Spring 2022 Syllabus

ENGL 2089 INTERMEDIATE COMPOSITION

Instructor Information

Instructor

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- Phone: (513) 266-4308 (text)
- Office Hour: virtual, by appointment

Communication Expectation

Your official UC email is your primary mode of communication between you, the university, and your instructors. Because most instructors teach more than one course/section, it is important that you give your emails appropriate subject headings, including your course number and section, followed by a brief indicator of the message content.

I check email twice daily at 8am and 5pm; my goal is to reply within 24 hours (Mondays through Thursdays) and within 72 hours on weekends (Fridays through Sundays), though I usually respond promptly. For quick questions, please use the class Discussion Board to get easy answers quickly, especially when your question might benefit the whole class. For longer questions or more personal information, please write me a more formal email. I can be reached by phone/text, but please reserve such communication for emergencies.

Virtual Classroom Etiquette & Tips

The idea of a virtual classroom is new to many in this course, so be patient with yourself and your classmates. Please be aware that typed communication does not allow for the tone of voice and body language that we normally rely on (often subconsciously) when we converse with others. A single phrase, or even a single word, can be misconstrued and dampen the rapport that is essential for group communication. Both the author and the reader should heed this warning! **Write with care and without judgment. Read carefully and with thick skin.**

TIP 1: Compose your postings in a separate document that can be saved and spell checked (i.e.

in Microsoft Word). Then you can write, revise, copy and paste them into the posting area when you are ready. You also don't risk "losing" what you have composed if Canvas decides to flake out on you.

TIP 2: Remember, we're NOT text messaging or emailing; don't assume we "get" your abbreviations and emoticons. Please type your discussion postings as you would submit work for writing assignments. In essence, what you post in this virtual classroom is still part of a college course.

Be aware that discussion board postings that are overtly personal, demeaning, harassing, or otherwise inappropriate for a college classroom will be deleted and the author reprimanded. Repeated misuse of discussion areas will result in removal from the class.

On Names/Class Behavior
If you have a name and/or set of pronouns that you prefer, please let me know. I am happy to call you by the name and/or pronoun that makes you feel more comfortable.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to contact me (seriously). I want to be a resource for you.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including me) that made you feel uncomfortable, please let me know.

Accessibility
If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Accessibility Resources Office to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact Accessibility Resources at 513-556-6823, Campus Location: 210 University Pavilion. I am happy to provide accommodations and request notification within the first two weeks of the semester.

Course Overview

Course Description

Intermediate Composition is a writing-centered course that builds on what students learn in first-year composition and focuses students' attention on theoretical underpinning of how meaning is made, understood, and communicated within and across various discourse communities and genres. The course emphasizes critical reading and writing, advanced research and analysis skills, and rhetorical sensitivity to differences in academic, professional, and public composing. This course challenges students to engage in substantive projects drawing on primary research and source analysis methods and asks students to document, communicate, and reflect on their research.

Purpose

Have you ever considered how much of your life you spend writing? Be it through emails at work, essays for school, or texts to friends, I imagine you spend more of your time communicating through writing than you realize. This course is designed as an exploration of writing, both as it happens and how it works to communicate ideas to others. We will examine our own writing practices alongside the specific social contexts where writing happens, and how "discourse communities" affect the way we write, read, speak, and communicate with one another.

This course is based on the idea of writing about writing: you will be introduced directly to what researchers have learned about a wide array of topics related to writing studies. You will be asked to think about and write about these ideas in your own life, and then challenged to conduct your own research about the writing and meaning-making processes of both yourself and a particular community you belong to.

First, we will examine our own writing practices: how have our experiences and backgrounds shaped our understanding of writing, in ways we often take for granted? Then we will examine writing genres and examine how they are both shaped by social contexts and influence and shape their users. Finally, we'll move outward, asking how writing is practiced in a particular discourse community. These questions are designed to help you develop practices that will allow you to navigate new communities, use language in new ways, and write in the many and varied situations you will find yourself in, both here at UC and beyond.

