

WRTG 121 Composition II (CRN 12406): Researching the Public Experience

Eastern Michigan University

Instructed by Gabrielle Alston

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Fall 2020

Asynchronous virtual classroom via Canvas.

Office Hours

Electronically via Zoom: <https://emich.zoom.us/j/5378141313>

Tuesday & Thursday 2:00-3:00pm, and by appointment.

Description

WRTG 121 focuses on academic writing and inquiry. You will use multiple modes of research to develop literacy used in academic and other public contexts. Through extended reading and writing, you will engage in the process of writing researched pieces that reflect the conventions of standard written English and standard documentation styles.

The subject of this course is *research writing*: how effective research writers write across a variety of situations, what effective research writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful research-based communicator throughout your college career and in the workplace.

The primary task of this course is writing: writing as thinking, writing as practice, writing as reflection, and research writing as a way to revise thinking. WRTG 121 is a small, studio-based course, which means you will spend considerable time writing, both in and out of class, in a variety of genres using appropriate media for the occasion. You will also workshop your drafts, respond to others' writing, and discuss research writing and revision with your peers and your instructor. In some of our shared digital spaces, the acts of writing, reading, and responding to

each other's works in progress are intended to highlight that research writing is a social activity and a way of sharing and learning from each other.

WRTG 121 progresses through a series of projects, each of which involves a gradual build-up among many different components that are designed to support you in research writing success. You can expect to write approximately 50 pages of draft work and approximately 20 pages (or equivalent) of more polished revised work during the course of the semester.

General Education Requirement

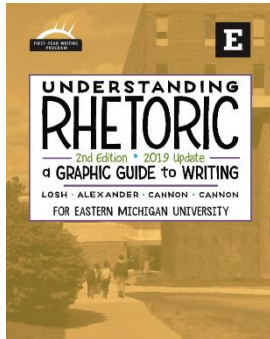
This course is part of EMU's General Education Program: Area I: Effective Communication.

Outcomes

Rhetorical knowledge	You will have practiced using language consciously and identifying rhetorical qualities in composing situations.
Writing process	You will have engaged in invention, drafting, and rewriting, providing explicit evidence of a writing process.
Genre conventions	You will have demonstrated awareness of academic writing genre conventions, including mechanics and syntax.
Multimodal transformation	You will have adapted your writing to distinct rhetorical contexts, drawing attention to the way composition transforms across contexts and forms.
Reflective practice	You will have applied feedback from instructor, peers, and individual reflection to rethink, re-see, and ultimately revise your work.

I reserve the right to make changes to this syllabus as needed.

Required Texts and Materials



Losh, Alexander, Cannon, and Cannon. *Understanding Rhetoric (2nd Edition, EMU Custom Edition)*. Boston: Bedford St. Martin's, 2019.



Lunsford, Andrea A. *EasyWriter for Eastern Michigan University (7th edition)*. Boston: Bedford St. Martin's, 2019.

These two texts are available as a bundle only at the [EMU Student Center Bookstore](#). Students may choose between physical copies, listed as **CP UND RHET2E 2019 EMU&CP Easy7E (CUSTOM)**, or e-books, listed as **CM VSPDF12M RHE 2E EMU&CMEASY 7E (Custom Access)**.

Any additional readings will be posted on Canvas.

Statement on Linguistic Diversity

Drawing on the [Students' Right to Their Own Language statement adopted by the Conference on College Composition](#), the FYWP at EMU affirms the linguistic practices that students bring with them to our classrooms:

We affirm the students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language. (CCCC)

Thus, rather than focusing on 'correctness' in academic writing, our program focuses on making informed, effective, and ethical choices in all communicative interactions through the study and practice of rhetoric.

Statement on Anti-Racism

Excerpted [from the Department of English Language and Literature](#) (follow the link to see full statement):

The Department of English Language and Literature stands in solidarity with Black Lives Matter in condemning the long history of Black people being brutalized, terrorized, and killed in our country. We are committed to combating white supremacy and racism in all its forms wherever we find it. Too often, we find it right here on our own campus.

Project Overview

You will complete four major projects that make up 100% of your grade for this course:

Project 1: Research Proposal (10%)

The Research Proposal will be a 3-4 page project that establishes the research premise and the need for inquiry into the topic. This project will focus on identifying a topic for the major research paper that will be written for Project 2. The proposal should include an introduction to the topic, some basic research into the topic, as well as proposed research. The content should focus on planning the rhetorical approach and planning the research process. The paper should follow proper conventions of English spelling and grammar, as well as proper style conventions.

