ENGLISH 280: COLLEGE WRITING II

Class times and locations
Spring 2017
Tuesday/Thursday
Section 10 meets from 9:30 am - 10:45 am in Simpkins 314
Section 21 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 8:00-9:00 am, Wednesday 1:00 - 3:00 pm, Thursday 3:30-4:30 am, by appointment or Google Hangout
Mailbox: Simpkins 122, M-F 8:30am-4:30pm

Required Texts
The Elements of Visual Analysis, Marguerite Helmers (2006) Pearson
Assigned articles found in Western Online course page

Course Description
WIU Catalog
280 College Writing II. (3) (General Education/ Communication Skills) Continued, advanced study and practice of writing as a social act with emphasis on disciplinary and professional contexts, rhetorical genre, and discourse community. Designated sections taught in computer labs. Prerequisites: ENG 180 and at least 24 s.h. earned. Graded A, A-, B+, B, B-, C+, C, U, F. IAI: C1 901R.

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. The four major assignments are visual narrative, photo elicitation, community ecological study, and a portfolio with reflection essay.

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.

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Assignment Value</th>
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</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Journals and Daily Work</td>
<td>10%</td>
</tr>
<tr>
<td>Paper 1 – Visual Narrative</td>
<td>20%</td>
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<tr>
<td>Paper 2 – Photo Elicitation</td>
<td>20%</td>
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<tr>
<td>Paper 3 – Community Ecological Study</td>
<td>30%</td>
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<tr>
<td>Portfolio &amp; Self-Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Assignment Descriptions
Paper 1 – Visual Narrative: (600-900 words/2-3 pgs) Explore a theme through a collection of photographs or visual culture items and narratives analyzing the images and how each represents an aspect the theme.

Paper 2 – Photo Elicitation: (900 words/3pgs) You will conduct a photo elicitation study interviewing a person using images to stimulate the discussion. You should consider the ways discourse communities represent themselves in the texts they create and share, including visual culture and digital footprints.

Paper 3 – Community Ecological Study: (1500 words/5pgs) You will conduct observations and represent a community through a collection and analysis of artifacts and published documents considering the cultural practices of those domains (such as how we behave in certain spaces).

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 policy 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
Attendance and participation are worth 10% of your final grade. 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 participation points for the day.

I do not distinguish between excused and unexcused absences, so please plan accordingly. If you are absent, for any reason, you should use **OARS (http://wiu.edu/oars)** to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation. 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 by checking Western Online where all notes and handouts are collected.

Should you have more than five (5) absences, points from the attendance portion of the course grade will be deducted for each additional absence. **If you miss more than ten (10) days, you will not pass the class.** 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 (4) 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.

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 or being on your phone outside of assigned activities. **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/disruptst.php

Technology
It is your responsibility to check Western Online daily for notices, assignment directions, assigned article pdfs, 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 021” 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 Malplass 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.

January 22: 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 29: 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)

April 1: Last day to drop a course (students needing permission to drop should seek permission prior to March 30 at 4:30 pm) AND last day for a total university withdrawal

Suggested Resources
- Leslie F. Malpass Library http://www.wiu.edu/library
- 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

Textbook Abbreviations:

EVA = Elements of Visual Analysis (Marguerite Helmers)

EW = Easy Writer (Andrea Lunsford)

Note* The chapter or article listed each day should be read before class. All articles are found in Western Online content folder “Articles.” All assignments should be posted to Western Online by 11pm on the due date unless otherwise notified.

Week 1
Tues 1/16: Introduction to Course
- Grossman “CASSINI’S Curtain Call” and image discussion

Thurs 1/18:
- EVA Ch 1 Visual Culture: The World of Images and Texts, Discuss 1st Journal
- Karner “A visual typology of urban narratives”
- Wade “A Photo Essay of the Early History of Barq's Root Beer”
- “HELLBANGERS”
- EW Ch 6-7 p. 40-47
- [do EVA Freewrite p. 5]

Visual Narrative (1)

Week 2
Tues 1/23:
- Discuss 1st paper (print out directions from WO and bring to class)
- EVA Ch 2 The Elements of Critical Viewing [do EVA Freewrite p. 30]
- Willis “Visualizing memory: Photographs and the art of biography.”
- Marcovici “Pipelines as Frontlines.”
- EW Ch 1-2 p. 14-27
- Due: 1st Journal

Thurs 1/25:
- Woodley-Baker “Private and public experience captured: young women capture their everyday lives and dreams through photo-narratives”
- EW Ch 10 p. 56-60

Week 3
Tues 1/30:
- Uimonen “Visual Identity in Facebook”
- Lypson, Goldrath, Yao, & Ross “Service Transformed: Illustrations of Women Veterans Past and Present”
- EW Ch 3 p. 28-34, p. 94-96
- Outline of paper 1 due

