Important Disclaimer: Even though this class is conducted online, in order to meet the goals defined by the Illinois Articulation Initiative, this three-week intensive course has firm deadlines and requires you to log in to WesternOnline almost every day. Please review the Course Policies (below) and Schedule (separate document) to determine whether your schedule will permit you to meet these goals.

Catalog Description: 180 College Writing I. (3) (General Education/ Communication Skills) Study and practice of writing as a social act with emphasis on rhetoric and genre. All sections taught in computer labs. Graded A, A-, B+, B, B-, C+, C, U, F. IAI: C1 900.

Course Description

In English 180, students will be introduced to writing as a social activity with the goal of providing them with the knowledge and strategies that will help them succeed as college writers. Specifically focusing on Rhetorics and Genres, students in English 180 will:

- Practice writing for a variety of rhetorical situations
  - Learn about how the rhetorical situation (writer, audience, purpose, and context) impacts and informs the decisions writers make
  - Identify rhetorical appeals and rhetorical strategies used by writers in a range of genres, including nontraditional and multimedia texts
  - Analyze and reflect on the rhetorical choices they, and others, make as writers of different genres, especially on how writers modify their writing for different audiences
  - Utilize the rhetorical situation as a part of writing processes
  - Produce written texts that respond to different rhetorical situations and that use appropriate rhetorical appeals and rhetorical strategies
  - Produce rhetorical texts in collaboration with others

- Practice writing in a variety of genres
  - Learn about genres as typified practices that influence writing choices
  - Identify global elements of genre, including content, tone, style, organization, type, use of evidence, and medium
Identify sentence-level elements of genre, including grammar, mechanics, and usage
Analyze how writer, context, purpose, and audience help account for genre differences
Analyze how different rhetorical situations call for different genres
Analyze how different genres call for different writing processes
Choose writing processes and genres appropriate for given rhetorical situations
Practice reading, analyzing, evaluating, and properly incorporating appropriate secondary sources

Required Text

*Students can choose either the print or eTextbook edition.

Organization of Course [All times are Central Standard Time.]

This is a three-week class, beginning on May 13 and ending on May 31, 2019.

Class will be made up of three modules, with each module lasting approximately one week. Each module will consist of readings and assignments. You should complete these readings and assignments in the order they are presented in the online modules.

At the end of module one, you will submit a 3-4 page (900-1,200 words) rhetorical analysis. At the end of module three you will submit an exploration of a problem assignment consisting of three different documents that total approximately 6-7 pages (2,000-2,300 words). These assignments are discussed in greater detail below.

Graded Components

1. Discussion: Your discussion grade will be broken down into two components, each of which is described in detail below: discussion posts and answers to peers’ questions. All posts to online discussions should follow these basic guidelines of netiquette (network etiquette): treat others as you would like to be treated—this means responding to each other with respect (disagreement is fine, even welcome; name calling is not at all welcome and will result in a severe grade penalty); since tone is very difficult to communicate via the written word, you should avoid sarcasm; when responding to another post, make clear what post you are responding to (you might write something like, “John makes a good point when he says that [insert very brief summary of John’s post], but I think…); write clearly and concisely, using frequent paragraph breaks to avoid long blocks of text, and proofread carefully before posting; and avoid text speak/acronyms because not everyone (including me!) will be familiar with them.

I will pop in and out of discussions, occasionally commenting and making sure discussions stay focused on the assigned material, but please remember that these discussions are for your benefit—I want you to feel free and autonomous in your discussions. Don’t wait for my “approval” to talk. I welcome any productive exchange of ideas on the material, and I will expect to learn something new about the material from you, too.
Discussion Posts:
For the first three modules, you will post a written response to the prompt provided for that module in the discussion forum. Each discussion post should be approximately 200-250 words in length and should end with a question for class discussion. Posts that are fewer than 200 words will have the grade reduced. Before posting your response, you must complete the reading for that module. Responses can be submitted at any time of the day but must be submitted by the deadline indicated in the Course Schedule. Your responses should be substantive, should show evidence of careful reading, and should provide examples and quotations from the material to support your ideas. The question you conclude with should be one meant to provoke respectful discussion about the material (questions should not be ones that can be answered “yes” or “no”) and should be one you have a genuine interest in discussing. Responses should be clearly written, edited, and proofread. These discussion posts are worth a total of 120 points (or 12% of your final grade). Each post (there will be 3 total) will be graded individually, on a scale of 1-40, which will be assigned based on an assessment of content (use of detailed evidence and depth of analysis), style (clear, well-edited writing), and presentation (fastidious proofreading) [see Course Rubrics in the Course Documents folder on WO]. Late reading response posts will be docked 5 points per day late and after 2 days of the stated due date will not be accepted for a grade.