Due 25 September 2020.

Project 2: Research Project (40%)

The Research Project will be an 8-10 page project that will be written as a sustained inquiry into the topic proposed in Project 1. The research paper should have several components: an introduction that frames the inquiry, a literature review that frames the topic, personal research through at least two methods, and a conclusion. This project needs to be based on academic research into a sustained topic based on an inquiry or question. This paper will be the foundation for the project presentation in Project 3. This project should focus on the research process based on the research inquiry established in Project 1. The paper should follow proper conventions of English spelling and grammar, as well as proper style conventions.

Due 30 October 2020.

Project 3: Transforming Research (30%)

This project will focus on transforming the research from Project 2 into a presentation format for the Celebration of Student Writing. The purpose of this project is to transform written work into a form for public presentation. This project should utilize formats based on what is appropriate for the research topic. Potential formats include slideshows, videos, infographics, interactive displays, podcasts, etc. The project should be accompanied by a speech that is approximately 5-10 minutes based on the collected research. This presentation will be given both in class as well as at the Celebration of Student Writing. The project should follow proper conventions of English spelling and grammar.

Due 29 November 2020.

Project 4: Final Portfolio and Reflection (20%)

The Final Portfolio will be a collection of the work that is created over the course of the semester. The purpose of the portfolio is to collect the projects into a single document that showcases and reflects upon the writing done in this course. The project should include a cover page, a table of contents, a 4 page reflection, and the first and final drafts for Projects 1, 2, and 3. The reflection should focus on the writing process as it developed throughout the semester and how that will impact future writing. The paper should follow proper conventions of English spelling and grammar, as well as proper style conventions.

Due 13 December 2020.

You must complete all four major projects and participate in the Celebration of Student Writing on Thursday, December 3, which will be held from 3:30 to 5:30 p.m. in the EMU Student Center Ballroom, in order to be eligible for a passing grade in WRTG 121.

Each project includes evaluation of three separate components: (1) your attendance and individual and (relevant) group participation, (2) your drafting, revising, and peer review of writing that meets each individual project criteria, and (3) your informal writing. All of these components (and their rationales) are defined in brief for you below.

Attendance and participation

Premise: Writing is a social act that helps us to revise our own thinking based on the presence and participation of others.

- Active listening and attention
- Contributions to class activities
- Respectful, thoughtful responses to peers

Informal writing responses

Premise: Writing is a process of discovery and invention.

- Written responses shared to group discussions or turned in as requested
- Written responses for homework shared to group discussions or turned in as assigned

Writing drafts and revisions

Premise: Writing is a work in progress and an act of responding to the writing and feedback of others.

- Completed drafts and revised drafts by requested due dates
- Active participation in giving and receiving feedback from peers
- Active participation in drafting and revising ideas and texts-in-progress

Our writing project routines:

- All projects will be described in full detail in separate prompts.
- Each project will have accompanying informal writing that will count as part of that project's grade.
- You should keep everything you write for this class because you will likely need it for future projects and your final portfolio and reflection
- Each draft should be saved as a separate document.
- I expect substantive revisions by the final draft, based on peer and my feedback.
- All drafts and revisions are counted as part of your grade for each project.
- I reserve the right to give you zero credit for minimal to no changes from one draft to the next.

- Late drafts are not accepted for credit, but I am absolutely available to give you feedback for revision, given adequate notice before the next revision is due.

Class Policies

Struggling in Class

If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible so that we may arrange accommodations or get resources from the Disability Resource Center.

Attendance

WRTG 121 is a course in language learning, which typically occurs through social interactions in communities, so it is essential that you actively participate in class activities in a manner respectful of differing learning styles and worldviews. All those enrolled in English Department classes are expected to participate in daily activities: discussing readings, writing, and collaborating during peer reviews. If you miss these activities regularly, you cannot reasonably make them up, and your absence affects your classmates' writing as well as your own.

If you are unable to participate regularly or if you miss more than 4 classes (the equivalent of two weeks of class), you should expect to receive lower grades in this course. If you miss more than 6 classes for any reason (the equivalent of three weeks of class), you will not be able to pass WRTG 121 with a passing grade; you should then consider withdrawing and taking the class in a future semester.

