Rochester Institute of Technology/Department of English

Summer Session I, 2022

ENGL 150: The Future of Writing

Instructor: Professor Julie M. Johannes
Office: LBR-06-2315
Telephone: (585) 475-2467 (I won't be checking this number over the summer)
Office Hours: Summer class office hours are appointment only, and can be scheduled at almost any time that works for you. Please send me an email and we will set up a meeting. Over the course of our mini-semester, I will also have a few times where I'll be online via zoom and you can drop in with questions, to get feedback, etc.
Email Address: jmwgla@rit.edu

Course Description
This First Year Writing Intensive course is designed to develop first-year students' proficiency in analytical writing, rhetorical reading, and critical thinking by focusing in particular uses of narrative. Increasingly, professionals, scholars, artists, and public figures recognize the use of stories across genres. Students will acquire informed practice in using narrative in different disciplines, and become aware of storytelling as one among a number of rhetorical strategies for inquiry. Students will be expected to give presentations as well as write papers both in response to the reading material and in services of their own independent arguments.

Required Materials
All of our course materials are available electronically.

Writing Spaces: volumes 1 & 2
        myCourses: "content" "textbooks"

Purdue OWL (online writing lab)
        https://owl.purdue.edu/

Additional course readings and resources are posted to myCourses ("course materials"), are listed/linked to on the syllabus ("weekly plan"), and/or will be sent via email.

"Classroom" Etiquette
Since, fundamentally, this class is about communication, we will spend much class time talking with each other about what we have read and what we are writing. To maintain an environment that is conducive to the sharing of thoughts and ideas,

even when those thoughts and ideas are not necessarily popular, I expect that students will address each other and me with respect and dignity.

Though it should go without saying, you are expected to treat your peers with respect. This includes thoughtfully listening, cooperating, and collaborating on problem solving. If you ever feel disrespected or threatened by a classmate, you should contact me immediately. I will handle the situation as quickly and discreetly as possible.

Grading & Requirements

Two (2) papers:

Paper #1: 25%

Paper #2: 25%

Final project: 35%

Discussion Board participation: 15%

For each graded assignment, the letter grades will have the following numerical values:

A+: 4.3	**A: 4.0**	**A-: 3.7**
B+: 3.3	**B: 3.0**	**B-: 2.7**
C+: 2.3	**C: 2.0**	**C-: 1.7**
D+: 1.3	**D: 1.0**	**D-: 0.7**

A grade of "F" earns ZERO credit

Your final grade will be computed by taking the weighted average of your assignments and interpreting using the following scale:

3.85- . . . = A
3.5-3.85= A-
3.15-3.5= B+
2.85- 3.15= B
2.5-2.85= B-
2.15-2.5= C+
1.85-2.15= C
1.5-1.85= C-
0.5-1.5= D
. . . -0.5 = F

What do these letter grades mean?

The **A** paper meets and exceeds the assignment requirements and has outstanding form and content. It has minimal, if any, grammar errors and meets college-level standards of correctness and clarity. Its topic is focused and clearly defined, and its thesis is precisely and elegantly stated. The structure of the paper obviously and carefully works toward supporting the thesis. The paper's organizational strategy, at the macro- and micro- levels, is designed to progress logically between points of support. Each paragraph is coherent independently and also helps the paper cohere as a whole. At the sentence level, the writing is clear, graceful and consistent, even stylish. The paper exhibits fluency in class concepts and mastery of its subject matter. If necessary, the paper uses and cites sources correctly.

The **B** paper meets the assignment requirements and meets many of them with precision. This paper has few errors that undermine the author's purpose. It has a clear thesis statement and valid, logical support, though perhaps that support could be refined in some ways. The structure and logic of the paper support one another and are thorough and adequate. The essay is competently and clearly written. The paper has an organizational strategy that helps the thesis move forward. Evidence and reasoning in support of the thesis statement could use refinement, but they work. The paper would benefit from a round of revision. Where required, documentation of sources is correct.

The **C** paper is competent and meets the assignment requirements. It has some structural and/or sentence-level problems but, nevertheless, generally supports a thesis and leads to a conclusion. The paper would benefit from a round of significant revisions toward clarity, coherence, and correctness. The thesis or topic may be too broad or vaguely defined. Reasoning and evidence for the thesis are present but may need further interpretation and integration. Sentence structure is relatively simple. If sources are required, they are documented almost correctly and are not as well used as they could be.

The **D** paper does not follow all instructions for the assignment but makes an attempt to do so. This essay is missing or radically misinterpreting a crucial element: a thesis, evidence, reasoning or structure. There does not appear to be an organizational strategy. The paper may have numerous mechanical errors that interfere with readability and undermine the author's purpose.

