

The course is composed of three main units, each one focusing on helping students develop research skills and compose in a genre appropriate for a specific context. The first unit asks students to compose in an academic genre:

“You have to resign yourself to the fact that you waste a lot of trees before you write anything you really like and that's just the way it is.” ~JK Rowling

the research paper. They are asked to write on a topic that interests them and has at least eight scholarly sources written on the topic. In addition to drafts of the essay, students are asked to submit a research proposal and two research-in-progress reports. The second unit asks students to write an essay in which they begin to develop the strategies they will need to rhetorically analyze and use different genres and to explore the ways in which genres function in their composing processes. To accomplish this, students will be asked to research two genres they would like to remix their first project into. The third unit asks students to use the research conducted within their first project and to teach an audience of their choosing about something the student learned throughout the student's choosing. In addition, students are asked to write a rationale that explains the rhetorical choices they made in each genre and how they see those choices as rhetorically effective for their context and audience.

Course Goals:

By the end of the course, students will demonstrate the ability to:

- ✓ Convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, drafting, revision, and editing.
- ✓ Analyze and interpret complex texts and representations of meaning in a variety of formats.
- ✓ Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
- ✓ Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and structure.
- ✓ Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources.
- ✓ Use strategies - such as interpretation, synthesis, response, critique, and design/redesign -to compose texts that integrate the writer's ideas with those from appropriate sources.
- ✓ Gain experience negotiating variations such as structure, paragraphing, tone, and mechanics in genre conventions.
- ✓ Practice applying citation conventions systematically in their own work.

College-level Writing Requirement:

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

Graded Assignments:

Assignments are described in more detail in the Description of Major Assignments below.

Grading Scale:

A 93 – 100
 A- 90 – 92
 B+ 87 – 89
 B 83 – 86
 B- 80 – 82
 C+ 77 – 79
 C 73 – 76
 C- 70 – 72
 D+ 67 – 69
 D 63 – 66
 D- 60 – 62
 F 0 – 59

Project One	Researched report on a topic that you are interested in exploring.	Grade Breakdown: Prep Assign. #1 – 30pts Prep Assign. #2 – 80pts Circulation Map – 20pts Zero Draft – 10pts Rough Draft – 10pts Peer Response – 10pts Artist's Statement – 10pts Final Draft – 200pts Total: 370 pts
Project Two	Genre analysis on two genres you want to use for Project Three.	Grade Breakdown: Artifacts – 10pts Zero Draft – 10pts Rough Draft – 10pts Peer Response – 10pts Artist's Statement – 10pts Final Draft – 150pts Total: 200 pts
Project Three	Remediation of Project One into two genres.	Grade Breakdown: Rough Draft – 10pts Peer Response – 10pts Rationale – 90pts Final Draft – 90pts Total: 200 pts
Group Journals	Informal writing assigned for homework which are graded on a credit or no credit basis.	Each journal is worth 10pts Total: 80 pts
Conferences	Mandatory individual conferences on Project 1 and Project 2.	Grade Breakdown: Conference 1 – 20pts Conference 2 – 20pts Total: 40 pts
Participation	Daily attendance to class and active participation in class meetings.	Total: 100 pts
TOTAL		1,000pts

Classroom Policies:

Access / Accommodations. I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your unique needs as a learner, please let

classroom policies

me know! Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu>

Attendance. It really means a lot to me (and others in the class) that you show up each day ready to discuss the readings, share your writings, and engage with others in the class. Class time will be highly interactive — requiring frequent participation, discussion, teamwork, in-class writing, and responding to writing. For this reason, I expect you to attend all class sessions. If you do not attend class, you will lose participation points for each day that you miss. You cannot make up these points regardless of the circumstances.

Additionally, FSU's Composition Program maintains a strict attendance policy to which this course adheres: an excess of two weeks of absences—that's more than three absences—is grounds for failure. Note: This policy includes missing conferences. You are required to be an active member of the ENC 2135 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement.

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850-644-2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Tardiness. Three (3) late arrivals equal an absence. If you miss more than 25% of the class you are considered absent.

Distractions. Silence your cell phone and refrain from texting. While we will regularly use laptops for in-class writing, research, and collaboration, refrain from using your laptop for non-class activities. If you are caught using your technology for non-academic purposes, you will receive an absence for the day.

Grade Inquires. Due to the Family Educational Rights and Privacy Act (FERPA) I am not able to discuss your grades with you over email. If you'd like to discuss a grade you received, please set up an appointment with me to discuss your paper.

If you contact me at the end of the semester asking me to round up your grade, I will lower it. I only round up grades if you have attended and actively participated in all scheduled class meetings and you're a few tenths of a point away from the higher grade. If you meet both of these requirements, I will automatically round up your grade, so there is no reason to contact me.

