

ENGLISH 280: COLLEGE WRITING II

Class times and locations

Spring 2017

Tuesday/Thursday

Section 010 meets from 9:30 am - 10:45 am in Simpkins 314

Section 022 meets from 11:00 am - 12:15 pm in Simpkins 314

Instructor Info

Instructor: Dr. Alisha White

Email: a-white2@wiu.edu

Phone: 309-298-1548

Office: Simpkins Hall 226C

Office Hours: Tuesday 3:30 – 4:30, Wednesday 1:00 - 3:00, Friday 4:00-5:00, and by appointment

Mailbox: Simpkins 122, M-F 8:30am-4:30pm

Course Twitter: #WIUEnglish280, @alishamwhite31

Required Texts

The Elements of Visual Analysis, Marguerite Helmers (2006) Pearson

A Pocket Style Manual Diana Hacker, Nancy Sommers (2016) Bedford/St. Martin's; Seventh Edition

Course Description

WIU Catalog

280 College Writing II. (3) (General Education/ Communication Skills) A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. English 280 is an intermediate level composition course that extends and develops skills in close reading, critical thinking, and academic writing. Students will engage, analyze, discuss, and respond to a variety of texts. Graded A, A-, B+, B, B-, C+, C, U.

Prerequisites

- 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.

Course Description Details

This course instructs students on strategies for writing rhetorical analysis and provides students with practice in multiple writing genres. Class will be a mixture of discussion, group activities, writing workshops, and interactive mini-lectures. Students will write responses to assigned readings as well as other short writing assignments and in-class activities. Four major papers: visual analysis, observation study, personal narrative, and library research. In addition, students will compile a portfolio reflecting on their work throughout the semester. Course objectives will follow those found in the Writing Program document for ENG280.

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.

Syllabus Revision Policy

Please note: The course syllabus provides a general plan for the course; deviations may be necessary.

Course Policies

Usability and Information for 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.

Title IX Policy

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>.

Course Grades

This section gives the breakdown of percentage points for each letter grade.

A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); U (72% and below)

Students must receive a 73(C) or above in order to pass 280. Students must earn a D on the research paper, a fully documented, multi-source writing assignment, in order to pass the course.

Assignment Grades

This section breaks down what each area of the grade is worth.

Assignment Title	Assignment Value
Participation and attendance	10%
Journals and Daily Work	15%
Paper 1 – Visual Narrative	20%
Paper 2 – Photo Elicitation	20%
Paper 3 – Community Ecological Study	30%
Portfolio & Self-Evaluation	15%
Total	100%

Assignment Descriptions

Paper 1 – Visual Narrative: **(600-900 words 2-3 pgs)** Represent your identity, or aspects of who you are through a collection of visual culture items and narratives on how each represents an aspect of your life. You will choose one option: 1) a photo essay as a series of photographs with narratives describing each; 2) an “all about me shoebox” – a collection of artifacts or photographs of artifacts related to your favorite memories, activities, or hobbies, etc with a scripted narrative of how they represent you; or, 3) create a digital story of your journey, literally a trip you took or metaphorically your journey in life. Tell your digital story using sound, movement, visuals, color, texture, etc. Create a storyboard and script to plan the story, find images and sounds to fit the story.

Paper 2 – Photo Elicitation: **(900 words/3pgs)** You will conduct a photo elicitation study interviewing a person using images of their choice to stimulate the discussion. You should consider the ways the discourse community your research subject belongs to creates, interprets, analyzes, and represents images and visual culture.

Paper 3 – Community Ecological Study: **(1500 words/5pgs)** You will observe represent your community through a collection of photographs, maps, visual texts such as signs, artifacts, writings about your favorite places and observation notes from 3 public spaces in the community documenting the cultural practices of those domains (such as how we behave in certain spaces). For instance, you might choose your home community or your home on campus, or it might be a neighborhood you have an affinity with. Your collection could be a notebook with everything you collected with annotations about what they mean to you or it could be a digital story in a website, film, or presentation.