Answers to Peers’ Questions:
For each discussion post, you will answer 1-2 questions posted by a peer (for a total of 5 answers; you must provide at least 1 answer per discussion post). Answers should be 2-3 sentences long and should show evidence of careful reading, just as the discussion posts do. Answers should also be proofread before being posted. Answers are worth 6 points each for a total of 30 points (or 3% of your final grade). In order to earn points, you must answer at least 1 question per discussion post by the stated deadline.

2. Quizzes, Short Assignments, and Reflections: Modules 1-3 will each contain 1-3 quizzes, 1-3 short assignments, and 1 reflection. You will need to complete the quizzes/short assignments/reflections specified on the Class Schedule. Quizzes/short assignments/reflections will be submitted by 11:59 p.m. on (or before) the date specified. Quizzes have 5 questions each, with each question worth 1 point. Short assignments will be graded on a 10-point scale or 50-point scale, using the Answers rubric in the Course Rubrics file in the Course Documents folder on WO. Reflections will be graded on a 90-point scale, using the Reflections rubric in the Course Rubrics file in the Course Documents folder on WO. There will be 7 quizzes, for a total of 40 points, 9 short assignments, for a total of 270 points, and 1 reflections, for a total of 90 points, which equals 400 points (or 40% of your final grade). Late quizzes/short assignments/reflections will not be accepted.

3. Peer Review: You will participate in four peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. Drafts will be graded on a 20-point scale and Peer Reviews will be graded on a 30-point scale. Peer review is worth 100 points (or 10% of your final grade) [see Course Rubrics in the Course Documents folder on WO]. For each peer review you will be assigned to work with a different peer (if possible). Drafts will be due (on dates specified on the schedule) on WO AND Google Drive by 9 p.m., after which I will assign peer review partners. Make sure to put your name and email at the top of the draft as well as a list of concerns you have about your paper. This will help your peer review partner address pertinent issues in your draft. Peer review worksheets will be due the next day on WO by 11:59 PM. Late drafts and peer reviews will not be accepted for a grade. For more detailed directions for Peer Review, please see Peer Review Directions in the Course Documents folder on WO.

Because peer review is time sensitive, if you do not submit your paper draft by the 9 p.m. deadline, you will not be allowed to participate in peer review, which means you will earn scores of 0 for both your draft and your peer review worksheet.
4. **Paper Assignments**: Over the course of the class, you will work on two major assignments. Assignment one, a rhetorical analysis (900-1,200 words), will be worth 150 points (15%) of your final grade. Assignment two, an exploration of a problem (2000-2,300 words), will be worth 200 points (20%) of your final grade. With each paper assignment, I will post on Western Online a format sheet to follow, which will detail the guidelines for that particular assignment. Unless otherwise specified, all assignments must be submitted as Word files (.doc or .docx). Deviation from the guidelines will cause your grade to be lowered. Assignments will be due on Western Online by 11:59 p.m. on the date specified on the course schedule. Unless you make arrangements with me at least forty-eight hours in advance, late papers will be marked down one letter grade for each day late; essays more than 3 days late will receive a “0.” For assignments one and two, papers that receive a U grade must be revised. Revised papers are due two days from the date the original paper is returned and can receive no higher than a grade of C. Under no circumstances will I accept a late revision. If you do not turn in a revision by the deadline provided, your original paper grade will change from a U to an F. Please note that I will not accept assignment four late. For grading guidelines for assignments, see Course Rubrics in the Course Documents folder on WO.

