

ENGLISH 280 – SPRING 2017

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand. - Vince Lombardi

Class: Sec. 40 – 9:30-10:45 – T/Th – SI324/321
Sec. 42 – 11:00-12:15 – T/Th – SI324/321

Instructor: Kathleen O'Donnell-Brown

Office: Simpkins 316/317

Office Hours: 1-2 T/Th; 10-12 W or by appointment

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Texts: *Pocket Style Manual* 6th Edition– Hacker

Course Objectives:

English 280 is “A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. Prerequisites: English 180 and 24 s.h. earned.” (From the College Catalog.) Additionally, a minimum grade of “C” must have been earned in 180 or its transferred equivalent.

This course will focus on writing in a discipline and will have activities that will allow you to reach the following goals and objectives:

Writing Process – 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 Community – you will identify and describe different discourse communities, with a 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 community shapes rhetoric.

Genre – 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.

More information on English 280 can be found on the English department website at <http://www.wiu.edu/cas/english/writing/handouts/F16-ENG280-Handout.pdf>

Attendance/participation:

Students are expected to be present and prepared at all class meetings. Much of our classwork will involve cooperative learning exercises and in-class discussions pertaining to the assignments, which makes attendance doubly important. Students who are habitually tardy will be denied admittance to class. Please do not schedule classes back-to-back if you will be unable to get to this class on time. I take attendance but do not have a punitive attendance policy. Students not in class may complete assignments but those assignments will only earn **50%** of the total points possible. Late essays will be docked **10%** of total points earned; **ANY ESSAY NOT SUBMITTED AT THE BEGINNING OF THE CLASS PERIOD IS LATE.** Assignments are accepted **ONLY** by those students attending class or through pre-arrangement. **Late assignments may be submitted for only one week after the due date.** Absences are excused only for those with documented cases involving severe illness, the death of a close relative, or through school sanctioned activities.

NOTE: Documents for this course will be posted on WesternOnline along with some writing assignments and discussions. No one but enrolled students should have access to this course site. DO NOT give access information to anyone, please. If parents or others wish to see the syllabus, assignments or your grades, they may be downloaded and transmitted.

Important Dates:

Jan. 23 – Open Enrollment Ends; – **April 2** – Last Day to Drop 16 week Classes:

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, 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. The instructor and Director will **NOT** be available on April 2nd, as it is a Sunday. Ask before Thursday at noon (if not before) to be sure of a decision before the drop date.

Plagiarism:

Please re-read the section on academic dishonesty on the departmental information sheet. Any student caught in plagiarism will receive a zero on that assignment, making it difficult to pass the course. Plagiarism includes, among other things, using materials without proper citation, representing copied papers as your own, reusing papers without permission, lending papers to others, etc. Please also access the University policy defining all academic dishonesty and explaining penalties and procedures <http://www.wiu.edu/policies/acintegrity.php>

Information on academic integrity along with other information on student rights and responsibilities can be found at <http://www.wiu.edu/provost/students.php>

Course Grade:

All completed assignments in this class will receive points which will be totaled at the end of the semester to calculate your grade. Points earned divided by points possible will result in a percentage and a corresponding grade. **A grade of at least a “C” (73% minimum) is necessary in order to receive credit for English 280.** Students earning 60-72% will be given a “U”, which means repeating the class. A “U” does NOT affect your GPA. Students earning below 60% will receive an “F”. “F” means repeating the class and it DOES affect your GPA.

All grades will be posted on WesternOnline. Please track your grade and let me know if there are errors or omissions. **Per the +/- Grading Policy, this will be the grading scale for this semester:** A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); U (60-72); F (0-59). Information on how this translates to your GPA can be found at <http://www.wiu.edu/Registrar/plusminus.php>.

Assignments this semester will include the following:

Essay # 1 – Writing Diary Analysis	100 pts.
Essay #2 - Writing in my Discipline	125 pts.
Essay #3 – Argumentative Essay	150 pts.
Final Portfolio	75 pts.
Summaries/responses to articles	50-80 pts.
Short writings/quizzes/exercises	60-80 pts.

TOTAL (ranges from 550-600 pts.)

--Some details are attached to this syllabus as an addendum page. Specific instructions and grading criteria will be given for each essay as it is assigned. **Late essays will be accepted until one week after the due date and will be docked 10% of total points earned. Any assignment or essay not submitted at the very beginning of class is considered late.** No exceptions will be made except in the case of school sanctioned absence, severe illness or bereavement. Further instructions on article summaries will be given on a separate sheet. All in-class exercises and assignments may be submitted by absent students up to one week after the due date for 50% of points. No assignments will be accepted except from students attending class. All assignments will be found on the Western Online website. No assignments are to be submitted through email unless prior permission has been given.

If you miss class, it is your responsibility to consult the class schedule to get the information you have missed and to see what is due the next class period. All material will be posted on Western Online. Do not email and ask me what you missed – check Western Online for the activities you missed and the assignments for the next class. Do email through campus email if you have questions about those activities and assignments. I am available for individual help during office hours or at other agreed upon times. Please take advantage of this opportunity for individual assistance with writing projects. You can visit the Writing Center for help on any writing project.

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.

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>.

ASSIGNMENT ADDENDUM:

Essay #1 – Writing Diary Analysis – ≈18%

Students will write an essay analyzing their personal writing in terms of genre and discourse community.

Length – 3 page minimum (approx. 1000 words)

Evaluated on strength/clarity of information including examples and development. Must be in correct Edited American English.