Portfolio & Self-Evaluation: **(900-1200 words/ 3-4 pgs)** Throughout the semester you will collect your work for this course in a portfolio. For the self-evaluation, you will discuss your writing goals and what you achieved this semester and choose pieces of your work that highlight improvement in your writing.

Detailed directions and rubrics will be provided separately for each assignment. You are to download and print the directions in Western Online.

You are required to submit all papers to “Turn it in” through Western Online before the assignment due date. All papers should be in a serif font (Times New Roman, Garamond, Georgia...), 12 point font, double spaced, and include a heading with your name, course section, the assignment, and page numbers.

Academic Integrity Policy

Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University’s Academic Integrity Policy for more information ([go to the academic integrity pollicy http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php)).

Late Papers

You are encouraged to seek help as soon as possible to avoid penalties on late work. The penalty for late work is 5 points off the assignment grade per day late. **No late work will be accepted after one week.**

Attendance and Participation

I expect you to attend each class. Regular attendance and participation in engagements is an important part of any learning experience. Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You may bring laptops or tablets to take notes, compose and revise drafts in class. You may be asked to leave if you are not prepared for class or are off task, and you will lose attendance points for the day.

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. Should you have five (5) or more absences; 2 points from the attendance portion of the course grade will be deducted. You will lose points for each additional 5 absences. Finally, tardiness (defined as arriving more than five minutes late to class) will negatively

affect your class participation grade, so please arrive promptly to class. Four tardies will count as one absence. If you arrive more than fifteen minutes late to class, you will be counted absent. This attendance policy has been established by the Writing Program. If you are absent or arrive late, it is your responsibility to find out what you missed and collect any handouts or other materials handed out in class.

If you are absent, for any reason, you are required to use OARS (<http://wiu.edu/oars>) to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation.

Your class participation grade is worth 10% 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. 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. You should familiarize yourself with the new disruptive student in the classroom policy: Disruptive Student Policy: www.wiu.edu/vpas/policies/disrupst.php

Technology

It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

WesternOnline:

1. To access this course on WesternOnline:
2. Go to Western Online <https://westernonline.wiu.edu>
3. Log in using your ECOM ID and password
4. Your personal My WesternOnline page will appear. Available courses are listed in the middle of the page under Course List.
5. Click the link "ENG 280 – Section 010 or 022" to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

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 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, on the Third Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment."

Student Rights and Responsibilities

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

Jan 23: Last day to add course during open registration

Jan 30: Last day to add by permission or delete course

Apr 2: Last day to drop 16 week course with a "W" grade

Suggested Resources

- Leslie F. Malpass Library <http://www.wiu.edu/library>
- Western Illinois University Libraries General Reference Tools, including a “Style Manuals”: <http://wiu.edu/libraries/reference/reftools/index.php>
- Purdue University Online Writing Lab (OWL; includes “grammar blog”): <http://owl.english.purdue.edu/owl/>
- The Writing Center @ the University of Wisconsin – Madison (includes “Grammar and Punctuation Center”): <http://writing.wisc.edu/Handbook/index.html>

Course Objectives

In English 280, 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 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.

Rhetorical Knowledge: 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.

ENG 280 Spring 2017 Course Schedule

Week 1

Tues 1/17: *Introduction to Course*, Start Visual Culture Journal

Thurs 1/19: Discuss Ch 1 Visual Culture: The World of Images and Texts. (Helmets) [do Freewrite p. 5], Visual Culture Journal Due in WO; Discuss Karner “A visual typology of urban narratives” (WO/ereserves)

Week 2 Visual Narrative (1)

Tues 1/24: (Discuss 1st paper) Bring printout of directions (WO), Discuss Ch 2 The Elements of Critical Viewing. (Helmets), [do Freewrite p. 30], Discuss Willis “Visualizing memory: Photographs and the art of biography.” (WO/ereserves)