You will find the following websites invaluable as you work on your assignments:
- WIU Library (for finding primary and secondary sources): [http://www.wiu.edu/libraries/](http://www.wiu.edu/libraries/)
- University Writing Center (for in-person & online help on all aspects of the writing process): [http://www.wiu.edu/uwc](http://www.wiu.edu/uwc)
- Purdue Online Writing Lab (for online help on all aspects of the writing process): [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

Assignments will be submitted through the Assignments tool on WesternOnline. Each format sheet will review how to submit the paper. If you are unsure about how to submit your paper, please speak with me well before the due date. 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, on Google Drive). Technology problems are not an excuse for submitting a paper late.

**Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism and cheating will result in failure for the course and referral for academic discipline.** Please review the full academic integrity policy here: [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php). Please make note that double submission (submitting the same paper or part of a paper for more than one class) is considered a violation of academic integrity. If you have previously taken ENG 180, you may not use work from that course in this course without my written permission and the written permission of your previous instructor.

**Contact Information**

1. **Office Hours**: I will be available to speak with you one-on-one via the chat feature on Western Online by appointment. If you would like to have a chat session at a specific time, please email me to set up an appointment. At other times, I can be reached over email at cl-morrow@wiu.edu. Please bear in mind that, though I will respond to email as quickly as possible, I will not be checking my email after 7 p.m. On M-F I will first check email at no later than 9 a.m., and on Saturdays and Sundays I will first check email at no later than 10 a.m.

2. **Informal Discussion Room**: I will designate one discussion area on Western Online as an informal discussion room. This will be where you can come to post general questions about the course—readings, assignments, papers—and seek support (and even commiseration!) from me and your peers. Please make sure to follow the rules of netiquette outlined in the above section on discussions.
3. **Disability Resource Center**: 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.

4. **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](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](http://www.wiu.edu/vpas/policies/titleIX.php).

5. **Student Rights and Responsibilities**: Please review your “Student Rights and Responsibilities” at [http://www.wiu.edu/provost/students](http://www.wiu.edu/provost/students) and see me if you have any questions.

### Grading

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<th>Points</th>
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<td>Discussion</td>
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<td>Reading Responses:</td>
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<td>Answers to peers’ questions:</td>
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<td>Quizzes</td>
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<td>Short Assignments</td>
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<td>Reflections</td>
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<td>Total Points:</td>
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**Grades**

In English 180 you can earn a grade of A, A-, B+, B, B-, C+, C, U, or F. If you receive a U or an F in 180, you must repeat the course in order to fulfill the Communication Skills requirement. Instructors determine the grading scales used to assign grades; you must earn at least a 73% (C) in order to pass the class. The Western Writing Program has established the following guidelines for U and F grades:

Please note that you must earn at least 730 points in order to pass this class.
Western Illinois University

**U Grades**
If you are not performing satisfactory work but are making a good faith effort to pass the course, you can earn a U (unsatisfactory) grade. You will earn no grade points or credits for a grade of U. However, the U grade is not a penalizing grade because it is not calculated in grade point average (GPA).

We consider a good faith effort to include all of the following:
- logging in and participating in class,
- completing and submitting all components of major papers (bibliographies, drafts, and other materials required by instructors), and
- completing assigned reading and other assignments in a timely fashion.

If you meet requirements but are still not writing at a C or better level at the end of the term, you should receive a U grade for the course. The U grade reinforces our belief that writing is a process that requires considerable time and effort. We believe students who attempt to do the work but fail to meet our standards should not be penalized, but should be permitted to retake the course and continue to improve their writing abilities.

**F Grades**
If you are not making a good faith effort, you should earn an F (failing) grade. You will earn no grade points or credits for a grade of F. Because the F grade is a penalizing grade, which negatively affects GPA, it is reserved for students whose effort is unsatisfactory for one or more reasons:
- poor online presence and participation,
- failure to complete and submit all components of major papers (bibliographies, drafts, and other materials required by instructors), or
- academic dishonesty.

If you choose not to complete course assignments and/or disregard course requirements, you should receive an F grade for the course.

An I (incomplete) grade may be given only when you fail to complete course requirements due to documented circumstances beyond your control. The mere failure to complete an assignment does not justify the recording of an incomplete, unless illness or other emergency is the cause. Incomplete grades are given at the discretion of the instructor.