Course Learning Outcomes

By the end of ENGL 2089, students will be able to:

1. Analyze how multiple discourse communities make, communicate, and debate meaning through various genres and writing practices.
2. Use multiple tools and methods to conduct focused inquiry-based research and formulate original conclusions that are important to specific discourse communities.
3. Produce various genres that reflect knowledge of the writing practices, purposes, and conventions of relevant discourse communities.
4. Select appropriate social and collaborative processes for drafting and revising.
5. Articulate what they know about how discourse communities make, communicate, and debate meaning, and how that knowledge can be used in their own academic, personal, social, and professional lives.

Course Format

This course is an online asynchronous course that does not have any regular meetings, virtually or otherwise. However, this does NOT mean there aren't deadlines for assignments. Please consult the course schedule and manage your time around those set deadlines.

Pre-requisites/co-requisites

To take this course you must: Have taken the following Courses ENGL1001 min grade C-, or ENGL1002 min grade C-, or ENGL1012 min grade C-, or ENGL1902 min grade C-. Be at least a sophomore (30 credit hours).

Materials & Technology

Since our course is an online asynchronous course, we will be using an eText in combination with other materials that will be posted to our Canvas course page. You may purchase the text via the campus bookstore, Amazon, Macmillan, or another outlet. While the text for the course is an e-Text, you may opt to purchase or rent a print version of the book, provided you get the 4th edition.

Textbook

- Title, edition: *Writing about Writing,* 4th edition
- Author name: Elizabeth Wardle and Doug Downs
- Publisher: Bedford/St. Martin's
- Date Published: 2020
- ISBN 13: 9781319253370

Resources

Additional resources, including videos, websites, and learning materials will be available in each weekly module on our course Canvas page.

Required Technology

You will be using Canvas (including but not limited to the online meeting platform Zoom), and word processing software like Microsoft Word or Google Docs. An additional editing software like Grammarly may be useful but is not required. All these applications are free.

Required Technical Skills

- Using the Learning Management System (Canvas)
- Using the Canvas student phone app
- Using an eReader to access your eBook
- Creating files in commonly used word processing software
- Saving files as .pdf
- Using Zoom (video software in Canvas)
- Accessing/Downloading and installing software (all MS Office apps are available through the app launcher on the Bearcats landing page)
- Using the Clermont website and library websites to research using databases

- Using the Clermont Writing Center/Learning Commons website to make appointments

Assessments & Activities

Projects: You will produce three projects. These will all be graded as PROJECTS; all related work, peer review, etc., will be part of the grade.

Your essays and research paper will be graded on organization, ideas, originality, good thesis statements, effective argument techniques, and use of detail, correct grammar, and effective sentence structure among other criteria. Detailed grading rubrics will be available for each assignment. Your peer reviews and discussion (including conferences) will also contribute to your grade.

Please note that all rough drafts and peer reviews are factored into the final weighted percentage of each major paper. If you fail to submit a draft and/or peer review, your weighted essay grade will be diminished.

Other Assignments:

You will also write a final course reflection as well as participate in weekly discussions and journals to round out the final portion of your grade.

Course Schedule

Weekly Topics	Readings	Homework
Week 1: Introduction to the Study of Writing	Chapter 1: Investigating Writing	**"Writing Spaces" assignment due 1/16**
Week 2: Cataloging and Comparing Conceptions of Writing	Chapter 2: Readers, Writers, and Texts Ch. 3: Walking Into the Party	**SP1 Due:** Challenging and Exploring (Ch 1 Option 1) **1/23**
Week 3: Defining Literacy and Exploring Histories as Readers and Writers	Introduction to Chapter 5: Literacies Deborah Brandt, "Sponsors of Literacy" From Chapter 4: Anne Lamott "Shitty First Drafts"	Journal: question 1 from "Applying and Exploring Ideas" following Brandt's article to jumpstart topic for Literacy Narrative **1/30**
Week 4: Exploring the Connection between Literacy Practices and Identity	From Chapter 5: Vershawn Ashanti Young, "Should Writers Use They Own English?" Barbara Mellix "From Outside, In"	**Literacy Narrative Rough Draft Due 2/6**
Week 5: Comparing Stories and Looking at Literacy Development across Contexts	From Chapter 5: Sandra Cisneros, "Only Daughter"; Julie Wan, "Chinks in My Armor"	**Literacy Narrative DUE. 2/13**
Week 6: Introduction to Rhetoric and Genre	From Chapter 2, Genres and How Writers and Readers Depend on Them;	Journal: question 2 from "Applying and Exploring Ideas" following Downs's article. **2/20**