Respect / Community. Please be kind and respectful. Personal insults or verbal attacks on individuals or groups of individuals will not be tolerated. You are an adult, and as such you are expected to behave accordingly. If you do not, you will be asked to leave class and you will lose participation points.

Plagiarism Statement. Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

A plagiarism education assignment that further explains this issue will be administered in all College Composition courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand. Assignment Policies:

MLA Formatting. All drafts and homework assignments must be submitted in proper MLA formatting. We will go over the basics in class, but here are a few quick reminders: double spaced, 12pt font, Times New Roman, and 1" margins.

Late Work. All assignments must be turned in on time. Assignments less than 50 points will not be accepted late for any reason. Final grades on papers will be downgraded a whole grade for each day late (for example A to B) unless you have made prior arrangements for an extension with me. If you need an extension on a project, please notify me at least 24 hours in advance of the due date requesting extra time.

Conferences. We will hold individual conferences twice during the semester. These conferences will allow us to discuss the drafts that you are working on and your progress in class. The conferences will be held in lieu of classes during those days, and missing a conference will count as an absence and you will receive a zero for your conference grade. Conferences cannot be rescheduled.

Backing up Work. Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

Blackboard / Daily Schedule. The daily course schedule and more detailed assignment prompts will be available on Blackboard. The course schedule is subject to change based on the needs and interests of the class. You are responsible for regularly checking Blackboard for updates.

Google Drive. If you don't already have one, you will need to create a Gmail email account. We will be using Google Drive for a variety of in-class activities and turning in drafts. We will discuss the basics of how to use Google Drive in-class.

"It's impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default." ~JK Rowling

Resources

You have a variety of different resources available to you to help you succeed in this class. Please take advantage of them when you need them.

Your classmates. Rely on one another for the questions you have regarding the readings, the work we're doing in class, software we may be using, etc. You all, both individually and as a collective, embody a vast bank of knowledge and experiences.

Your Instructor. I will do all I can to assist you in succeeding in this course. Feel free to meet with me during my office hours or another scheduled time. Email is a reliable way to contact me and I will try my best to respond in a timely manner.

Reading and Writing Center.

What is the RWC?

Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and communicate your ideas!

Who uses the RWC?

In short: everyone! The RWC's clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

Where is the RWC located?

As of Fall Semester 2015, the RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. For students who are distance learners, online tutoring is available. Contact Dr. McElroy at smcelroy@fsu.edu for information.

What are the hours?

Hours vary by location. Check the online schedule for availability.

Who works there?

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session?

Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your "practice audience." They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment?

The best way is by using our online scheduling website: <http://fsu.mywconline.com> Instructions for making an appointment can be found here: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment> While we will accept walk-ins if a tutor is available, it is usually best to book ahead.

How much tutoring help can I have?

All FSU students can have 1.5 hours of tutoring a week FOR FREE! This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Students who opt to register for ENC 1905, REA 1905, or ENG 5998 may have more time depending on the number of credits they choose to take. Appointments are limited to 60 minutes/day.

Homework Assignments

Readings

The readings assigned for this class are aimed at helpfully develop your knowledge and skills to prepare you for the upcoming project. As such, it's important that you

have a strong understanding of all of the reading material. This may require you to re-read assignment, take notes, make annotations, and/or highlight sections of the text.

Group Journals

You will need to make an initial post of a minimum of 200 words in which your peers will respond to. In these journals, you may respond to the text in any way that you think is valuable. Ideally, you will connect the content of the assigned text to your personal experience. Consequentially, you will need to go beyond summarizing the text. Instead, you will need to use your critical thinking skills to engage the text in a meaningful way. You may want to connect the reading to the current assignment, previous writing instruction you've received, or another text you've read. You will need to make the first post no later than 11:30pm the night before the journal is due.

After you've posted your response to the reading, you will go and read your teammates' responses. You are required to write a 100 word response to at least one other teammate's work.

The goal of this assignment is to think deeply about the text you've read and to gain additional insight from your peers' interpretations.

The Group Journals are graded on a credit, half-credit, or no-credit basis. Late Group Journals will not be accepted.

Writing Process

As you learn in the class, writing is a process that differs in many ways for each individual. However, many students find this process helpful, so we'll be using a multi-step process for the class.

Zero Draft

- This is your first attempt at writing your paper. The goal of this draft is to help you start thinking through what you are going to write and how you're going to write it. You should have about 50% of your draft completed.

Rough Draft

- You'll need to have at least 75% of your paper drafted. It does not have to be a completed draft, but it should be more put together than the Zero Draft. Your peers will be providing you with constructive feedback on how revise your draft.

