needing permission to drop should seek permission prior to March 30 at 4:30) AND last day for a total university withdrawal

Final Exams: May 8-11.

*If you were force-enrolled in this course, you will need the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course, you will need to speak with me first, and I will forward your request to the Director of Writing for consideration (permission is not granted automatically). Because you need permission to drop, you should begin the drop process early and will need to do so before 4:30 on the day of drop.

This syllabus is our contract! By remaining enrolled in this class, you agree to abide by the terms outlined here and in the Western Writing Program English 280 information sheet. If you have a problem with any of the policies or practices in this syllabus, or if you are not prepared to work hard, you should drop this class now. As we discover more about ourselves as individuals

and writers, our timeline for assignments may change. You will be made aware of these changes as necessary via email. Participation is essential.

Spring Schedule for English 280 online

Week #/Dates	General Overview	Specifics to Note
1: Jan 17 – 20 (<i>open registration ends</i>)	Syllabus and introductions to course and each other	Get your textbooks ordered NOW for use next week.
2: Jan 23 – 27 (<i>30th is last day to drop without getting a W; seek permission early if needed</i>)	Start reading Greene/Lidinsky (G/L)	This is the only time I'll accept homework late, to give you time to get the book.
3: Jan 30 – Feb 3	More on G/L "Habits of Mind"	I'm asking you to do work that you won't turn in now but will use later.
4: Feb 6 – 10	Start working on P1 Identifying Issues	Each piece of homework over weeks 4-6 are parts of the paper
5: Feb 14 – 17 (<i>no classes 2/13 for Lincoln's birthday</i>)	P1 Rubric; How to research using the library databases	Get the homework done!
6: Feb 20 – 24	Revise, Proofread: P1 due	Use the feedback you've gotten from peers/me!
7: Feb 27 – Mar 3	P1 Reflection; Start P2 Change Your World	Pay attention to the definition of YOUR world!
8: Mar 6 – 10 (<i>Next week is SPRING BREAK! So I left it off our calendar!</i>)	P2 Assignment/Rubric	Keep a working bibliography as you research. Homework due in weeks 8-10 are actual portions of the paper.
9: Mar 20 – 24	Really <u>working</u> with your sources	Save source files to turn in with the paper.
10: Mar 27 – 31 (<i>4/2: last day to drop; by 3/30, seek permission early, if needed</i>)	Write your P2 rough draft	Good work takes real thought and time, as you hopefully learned in P1.
11: Apr 3 – 7	Peer Review of P2 Rough draft. Proofread yours	Remember to refer to your personal errors list from P1
12: Apr 10 – 14	P2 due	BREATHE!
13: Apr 17 – 21	Begin Reflection work	Access all of your writing!

WEEK #/DATES	GENERAL OVERVIEW	SPECIFICS TO NOTE
14: Apr 24 – 28	Portfolio Assignment	Remember to include pre- writing, informal pieces
15: May 1 – 5	Rubric	
16: May 9 Final Exams	E-portfolio must be turned in!	