Research, Genre, & Context

WITH ELLEN CECIL-LEMKIN

Instructor:
Ellen Cecil-Lemkin
(see-CELL-lem-KIN)
(pronouns: she/her)
Online Office:
tiny.cc/ENCoh
Office Hours:
M/Th 12:00-1:00 PM EST;
and by appointment
Email:
emc15j@my.fsu.edu

Required Materials:

1
The Bedford Book of Genres: A Guide and Reader

2
Reliable access to a computer and the internet

Course Description:

ENC 2135 fulfills the second of two required composition courses at Florida State University. While continuing to stress the importance of **critical reading, writing, and thinking** skills emphasized in ENC 1101, as well as the importance of using writing as a recursive process involving **invention, drafting, collaboration, revision, rereading,** and **editing** to clearly and effectively communicate ideas for specific purposes, occasions, and audiences, ENC 2135 focuses on teaching you **research skills** that allow you to effectively incorporate outside sources in your writing and to **compose in a variety of genres** for specific contexts.

The course is composed of three main projects, each one focusing on helping students develop research skills and compose in a genre appropriate for a specific context.

- The first unit asks you to conduct **inquiry-based research** on a topic within your interests creating a **research proposal, annotated bibliography, research report,** and **essay.**
- The second unit asks you to complete **a rhetorical analysis** of two genres that you want to use for the final unit.
- The third unit asks you to remediate part of your research findings: **creating three different representations in three different genres accompanied by a writer's statement.**

Course Goals:

By the end of the semester, students will be able to:
- ✓ Compose for a specific purpose, occasion, and audience.
- ✓ Compose as a process, including drafts, revision, and editing.
- ✓ Incorporate sources from a variety of text types.
- ✓ Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

Taking an Online Writing Course:

Perhaps you have taken online courses before, or maybe this is your first experience with online learning. Each online course is different in its structure

and its expectations on students—with writing courses being particularly interactive, labor-intensive, and time consuming.

Online courses are sometimes stereotyped as easy: students complete simple modules and quizzes at their own pace, often rushing through the course content in the first or final days of the semester. It is important that you realize that this will not be that kind of course. **Rather, this course will ask you to meet regular deadlines, log in often, and communicate frequently using writing, audio, and video.** This course demands that you **engage in writing as a recursive process,** which means your writing will include **drafting, workshopping, editing, and polishing your major projects**; that you critically **discuss difficult readings** with your peers; and that you **learn complex rhetorical concepts.**

Doing these things in a face-to-face classroom is already difficult, so **completing them in an online space will be even harder.** In an online setting, not only do you have to complete all of the labor and effort a student normally completes as homework in a face-to-face course, but you also have to do the work that is normally completed in in-class activities. These activities are important—they help you grapple with the concepts, develop your writing, and bond with your peers. Like any course, we are a community of learners, and you need to be **intellectually, socially, and emotionally present in that community.**

Below are expectations for your participation in course; I hope articulating these early on will help us get on the same page and plan for a successful semester.
- You will **regularly (2-3 times a week, minimum) check your FSU email and log onto the Canvas platform.**
- You will **complete readings and activities/discussions (2 times a week).**
- You will submit *all* **drafts of appropriate length on time**
- You will **read your peers' drafts,** engaging in peer workshop.
- You will **use platforms** like Google Drive, Google Hangouts, Google Slides, Canvas, and Canva.

Because this is an online course, we do not have a traditional attendance policy; however, your ability to turn in work complete and on time as well as your commitment to digital conference and workshop times will serve as a replacement for your traditional attendance. **You need to engage in these day-to-day activities to be successful in this course.**

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 section below.

Project One	Researched report on a topic that you are interested in exploring.	Prep Assign. #1 – 30pts Rough Draft Prep Assign. #2 – 10pts Prep Assign. #2 – 50pts Zero Draft – 10pts Rough Draft – 10pts Peer Response – 10pts Artist's Statement – 10pts Final Draft – 200pts **Total: 330 pts**
Project Two	Genre analysis of two artifacts you'd like to use for Project Three.	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 three genres.	Zero Draft – 10pts Rough Draft – 10pts Peer Response – 10pts Rationale – 90pts Final Draft – 90pts **Total: 230 pts**
Conferences	Mandatory individual conferences on Project 1 and Project 2.	Conference 1 – 20pts Conference 2 – 20pts **Total: 40 pts**
Learning Activities	Various small assignments giving to learn course content.	**Total: 220 pts**
	TOTAL	**1,000pts**

Classroom Policies:

Statement of Inclusion. You belong here—so do your classmates. You belong here if you had great teachers and positive experiences of schooling or terrible ones. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Secular Humanist, Pagan, not religious. You belong here, especially, if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or "white," or perceived to be white, or mixed, or perceived to be a bunch of things that you aren't. You belong here if you are disabled or neurotypical and able-bodied. You belong here if you identify as gender non-conforming or LGBTQIA, or if you're still learning what some of those letters mean. You belong here if you grew up speaking like an NBC news broadcaster, or your abuelita's language, or if you style-shift from one kind of English to another or code-switch from English to another language. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn how to make classrooms and schools more humane, inclusive, respectful, rigorous, and just.