Thurs 1/26: Discuss Woodley-Baker “Private and public experience captured: young women capture their everyday lives and dreams through photo-narratives” (WO/ereserves)

Week 3

Tues 1/31: Discuss Barr “Alchemy of the photograph” (WO/ereserves) **Outline of paper 1 due**

Thurs 2/2: Discuss Harste & Kress “Conversation Currents: Image, Identity, and Insights into Language” (WO/ereserves) Workshop on 1st paper **Rough draft paper 1 due**

Week 4

Tues 2/7: **Conferences, no class**

Thurs 2/9: **Conferences, no class [*Paper 1 due in WO Sunday*]**

Week 5 Photo Elicitation (2)

Tues 2/14: **No Class for Writing Program Assessment Meeting**

Thurs 2/16: Reflect on paper 1/ Intro paper 2; Discuss Chapter 4 Picturing People (Helmets) and Harper “Talking about pictures: A case for photo elicitation (WO/ereserves)

Week 6

Tues 2/21: Discuss Mintorn & Marsh “Centering indigenous college student voices and perspectives through photovoice and photo-elicitation.” (WO/ereserves)

Thurs 2/23: Discuss Smith & Woodward “Photo-elicitation method gives voice and reactions of subjects” (WO/ereserves) **Outline paper 2 due**

Week 7

Tues 2/28: Jorgenson & Sullivan “Assessing children’s perspectives” (WO/ereserves)

Thurs 3/2: Workshop **Rough Draft paper 2 due** [***Paper 2 Due in WO Sunday***]

Week 8 Community Ecological Study (3)

Tues 3/7: Reflecting on paper 2/ Intro paper 3; Read 3 Picturing Place. (Helmets) Brainstorming paper ideas and planning

Thurs 3/9: Discuss Powell “Making sense of place: Mapping as a multisensory research method” (WO/ereserves) **Plan for paper 3 due**

Spring Break March 14-18 *Class will not meet* I strongly suggest you conduct data collection over break!

Week 9

Tues 3/21: Discuss Trell & Van Hoven “Making sense of place: Exploring creative and (inter)active research methods with young people” (WO/ereserves)

Thurs 3/23: Discuss Sonn, Quayle, & Kasat “Picturing the wheatbelt: Exploring and expressing place identity through photography” (WO/ereserves)

Week 10

Tues 3/28: Discuss Faulstich Orellana “Space and place in an urban landscape: Learning from children's views of their social worlds” (WO/ereserves) **Outline for paper 3 due**

Thurs 3/30: Pink “Mobilising visual ethnography: Making routes, making place and making images” (WO/ereserves)

Week 11

Tues 4/4: Pahl & Allan “Uncovering hidden literacies” (WO/ereserves)

Thurs 4/6: Workshop **Rough Draft 3 due**

(*Extra credit for attending Disability Culture Day*)

Week 12

Tues 4/11: **Conferences, no class**

Thurs 4/13: **Conferences, no class** [***Paper 3 Due Sunday***]

Week 13 Portfolio

Tues 4/18: Reflecting on paper 3/ Intro Portfolio, Assignment sheet for Portfolio (on WO), working in Google sites

Thurs 4/20: Writing to reflect, creating e-portfolio

Week 14

Tues 4/25: Outlining artifacts, choosing artifacts and supporting reflections

Thurs 4/27: Revising choice essay

Week 15

Tues 5/2: Workshop **Rough Draft of Reflective Essay Due**

Thurs 5/4: Wrapping up the Semester **Final Portfolio Due by 5 p.m.**

Exam Time: Section 10 Thurs Dec. 16 8:00 am - 9:50 pm

Exam Time: Section 22 Thurs Dec. 16 10:00 pm - 11:50 pm

Jan 23: Last day to add course during open registration

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I have read and understand the **ENG280** course syllabus. I agree to abide by the rules set in the syllabus and understand the consequences stated should I violate those rules.

Print Name

Date

Sign Name