Final Draft

- Final drafts will be submitted in class on the day they are due. You will also need to submit a copy to SafeAssign through Blackboard Assignments.

Revision

- I welcome students to significantly revise your work. As such, they must be major revisions for me to reread and re-grade them. I will not look at a paper which only focuses on correcting surface level errors, such as grammar.

Description of Major Assignments

Artist's Statement

All final drafts of papers need to be accompanied by an Artist's Statement. Your Artist's Statement needs to answer the following questions: 1. What did you learn about writing from this assignment? 2. What did you struggle with during this assignment? If you had 24 more hours to work on this assignment, what would you change? 3. What do you think you did particularly well? 4. Are there any specific questions you want me to answer about your draft?

All three projects build off of one another. Make sure you pick a topic you want to be working with for the rest of the semester!

Project One: The Researched Report—An Academic Genre

Final Draft Word
Count: 1,800

Artist's Statement
Word Count: 300

For this project, you will write a research essay on a topic which you are passionate about. The key to enjoying the research and writing is deciding on the right topic. If you truly care about your chosen subject, you will be much more likely to compose a strong essay; plus, the research and the writing will not be pure drudgery—as they very well could be if you were researching and writing an essay on a topic that you really didn't care about.

I recommend connecting your research topic to your major, because you will need to use eight (8) sources, six (6) of which need to be scholarly, to support your claims. Of course, you could research a topic unrelated to your major and still find scholarly sources related to your topic.

After spending some time exploring possible topics and deciding on one in particular, you will generate an exploratory research question that you want your essay to answer. Therefore, in order to successfully complete this assignment, you will need to take a stance within your paper and develop a strong research question.

Next, you'll develop a research proposal and a research-in-progress report. The purpose of these two assignments is to help prepare you to confidently and effectively craft a well-researched and thoughtful persuasive essay on a topic that truly engages you.

Preparatory Assignment #1: Research Proposal

Word Count: 400

You will need to write a research proposal designed to help you organize your ideas and intentions. This proposal will be based on your exploration of your topic and your initial research. To successfully complete this assignment, you need to respond to these prompts:

1. Reflect on how you became interested in your topic.
2. What's your research question and how you came up with your question.
3. Discuss what you know so far about your research question's topics.
4. How you plan to explore the question in your research.

In order to make sure you successfully respond to all of the prompts, it may be a good idea to number your responses.

Preparatory Assignment #2: Research-in-Progress Report

Sections 1 & 2 Word Count: 200

Annotated Bibliography Word Count: 100 words per annotation

Your Research-in-Progress Report should include three sections:

1. Summarize the major claims you found in your research and articulate what you still need to research.
2. Final research question
3. Annotated bibliography

You will need to annotate eight (8) potential sources, six (6) of which must be academic, scholarly, peer-reviewed articles which have potential connections to your research questions. You should write 100 word annotations for each of the eight sources. Each annotation needs to:

- Summarize the source briefly—what is this source about? What are some of the main claims the author is making?
- Develop how you will use your sources in your paper. How will this source add to the argument you're making in your final paper?
- Tell how the source relates/does not relate to the other sources in terms of content. What are some of the similar ideas presented in this study that are presented in others? What are some different or unusual ideas/conclusions presented in this study? How are they different?

Project Two: Understanding Genres

Final Draft Word
Count: 1,700

Artist's Statement
Word Count: 300

For this next assignment, you will be researching two genres that interest you. These two genres can be anything you decide on (with a few exceptions), but you will need to be able to find two examples of each of them to discuss in your paper. Additionally, you will need to pick two genres that you're comfortable reproducing for project three. While this might seem intimidating, think of this project as a way to research and prepare for your project three.

The Exceptions: You may not use these genres for project two or three.

- Powerpoint
- Pamphlet
- Flyer

After you have selected your two genres and gathered your examples, you'll now be ready to write your paper. In your essay you will discuss for each genre:

- Who the typical audience is.
- What the purpose of the genre is.
- The defining features of the genre.
- The variations allowed within the genre.

You will want to include images of and reference your examples to support the claims you're making in your essay.

Remember: Pick your genres well, because you will be using them to remediate (or reinvent) your project one. (See the description for project three if you want more clarification.)

Project Three: Composition in Two Genres

Final Rationale
Word Count: 600

The final project for our class asks you to use the research conducted within your first project—the research essay—and re-present that argument across two new genres. In order to successfully complete this assignment, you will need to pick the two genres you researched in your project two.

In addition to the two creations, you are asked to write a rationale. In other words, for each of your creations, you'll write an explanation of 300 words (minimum of 600 words in all). In your rationales, you will address these points:

- Why did you make the choices that you did for your composition?
- Why do you think those decisions were particularly strong for your intended audience?
- How did project two help you make decisions when composing your compositions?