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 me know!

My courses are designed to be inclusive environments, organized in the spirit of Universal Design for Learning. I am committed to helping all students engage with every aspect of my course. Please talk with me early in the semester so that I can resolve any access needs and design accommodations to help you succeed in your course.

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. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. 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

Respect / Community. Please be kind and respectful. Personal insults or attacks on individuals or groups of individuals will not be tolerated. You are an adult, and as such you are expected to behave accordingly.

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 or message me over the Canvas messaging system.

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're a few tenths of a point away from the higher grade. If this is the case, I will automatically round up your grade, so there is no reason to contact me.

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 will either result in a zero on the assignment or failure from the course. Any instance of plagiarism must be reported to 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."

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

Mandatory Title IX Reporting. As your instructor at Florida State University, I am a mandatory Title IX reporter. This means if you disclose anything to me regarding sexual misconduct, I must report it to the Title IX office.

Syllabus Updates. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

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. Also, you can reference [Purdue OWL](#) for MLA formatting basics.

Late Work. All assignments must be turned in on time. <u>Assignments less than 50 points will not be accepted late for any reason</u>. If an assignment has two due by times (e.g., learning activities), you will need to submit each portion on time in order to avoid the late penalty. 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. <u>If you need an extension on a project, please notify me at least 24 hours in advance of the due date requesting extra time</u>.

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. You must attend the conference that you signed-up for.

Original Work. It is expected that all content created for this class is your original work specifically created for this course. This means that you will not turn in any content used for previous courses or other

purposes. Work that was submitted for purposes other than this class will receive a zero.

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.

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

Learning Activities. Learning Activities are small assignments designed to enhance and assess your knowledge of material covered in the assigned module. Each of these has a variety of points associated with it, with are awarded as full credit, half credit, and no credit. You can get full credit if you submit on time and follow all directions accordingly. If you are asked to respond to a team member's post, your first post is due at 7:00PM and the response is due at 11:59PM EST on the due date. You will need to complete both posts on time in order to not receive a late penalty.

Writing & Drafting 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 <u>about 50% of your draft completed</u>.

Rough Draft
- You'll need to have <u>at least 75% of your paper drafted</u>. 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 the day they are due using MLA formatting as appropriate.

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.

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. However, please be advised that *I do not respond to emails on the weekend or after 7:00pm on weekdays.*

Reading and Writing Center (RWC). The RWC serves Florida State University students at all levels and from all majors. 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. During an RWC appointment, 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. Since you are enrolled in an online course, you can also schedule an online appointment. Please check the RWC website to figure out how to schedule an online appointment.

Digital Studio (DS). The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more!

Descriptions of Major Assignments:

Artist's Statement
All final drafts of papers need to be accompanied by your 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?

Final Draft Word Count: 1,800
Artist's Statement Word Count: 300

For this project, you will write a research essay on a topic about which you are passionate. The key to enjoying the research and the 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 persuasive 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 one way or another.

I recommend connecting your research topic to your major, because you will need to use ten (10) sources, seven (7) of which need to be scholarly, to support your claims. (Note: all of the sources cannot be more than 20 years old.) 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 create MLA citations for and annotate ten (10) potential sources, seven (7) of which must be academic, scholarly, and/or peer-reviewed sources, examining credibility, relevance, potential incorporation, and potential connections to your research questions. You should write a 100-word annotation for each of the ten 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?

Understanding Genres

PROJECT TWO

Final Draft Word Count: 1,700
Artist's Statement Word Count: 300

This project is building off the work that you accomplished in Project 1 and the work that you will do for Project 3. In Project 1, you researched a topic and wrote a detailed, academic essay on that topic. For Project 3, you will be reimagining your presentation of that topic into three new genres to reach a new audience outside of the academy. For this next project then, you will be researching two genres that interest you that you think will work particularly well for your Project 3. For example, if you researched renewable energy solutions for Project 1, you might want to create a children's magazine article discussing these solutions for Project 3. If this is what you want to do, then for Project 2 you'd research children's environmental magazines.

The two genres you choose to research for Project 2 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. (You will want to include clear visuals of the examples you select and create works cited entries for them.)

It is particularly important to select a very specific, narrow genre (also known as a subgenre) in order to successfully complete this project. Meaning, it's not enough to say that you want to study social media or Instagram. These categories are way too large and encompass a lot of different subgenres. For example, a health and fitness Instagram account is going to look radically different from a pet dog Instagram account. Therefore, you'll want to narrow your focus onto clear subgenres.

Additionally, you will need to pick two genres that you're comfortable reproducing for Project 3. While this might seem intimidating, think of this project as a way to research and prepare for your Project 3.

The Exceptions: You may not use these genres for project two or three.
- PowerPoint, Prezi, etc.
- 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.

Composition
in 3 Genres
PROJECT THREE

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 three new genres. In order to successfully complete this assignment, you will need to pick the two genres you researched in your project two, plus one new one.
In addition to the three creations, you are asked to write a rationale. In other words, for each of your creations, you'll write an explanation of 200 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?