Weekly Topics	Readings	Homework
	From Chapter 6: Rhetoric, Introduction; Doug Downs, "Rhetoric: Making Sense of Human Interaction and Meaning-Making"	
Week 7: Considering How Texts Are Interconnected	From Chapter 6: James E. Porter, "Intertextuality and the Discourse Community"	Identify 3–4 possible genres youwould like to analyze and begin investigating them. **2/27**
Week 8: Genres as More than Alphabetic Text	From Chapter 4: Michael-John DePalma and Kara Poe Alexander, "A Bag Full of Snakes: Negotiating the Challenges of Multimodal Composition"	**Genre Analysis RD due 3/6**
Week 9: Refining and Developing Analysis/ Considering the Implications	From Chapter 4: Richard Straub, "Responding — Really Responding — to Other Students' Writing"	**Genre Analysis DUE 3/13**
Week 10	**SPRING BREAK**	**3/14-3/20**
Week 11: Introduction to Discourse Communities	From Chapter 7: Communities, Introduction John Swales, "Reflections on the Concept of Discourse Community"	Begin brainstorming the discourse communities you would like to investigate. Topic and 3 possible research questions **3/27**
Week 12: Studying the Role of Genres in Discourse Communities	From Chapter 7: Tony Mirabelli, "The Language and Literacy of Food Service Workers"	Begin collecting data (interviews, observations, genres) about discourse community. **Paper Proposal due 4/3**
Week 13: Moving between Discourse Communities / Academic Communities	From Chapter 7: Lucille P. McCarthy, "A Stranger in Strange Lands: A College Student Writing across the Curriculum" **Peer Review**	Assign question 1 from "Applying and Exploring Ideas" following McCarthy's article. Students should continue collecting data about their discourse community. **Discourse RD 1 due 4/10**
Week 14: Presenting Results and Drawing Conclusions	From Chapter 7: Arielle Feldman, "Galaxy-Wide Writing Strategies Used by Official Star Wars Bloggers" **Peer Review**	Assign question 4 from "Applying and Exploring Ideas" following Feldman's article. **Discourse Community RD 2 Due 4/17**
Week 15: Identifying Takeaways	See Canvas	**Discourse Community Ethnography DUE 4/24**
Finals Week: course reflection	See Canvas	**1-2 page course reflection 4/28**

Grading

Grading Criteria

Possible course grades include A through F, Withdrawal, Unofficial Withdrawal, or X.
- You can receive a W (Withdrawal) by withdrawing electronically from this course.
- You will earn a UW (Unofficial Withdrawal) if you stop attending class without processing a withdrawal. A UW is equivalent to an F in your GPA.
- You will earn a grade of X if you are on the class list but do not come to a single class meeting and do not withdraw. An X is equivalent to an F in your GPA.
- You will earn an F if you commit an act of plagiarism or academic dishonesty or for not passing the course.

A grade of Incomplete (I) is given only in special circumstances when illness or other personal emergencies have prevented a student from completing a small portion of the course requirements. An incomplete contract must be agreed upon by both instructor and student and signed by the student. These contracts are filed in the department office.

Assignment	Points	Quantity	Percentages
Project 1: Literacy	100	1	20%
Project 2: Genre	100	1	20%
Project 3: Discourse	150	1	40%
Reflective Writing	100	1	10%
Short Papers, Discussions, journals	150	15	10%

Grading Policy

Late Work: You will be expected to adhere to the assignment deadlines as you progress through the course. This is not a course that you do at your own pace. If you need to request additional time to work on an assignment, please let me know as soon as possible. Because we are experiencing unprecedented struggle during COVID-19, I am happy to extend deadlines where needed. We are all human and I am willing to work with you if something happens, but if you fall *seriously* behind in your work, you will not be able to pass the course and I might suggest you withdraw.