The **F** paper does not meet the assignment's requirements. It may only vaguely gesture toward an appropriate topic, if at all. It may fall seriously short of length requirements. It has an insufficiently developed thesis and problematic, if any, reasoning. Errors abound, and this paper may have more than one of the problems of the D paper compounding one another.

Formatting/Writing Standards

Papers submitted to assignments must be completed with standard 12-point font,

double spacing, and one-inch margins. Do not include a cover page; put your name and date on the top. Make sure that your paper has an original title. Do not add space between paragraphs. Number your pages. Use MLA formatting for all citations. Please submit all assignments in PDF (preferred), doc, or docx format.

Academic (Dis)Honesty
As a university, RIT is committed to the pursuit of knowledge and the free exchange of ideas. In such an intellectual climate it is fundamentally imperative that all members of this academic community behave in the highest ethical fashion possible in the manner by which they produce, share, and exchange this information.

In the case of students, academic honesty demands that at all times student work be the work of that individual student (unless the instructor explicitly states otherwise, as in the case of a group project), and that any information which a student uses in a work submitted for evaluation be properly documented. Any violation of these basic standards constitutes a breach of academic honesty and hence becomes Academic Dishonesty.

Academic Dishonesty falls into three basic areas: cheating, duplicate submission, and plagiarism. Cheating is any form of fraudulent or deceptive academic act, including falsifying of data, possessing, providing, or using unapproved materials, sources, or tools for a work submitted for faculty evaluation. Duplicate submission is the submitting of the same or similar work for credit in more than one course without prior approval of the instructors for those same courses. Plagiarism (from the Latin word for "kidnapper") is the representation of others' ideas as one's own without giving proper credit to the original author or authors. Plagiarism occurs when a student copies direct phrases from a text and does not provide quotation marks, or paraphrases, or summarizes those ideas without giving credit to the author or authors. In all cases, if such information is not properly and accurately documented with appropriate credit given, then the student is guilty of plagiarism.

Whether deliberate or accidental, plagiarism is a serious and punishable offense. After notifying and presenting the student with evidence of such misconduct, the instructor has the full prerogative to assign an "F" for the offense, or to assign an "F" for the entire course. The instructor will inform and, if possible, meet with the student concerning the decision reached. A student may be brought before the Academic Conduct Committee of the College in which the alleged offense occurred, and may face academic suspension or dismissal from the Institute.

Notes
1. Papers must be submitted to assignments by 11:59p on the day that they are due. Unless noted specifically on the course plan, do not email work to me. Always keep a back-up copy of your work. Neither technical difficulties ("my alarm clock exploded", "my computer is on fire", etc.) nor personal problems are acceptable

excuses. I will not accept late papers. If you have extenuating circumstances and anticipate not being able to get a paper done on time, please speak with me about it ahead of time. Not submitting an initial draft renders that assignment ineligible for revision.

2. RIT is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as special seating, testing modifications, or note-taking services due to a disability, please contact the Disability Services Office: the Web site is www.rit.edu/dso. After you receive accommodation approval, it is imperative that you communicate with me so that we can work out whatever arrangement is necessary.

3. Being a college student is stressful. And especially now, life is hard—sometimes it even feels impossible to find a way to get from one moment to the next. I get that. I want you to know that I'm here for you, that you matter, and that you are not alone. This classroom is a safe space. Whatever is bothering you, whatever has happened—they are not your fault. If you ever need or want to talk to someone, to seek help, or to just have a conversation about anything and everything that is bothering you, your faculty are here for you. Your RAs are here for you. Reach out; say something to someone; we'll find a way.

National Suicide Prevention Hotline: 1-800-273-8255

LGBTQIA++: https://www.glbthotline.org/
There are multiple online groups, chats, and phone numbers.
National Hotline: 1-888-843-4564

RIT Q Center: https://www.rit.edu/studentaffairs/qcenter/

RIT Center for Women and Gender:
https://www.rit.edu/studentaffairs/womenandgender/

National Sexual Assault Hotline RAINN: 1-800-656-4673 (HOPE)

Anxiety & Depression Association of America: https://adaa.org/

National Drug Helpline: 1-888-633-3239
The National Drug Helpline offers 24/7 drug and alcohol help to those struggling with addiction. Call the national hotline for drug abuse to receive information regarding treatment and recovery.

TigersCare: https://www.rit.edu/studentaffairs/tigerscare/
TigersCare is a campus wide effort to enhance, promote, and sustain a culture of caring and support at RIT. If you are concerned about a friend, roommate, or just someone you know (or if that person is yourself), you can reach out for help and resources. TigersCare is about reaching out to those who are facing challenges and

directing them to helpful resources on campus. It's also about bringing people together through various programs and activities, to foster greater understanding and support. TigersCare is about being part of a caring community.