Essay #2 – Writing in a Discipline - ~ 23%

Student will expand the interview paper to include information on writing in general and writing within the discipline. Students will use primary research, class readings, and secondary research as support. Papers will be documented using MLA or APA format.

Length – 4 page minimum (approx. 1500 words)

Evaluated on clarity of discussion, use of credible evidence as support, correct MLA/APA documentation form, and correct Edited American English. Students **MUST** get at least a “D” on this essay in order to pass the course.

Essay #3 – Researched, Multi-modal Argument - ~ 27%

Student will choose a topic within their major to explore and relate to a general or peer reader. Topics must be argumentative and be related in a form such as problem/solution, cause/effect, definition, etc. Students will use primary research, class readings, and secondary research as support. Papers will be documented using MLA or APA format.

Length – 6 page minimum (approx. 2000 words)

Evaluated on clarity of argument, use of credible evidence as support, correct MLA/APA documentation form, and correct Edited American English. Students **MUST** get at least a “D” on this essay in order to pass the course.

Final Portfolio – ≈14%

Students will construct a final portfolio involving an evaluation of their writing process (2-3 page reflective essay) including documents from this course and others as evidence. A new piece adapted from Essay #3 will be required. Evaluated on thoughtfulness of analysis, support documents, and quality of new genre piece.

TENTATIVE SCHEDULE – SPRING 2017

1/17 – Introductions; preview syllabus; assignment reading/writing journal; **for 1/19 – read syllabus and keep journal;**

L 1/19 – Syllabus Quiz/discussion; writing about journal findings; assignment sheet for essay #1; **for 1/24 – read/summarize/respond to “Writing, Technology, and Teens” (instructions for s/r and readings are found in the Readings folder on WO); continue to keep the reading/writing journal;**

1/24 – Discuss assigned article; punctuation review sheet; pre-writing exercise; assign interview(s); **for 1/26 – 2 page rough draft of essay #1;**

L 1/26 – Read several rough drafts; read example essay; intro/thesis exercise; **for 1/31 – r/s/r to “Responding” – Straub; 3 page draft of essay #1 (printed and brought to class);**

1/31 – Discuss Straub and strategies for peer reading; peer read; punctuation review sheet; **for 2/2 – polished draft of essay #1; bring pocket folder and all drafts of essay #1.**

L 2/2 – proofread drafts; do reflection questions; submit final draft of essay #1 in a pocket folder with all other drafts at the end of the hour; post final draft to WesternOnline, also; **for 2/7 – r/s/r to “What’s in it for Me?” – McDaniel;**

2/7 – discuss McDaniel article; distribute assignment sheet for essay #2; review how to find articles for research; **for 2/9 – find/read/bring 3 articles about your future field (one must be about writing/communication and one must be from the databases); reminder – interview notes due 2/16!**

L 2/9 – Citation review (ending and internal); free writing for essay #2; **for 2/16 – 2 page draft of essay #2; interview(s) notes;**

2/14 – NO CLASS – English assessment day; **see above for assignments due on 2/16;**

L 2/16 – notes from interview(s) due; peer read drafts of essay #2; works cited game (extra credit); **for 2/21 – 3 page draft of essay #2 with internal citations; works cited page due;**

2/21 – peer read draft #2; works cited page check; example essay reading; punctuation review exercise; sign up for conferences;

L 2/23 – no class/individual conferences; **for 2/28 – polished draft of essay #2;**

2/28 – peer read polished drafts; begin discussion of essay #3; **for 3/2 – find, read, summarize and respond to an article about a controversial topic in your field;**

L 3/2 – share articles/topics; assignment sheet for essay #3; begin research; **for 3/7 – bring two articles to class on topic;**

3/7 – review documentation form for sources; read sample essay; plan sheet; **for 3/9 - r/s/r to “Shitty First Drafts” - Lamott**

L 3/9 – discuss article; work on draft of essay #3;

3/13-3/17 – Spring Break – no class;

3/21 – TBA;

L 3/23 – Work on draft of essay #3; **for 3/28 – 2 page draft of essay #3 due;**

3/28 – Peer read; discuss integration of sources/use of good sources; **for 3/30 – 3 page draft of essay #3 with internal citations;**

L 3/30 – - Peer read and comments; **for 4/4 – 4 full pages with internal citation;**

4/4 – Peer read with checklist; leave clean draft with teacher;

L 4/6 – No class – conferences on essay #3;

4/11 – No class – conferences on essay #3; **for 4/13 – polished, complete draft of essay #3;**

L 4/13 – Proofreading/final survey of documentation style; reflection questions; **for 4/18 – final draft of essay #3 due in pocket folder with all drafts and peer sheets; electronic copy to WO;**

4/18 – Final draft of essay #3 due in pocket folder with all drafts/sheets; electronic copy to WesternOnline , also;

L 4/20 – Assignment sheet for final portfolio and genre piece; examples; begin drafting reflection essay; **for 4/25 – 2 page draft of reflection essay;**

4/25 – Peer read reflection essay; sketch/plan for genre piece; review criteria; **for 4/27 – draft of genre piece;**

L 4/27 – Share genre pieces; continue working on reflection essay/artifacts/genre piece;

5/2 – Proof reflection essay and genre pieces;

L 5/4 – Final portfolios and genre piece due at the end of the hour; presentations of new genre piece are due during finals period;

Finals Week –

9:30 class meets on Thursday at 8 a.m. -----11:00 class meets on Thursday at 10 a.m.