Revisions: You will write and submit at least two drafts (a first/rough draft and a final draft) for each essay, save for the final reflective essay. I will look over your first drafts and give you written feedback/responses for you to use for your final revision. We may also have discussion board workshops for each essay to read others' essays and provide feedback.

Rough drafts are graded on a complete/incomplete basis. However, revision is a significant part of the writing process, so if you do not submit a rough draft, you will receive a 5% reduction off your final essay grade.

Online Course Participation policy: Although this is an asynchronous class that doesn't have regular meetings, the course schedule will run from **Monday to Sunday**, with a new module

released each Monday and major writing assignments due on Sundays. There may be some mid-week due dates, which will usually be for discussions or journals.

To satisfy weekly attendance requirements, online students must demonstrate active weekly attendance by completing one of the following actions as directed by the instructor: (1) submit an academic assignment; (2) submit a quiz or an exam; (3) participate in a posted online academic discussion. Logging into the online class without active participation (as described above) does not constitute official weekly attendance. Participation must be within the class-specific online learning management system (Canvas). Work completed outside of the learning management system does not count toward attendance.

Canvas: We will be using Canvas for this class, and I will post assignments and other information there. You are responsible for checking Canvas regularly; in fact, it is a good idea to get in the habit of checking Canvas each day.

Grading Scale

The following grading scale is to be used in this course.

A (4.0)	92 - 100%	B (3.0)	86 - 82%	C (2.0)	76 – 72%	D (1.0)	66 – 62%
A- (3.67)	91 - 89%	B- (2.67)	81 - 79%	C- (1.67)	71 – 69%	D- (0.67)	61 – 59%
B+ (3.3)	88 - 87%	C+ (2.3)	78 – 77%	D+ (1.3)	68 – 67%	F (0.0)	58% - 0%

ENGLISH COMPOSITION GENERAL GRADING RUBRIC

An essay is EXCELLENT (A range) because it
• Meets the guidelines and fulfills the expectations of the assignment
• Has a strong focus
• Demonstrates comprehensive understanding of the subject matter
• Supports ideas fully with relevant reasons, examples, and details
• Establishes and maintains effective organization
• Shows careful, probing consideration of audience
• Demonstrates mastery of sentence mechanics

An essay is GOOD (B range) because it
• Mostly meets the guidelines and fulfills the expectations of the assignment
• Has a clear, if rather broad, focus
• Demonstrates competent understanding of the subject matter
• Supports ideas with sufficient completeness
• Establishes and maintains effective organization
• Shows moderate consideration of audience
• Demonstrates solid understanding of sentence mechanics

An essay is AVERAGE (C range) because it
• Does not fully meet the guidelines and expectations of the assignment

• Has a focus but is predictable or sometimes wanders
• Demonstrates critical thought but lacks full engagement with the subject matter
• Lacks relevant details and support of ideas
• Shows occasional weaknesses in organization
• Shows limited consideration of audience
• Demonstrates basic understanding of sentence mechanics

An essay is BELOW AVERAGE (NP range or lower) because it
• Fails to fulfill the guidelines and expectations of the assignment
• Lacks a focus or has one that is overly simplistic
• Displays cliched or lackluster writing
• Demonstrates cursory engagement with the subject matter
• Does not support or develop ideas sufficiently
• Lacks basic organizational structure
• Demonstrates little consideration of audience
• Lacks basic control or understanding of sentence mechanics

Dates & Deadlines

Spring 2022 Semester Schedules

- Full Semester: Monday, January 10, 2022–Thursday, April 28, 2022
- Class Ends: Friday, April 22, 2022
- Examinations: Saturday, April 23, 2022–Thursday, April 28, 2022
- Semester Ends: Thursday, April 28, 2022

Course Withdrawals

Last day to drop (no entry to academic record):

- Full Semester: January 24, 2022

Last day to withdraw from classes:

- Full Semester: April 1, 2022

Spring Break

- Monday, March 14, 2022–Sunday, March 20, 2022

Holidays

- Dr. Martin Luther King Jr.'s Birthday: Monday, January 17, 2022