

Applied Representational Analysis

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College Writing II
English 280, Section 044
Fall Semester 2017

Office: Simpkins 109
Hours: MW, 3:00-4:00; Tu, 2:00-4:00

M, 5:30 – 8:00 p.m.
Simpkins 321

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) Restricted to students who have completed of a minimum of 24 hours of college credit.

Texts

Bartholomae, Petrosky, & Waite. *Ways of Reading. Eleventh Ed.* ISBN: 9781319091422
Hacker and Sommers. *A Pocket Style Manual. Eighth Ed.* ISBN: 9780312542542
There will be materials to print from my webpage and on WesternOnline.

Catalogue Description

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 Objectives & Rationale

Applied Representational Analysis is a writing workshop designed to introduce the practice of academic inquiry through the careful reading and application of critical approaches to representation to subjects of the student's own research. This class will prepare you to meet the demands of academic writing by developing and refining your abilities to read closely, find sources, think analytically, and write persuasively. You will not only interpret academic essays, but also learn how to apply their concepts in your own analyses of research material you have gathered. This course teaches writing as a practice, providing extensive exercises in drafting, editing, revising, and reconceiving your work. Accordingly, the assignments will go through several stages, with each stage

designed to expand and improve upon the previous one. Learning to produce argumentative prose means more than polishing up on grammar and learning to use the appropriate scholarly conventions, though these particulars are important; it also involves composing effective, sustained, and detailed arguments.

Truly successful academic writing is interesting to read, because it displays independent thinking and originality. You will examine texts and ideas, deal with controversial topics, respond to focused exercises, conduct research, document sources, and collaborate with other class members. Although the material can be challenging, it has a lot to offer the student who makes an effort and keeps an open mind.

Requirements

This course involves three assignment sequences and a final portfolio. The first assignment sequence deals with advertising; the second, with fake news; and the third, with education. For each, you will start with exercises and essays preparing you to write a First Draft. You will have the draft ready to distribute electronically in class on the due date, so that two of your peers and I can review it. We will repeat this process with the Second Draft, where, with my copy, you will also give me the peer reviews you received with First Draft. The Essay assignments do not go through peer review. You will give me one copy of the Essay and the peer reviews you received on the Second Draft. All drafts should be submitted to me on WesternOnline.

Successful completion of an assignment sequence requires that you turn in all of its parts: *you will not pass otherwise*. All writing must be double-spaced in standard 12-point font. There are no hard copies. Essays need to be five pages, and I do not appreciate spacing tricks.

At the end of the course, you will *select two of the three essays* for inclusion in the portfolio. There will be no rough drafts, peer reviews, or other materials. The two essays will be clean, final drafts. You are encouraged to revise them as much as possible. Along with the two Final Essays, you will also submit a three-page Self-Reflective Essay (SRE) on your learning experience in the class. The SRE should explain why you selected the two essays and why you have not selected the other one. You should quote from your own texts, the comments of your peer reviewers, and mine, in supporting your reasoning.

If you were force-enrolled in this course, you will need my permission, as well as the Director of Writing's permission, to drop. If you wish to drop, you will need to speak to 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.

Grading

The final portfolio counts for 75% of the grade. Although you will not receive a grade for individual assignments, my comments should give you fair indication of the quality of your performance, as well as direct you toward improving it. I will always tell you if a draft is unsatisfactory and ask you to redo it. We will go over grading criteria for essays in detail when we begin peer-review training. Class participation, which includes peer reviews, class discussion, in-class writing, homework, and preparedness, makes up the other 25% of your grade. Peer reviews are graded. Each missed draft submission date or missed peer review will lower the participation grade. Your participation grade will also suffer if you miss classes, or disrupt sessions by arriving late. *More than four unexcused absences will result in an automatic F for the course. Absences will be excused only with proper documentation, such as a doctor's note, a note from your sports team, or a bill from the mechanic who fixed your car. I am usually happy allow a student to miss a class for personal reasons when she or he speaks with me about it in advance.*

Plagiarism, the inclusion of someone else's words, ideas, or data as your own work, will result in an automatic F. We will discuss proper citational procedure, so as to avoid academic dishonesty. See WIU's Policy on Academic Integrity at <http://www.wiu.edu/policies/acintegrity.php>. This course will teach you how to use other people's contributions honestly, appropriately, and effectively.

The Writing Center

The University Writing Center can assist you with general and specific questions on writing assigned in any discipline and at any academic level. The tutor's job is to add another voice in response to your writing. The one-on-one assistance available at the Writing Center can help with generating ideas, suggesting organization, and even working through grammatical issues. The University Writing Center is located in Malpass Library (3rd Floor, West Side). Call for an appointment (298-2815) and be sure to bring a copy of your assignment to your session. For more information on other locations, see www.wiu.edu/uwc.

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.

Discrimination 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>.

Schedule

I give each day's assignment at the end of class. Do not pack your bags until everyone has had a chance to write it down. Contact me by email if you cannot attend. "WO" means the article can be found on WesternOnline.

Advertising

Week 1: August 21

Introduction to the Course. Ramamurthy (WO).

Week 2: August 28

First Draft for Assignment 1 due. Peer Reviews. Bordo.

Week 3: September 11

Bordo. *Second Draft for Assignment 1 due.* Peer Reviews.

Week 4: September 18

Work on First Essay.

Fake News

Week 5: September 25

First Essay due. "How to Spot Fake News" & "Alt-News and Post Truths" (WO)

Week 6: October 2

First Draft for Assignment 2 due. Peer Reviews. "The Art of the Real" (WO)

Week 7: _____ October 9

"How Advertising Targets Millennial Liberals for Profit." (WO) *Second Draft for Assignment 2 due October 16*. Peer reviews.

Week 8: _____ October 16

Berger.

Education

Week 9: _____ October 23

Second Essay due. Friere.

Week 10: _____ October 30

Anzaldúa. *First Draft of Assignment 3 due*. Peer reviews.

Week 11: _____ November 6

Second Draft of Assignment 3 due. Peer reviews. Castro.

Week 12: _____ November 13

Coates. Databases.

Thanksgiving Break.

Portfolio

Week 13: _____ November 27

Third Essay due. Portfolio workshop.

Week 14 _____ December 4

Portfolio workshop.

Final Exam Week

Portfolios due on WesternOnline by Monday, December 11 by 5:00 p.m.