Are you concerned about a friend? Look here:
https://www.rit.edu/studentaffairs/counseling/get-support/concerned-about-friend

On-Campus Health Centre:
https://www.rit.edu/studentaffairs/studenthealth/
If you look on the web site you'll see that they aren't just for colds or stitches—look under SERVICES for a list of the ways that they can help you.

On-Campus Counseling Centre:
https://www.rit.edu/studentaffairs/counseling/
(is this a crisis? click "need help now")
For urgent matters during business hours, contact Counseling & Psychological Services (CaPS) at 475-2261 or go directly to CaPS on the second floor of the August Center (AUG). For urgent matters that cannot wait for business hours, call 1-855-436-1245 to speak with a mental health provider or call Public Safety at 475-3333.

WEEKLY PLAN

(subject to adjustment- please pay attention to email for changes/updates)

Unless explicitly stated otherwise, all posts must be a minimum of 1 well-developed paragraph (length may vary--on average at least 7 sentences) and are due by 11:59p ET on the Saturday of the corresponding week.

Week Of...	Reading, Assignments, Work Due
12 May	thoroughly read the course syllabus and post any questions about the class on the appropriately-labeled myCourses discussion board download course texts & materials introduce yourself to your classmates: you'll find a labeled discussion board for this task on myCourses debunking college writing myths! please read: "Wikipedia is Good For You!?" volume 1 "I need you to say 'I': Why First Person is Important in College Writing" volume 1 complete the Student Identity Verification Checklist (SIVC) Quiz on myCourses (RIT policy)

| **15 May** | read:

 "The Borders of Narrative" (myCourses "content" "course materials")

 "Intertextuality" (myCourses "content" "course materials")

 "AHA! Intertextuality!" (myCourses "content" "course materials")

 Answer one question of the following questions as your first required post. Your second post this week will be a response to something a classmate has posted. To earn credit for posting this week, your response will be extending the conversation in a meaningful way. Continue the conversation; don't just post a monologue. This is how we learn (even in our compact and accelerated course): by having conversations with one another. In an online class, these conversations are virtual, but still as valuable.

 1. What is a frame narrative? Talk about a time in your life or in a class |

| | where a frame narrative has been or could be a useful tool to understanding more deeply or telling a story more effectively.

2. What are paratexts? Talk about a time in your life or in a class where a paratext has been or could be a useful tool to understanding more deeply or telling a story more effectively.

3. What are hypertexts? Talk about a time in your life or in a class where a hypertext has been or could be a useful tool to understanding more deeply or telling a story more effectively.

read paper #1 assignment, due 28 May 2022, post your paper #1 text selection as soon as possible, but not later than the end of the week |
|---|---|

22 May	watch: "Intertextuality: Hollywood's New Currency" https://www.youtube.com/watch?v=QeAKX_0wZWY No discussion board posts are required this week; think about these questions as you're writing paper #1: what kinds of intertextuality do you see in your text? What is being referenced? Why does this matter? What message(s) is it sending? What levels of intertextuality and techniques of intertextual representation (Bazerman's language) do you see evident in your text? Be specific. Use direct quotes/examples/references (which is yet another level of intertextuality). Make sure that you're using these reflections (your replies to these questions, above) as a basis for your paper's argument. **paper #1 due by 11:59p 28 May 2022**
29 May	read: "Reading Games: Strategies for Reading Scholarly Sources" volume 2 "Finding the Good Argument OR Why Bother With Logic?" volume 1 "Navigating Genres" volume 1 read paper #2 assignment, due by 11 June 2022 find/download/access and read/explore the resources for paper #2 for this week's discussion board post, make some initial observations about the resources for paper #2: do you see intertextuality? Who are the intended audiences and how do you know? What role do images play in telling the story? Why does it matter where (not geographically) contextually--like online, in a magazine, in a scholarly journal, etc--these

	different resources were published?

5 June	work on revising paper #1 (due 18 June 2022) and writing paper #2 (due 11 June 2022):
	paper #1 revision requirements: read: "Reflective Writing and the Revision Process: What Were You Thinking?" volume 1. Respond to discussion question 4. Include this (discussion question 4) as a cover letter to your revision.
	paper #2 is due by 11:59p 11 June 2022
	paper #1 revision is due by 11:59p 18 June 2022

12 June	work on paper #1 revision (details above)
	read final project assignment, due by 24 June 2022
	read: "Why Blog? Searching for Writing on the Web" volume 2
	For this week, I'd like your first post to comprise a list of observations about what you've found to be effective on blogs.
	If you're not familiar with the blogging world, please visit several of the sites listed in the "why blog" selection of your textbook. Basically, write what about what makes a blog (or any virtual narrative-driven experience) user-friendly, appealing, and makes you want to keep coming back.
	Your second post for the week needs to be a list of 3 topics that you might consider blogging about that also fit into the guidelines/criteria for the final project assignment. Please remember that you need my approval regarding your topic before moving forward with this project. **The earlier you post your topics options (and get one/many approved by me), the more time you'll have to spend on your final project.**
	paper #1 revision is due by 11:59p 18 June 2022
19 June	Think about these questions as you work on your final project; make sure that it's clear in your blog that you've considered these various aspects of storytelling:
	1. Who is my audience? What do they expect from me? What do they already know about the subject of the text I am composing?