Thurs 2/1:
Workshop on 1st paper Rough draft paper 1 due
- EW Top 20 p. 1-11, Ch 4 p. 34-27
- Barr “Alchemy of the photograph”
- Schick Makaroff, Shields, & Molzahn, “Symbolic representations of living with chronic kidney disease”
Week 4
3/6-3/8 Class will not meet; Required Individual Conferences in my office [*Paper 1 due in WO Sunday*]

Mon 3/5: Attend Nikki Giovanni lecture Giovanni at 5:30 p.m. Monday, Feb. 5 in the University Union Grand Ballroom

Photo Elicitation (2)

Week 5
Tues 2/13:
- Discuss 2nd paper (print out directions from WO and bring to class)
- Reflect on paper 1
- EIW Ch5 p. 36-37
- EVA Chapter 4 Picturing People
- Loeffler, “Looking Deeply In: Using Photo-Elicitation to Explore the Meanings of Outdoor Education Experiences”
- Harper “Talking about pictures: A case for photo elicitation”

Thurs 2/15:
- EIW Ch12 p. 64-69
- Interview Plan Due*

Week 6
Tues 2/20:
- Mintorn & Marsh “Centering indigenous college student voices and perspectives through photovoice and photo-elicitation.”
- EIW Ch17-20 p. 102-116

Thurs 2/22:
- Jorgenson & Sullivan “Accessing children’s perspectives”
- EIW Ch21 p. 118-132
- Outline paper 2 due

Week 7
Tues 2/27:
- Kurtz & Wood “Stone Soup: photo-elicitation as a learning tool in the food geography classroom”
- EIW Ch22-23 p. 132-143

Thurs 3/1:
- Workshop Rough Draft paper 2 due
- EW Ch 28-29 p. 157-162
- [*Paper 2 Due in WO Sunday*]

Community Ecological Study (3)

Week 8
Tues 3/6:
- Discuss 3rd paper (print out directions from WO and bring to class)
• Reflecting on paper 2
• *EVA Ch3 Picturing Place*
• *EWF Ch 13 p. 72-80*

Thurs 3/8:
• Powell “Making sense of place: Mapping as a multisensory research method”
• *EWF Ch 14 p. 80-92*
• Plan for paper 3 due

Spring Break March 14-18 *Class will not meet*

Week 9
Tues 3/20:
• Trell & Van Hoven “Making sense of place: Exploring creative and (inter)active research methods with young people”
• *EWF Ch 15 p. 93-98*

Thurs 3/22:
• Sonn, Quayle, & Kasat “Picturing the wheatbelt: Exploring and expressing place identity through photography” [*ILLIOA]*
• *EWF Ch 16 p. 98-100*

Week 10
Tues 3/27:
• Bendiner-Viani “Bringing their worlds back: using photographs to spur conversations on everyday place”
• *EWF Ch 45 p. 214-268 (MLA)*
• **Outline for paper 3 due**

Thurs 3/29:
• Pink “Mobilising visual ethnography: Making routes, making place and making images”
• *EWF Ch 46 p. 269-309 (APA)*

Week 11
Tues 4/3:
• Pahl & Allan “Uncovering hidden literacies”
• *EWF Ch 24-25 p. 143-148, 26-27 p. 149-157*

Thurs 4/5:
• Workshop **Rough Draft 3 due**
• *EWF Ch 30-34 p. 164-176*
(*Extra credit for attending Disability Culture Day 4/4*)

Week 12
4/10 - 4/12 **Class will not meet; Required Individual Conferences in my office [*Paper 3 Due Sunday*]**

Portfolio

Week 13
Tues 4/17:
• Discuss Portfolio (print out directions from WO and bring to class)
• Reflecting on paper 3
• *E*W Ch9 p. 54-56

Thurs 4/19:
• Writing to reflect, creating e-portfolio
• *E*W Ch8 p. 48-54

Week 14
Tues 4/24:
• Outlining artifacts, choosing artifacts and supporting reflections
• *E*W Ch35-37 p. 178-190

Thurs 4/26:
• Revising your choice essay
• *E*W Ch38-39 p. 190-196

Week 15
Tues 5/1:
• Workshop [Rough Draft of Reflective Essay Due]
• *E*W Ch40-44 p. 196-211

Thurs 5/3: Wrapping up the Semester **Final Portfolio Due by 5 p.m.**

**Exam**: The exam will be an assignment you will submit electronically through Google Forms before noon on Thursday May 10.

**Note***
Jan 22: Last day to add course during open registration
Jan 29: Last day to add by permission or delete course
Apr 1: Last day to drop 16 week course with a “W” grade
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