	2. What is my purpose? What do I hope to achieve? 3. What types of evidence will be convincing? 4. Will you write short posts or will you write longer posts? Why? 5. Will you include many images? Some blogs are primarily collections of photos. There are some blog templates designed to allow you to display images in a grid-like fashion. 6. How about video or audio posts? Consider including a variety of media. Maybe you will want to record your own video or audio, or maybe you'll just want to embed media you find on YouTube or similar sites. please post a link to your blog so that our class can enjoy exploring one another's projects **final project + reflection (details TBA via email) due by 11:59p 23 June 2022** **CONGRATS! YOU DID IT!**

ASSIGNMENTS

Paper #1 (minimum 750 words): Way to go, Einstein! Exploring intertextuality.

In this assignment, I'm asking that you find a text (note that "text" can mean written story, movie, TV show, magazine article, video game, etc) that you believe is intertextually-rich. That is, it needs to have a lot of intertextuality in it that you can identify and interpret.

Intertextuality is, essentially, the linking of two or more stories, situations, and/or texts. This can be done across all genre types, time periods, intended audiences, and so on. Authors add aspects to their story from other works. This can help to add nuance, depth, and meaning to a character, event, setting, or entire narrative. It can also help us to understand the work's intended audience.

Consider these questions: what intertextuality do you see in your selection (use some of Bazerman's official labels)? Does your understanding of your text (and its meaning, audience, and so on) change once you have looked more deeply/become more aware of its intertextual components? Who is the intended audience for this text? Using the intertextuality that you've identified, how do you know this (this= intended audience)? What messages are being conveyed by these multiple intertextual references? Why are they there?

Paper #2 (minimum 750 words): Once upon a time in Academia: storytelling in nonfiction.

This assignment explores how storytelling techniques are used in nonfiction work.

First: listen to the podcast "Physicist Kip Thorne Tells How Carl Sagan Opened a Wormhole" (http://www.portaltotheuniverse.org/podcasts/eps/view/240523/). Sometimes this link doesn't work; if you encounter that issue, please let me know or google the title and you'll find it in multiple other places.

A transcript of this audio broadcast is available on myCourses: (myCourses "content" "course materials")

Next: read "The Man Who Invented Time Travel: The Astounding World of Kip Thorne" (myCourses "content" "course materials").

Then: read "Wormholes, Time Machines, and the Weak Energy Condition" in Physical Review Letters, volume 61, issue 13, pages 1446-1449. Alternatively, read "Wormholes in spacetime and their use for interstellar travel: a tool for teaching general relativity" in the American Journal of Physics, volume 56, issue 5, pages 395-412 (myCourses "content" "course materials").

Finally, Google and read Stephen Hawking's "How to Build a Time Machine"; NOVA's Physics Blog: The Nature of Reality "Wormholes as Time Machines"; and John G. Cramer's Alternate View column "Wormholes and Time Machines".

Understanding the specifics of this content is not what's important. Please don't fret about that in the least. What matters is that you take a big-picture view of how the various sources communicate their (similar) messages, based on their context and intended audiences.

Consider:

What storytelling techniques do you see used in these selections? Think about the story contract and frame narratives.

How are visuals used?

Who is the intended audience? How do you know this?

How does intertextuality function in these narratives? What purpose does it serve?

Final Project (minimum 1000 words total): Putting it all together.

For our capstone project in the course, you're creating a blog. As a genre, it blends together all of the storytelling techniques that we've been exploring during this accelerated mini-semester.

You will select a concept from your area of specialization (major, minor, immersion) or from one of your current courses. Alternatively, you may select a topic in which you could be considered an "expert" (like if you're an e-sports world champion or an Eagle Scout or a semi-professional clarinet player, for example). Topics such as "why X is best/worst" (and variations like that) are subjective and not appropriate for this project.

The task will be to explain/explore your concept in at least three separate blog posts. You get to select your audience and as such decide how much they already know, how much background context is necessary, how much jargon you can use, etc.

In order to give yourself credibility, you will need to support your claims with information from others. Decide who the relevant experts are (this varies wildly depending on your selected topic) and somehow incorporate this into your project. Use multiple resources (videos, images, links, and so on) to help make your project exciting, engaging, and audience-focused.