My attendance policy is as follows and is in line with First-Year Writing Program instruction:

- I do not differentiate between excused and unexcused absences or tardies.
- It is possible to miss up to four classes without having your grade adversely affected (as long as all due dates are met).
- If you miss more than four classes, your final grade for the course will be affected.
- If you miss more than six classes, you will not be able to pass and should consider withdrawing and taking the class in a future semester.
- Three tardies equal one absence. If you are late or leave early and are not present for at least 60 minutes of class, you will be marked absent.
- I also reserve the right to mark you as absent if you are not actively “present” in class, which may be indicated not actively participating in class activities or discussion, or zoning out of class by zoning into your phone or other devices.

If you have extenuating circumstances or a serious issue that occurs during the semester that will have an impact on your ability to participate in class activities, please email me to set up a time to meet early in the term, well in advance of the withdrawal deadline.

Completing Work

My course policies for completing work are as follows:

- I do not accept late work for partial or full credit.
- All work must be submitted in the appropriate place on Canvas by the date and time indicated for the document to receive credit.
- You are responsible for staying on schedule to complete all work required.
- In the event that an emergency prevents you from attending class, you must still submit work to Canvas or via EMU e-mail by the due date indicated for the assignment.

If you have any concerns or issues about being able to complete an assignment on time, contact me as soon as possible—well in advance of the due date.

If you have any questions or concerns about privacy online, or about sharing your in-class writing with others, please let me know privately, as soon as possible.

Grading Scale

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

Tech-Friendly Reminders

The use of technology is essential to this course. I am an advocate for using digital tools that help you learn, communicate, and collaborate. My tech-friendly reminders are as follows:

- You are responsible for backing up all of your digital work. Save your work frequently, make backup copies, and plan your projects with extra time allowed for unexpected challenges.
- When typing documents, please use an easily readable typeface, such as Times New Roman 12-point, with one-inch margins. If you have any questions about style, consult your *EasyWriter* for the conventions for MLA style.
- Plan ahead when using digital documents and unfamiliar formats. Approach me with questions about file formats and the submission process, well in advance of the due dates.

Communication

To communicate with me via email, you should use your EMU account, accessible via mail.emich.edu. You will likely receive a reply back from me within 48 hours. I do not always check email regularly on weekends or after 9 p.m. If you have individual questions about your work or progress in the course, I highly encourage you to visit my virtual office during my regular office hours each week. You can also email me to set up an appointment to meet via Zoom outside of regularly scheduled office hours if necessary.

While a fair amount of leadership and direction come from me, I strongly encourage you to identify at least two peers with whom you can confirm course details, discuss your questions or concerns, and catch up on anything you may miss during an absence. You can also send email to me or to classmates via Canvas.

Services for You

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) is dedicated to addressing EMU students' personal and academic issues, including adjusting to college life, dealing with stress, anxiety, or depression, or coping with substance abuse, sexual assault, or relationship violence. Free face-to-face counseling is available from Monday to Friday, from 8 a.m. to 5 p.m. Call 734-487-1118 to schedule an appointment. After hours, if you need help, call the National Suicide Prevention Lifeline at 1-800-273-8255; or text the word HELLO to 741-741 to be connected to the Crisis Text Line.

University Writing Center (UWC)

The University Writing Center Virtual (UWCV) offers writing support to all undergraduate students. In doing so, we value the diversity of our campus and honor all students and the languages they bring with them to the university.

The UWCV will open Monday, August 31, and will accept submissions and consultation requests through Monday, December 14, 2020.

UWCV offers three types of support:

1. Asynchronous Virtual Feedback - a writing consultant reviews and comments on your paper, providing focused feedback and strategies for development and revision. Feedback is provided within 24-48 hours for papers submitted Monday through Thursday, and within 24-72 hours for papers submitted Friday through Sunday.
2. Appointments for Real-time Virtual Consultations - a writing consultant contacts you within 24-48 hours of submitting a UWCV consultation request to schedule a consultation using Google Meet or Zoom.
3. Virtual Drop-in Consultations - writing consultants are available Monday through Friday between 11 a.m. and 2 p.m. for drop-in, real-time consultations via Zoom (please monitor the UWCV website for any changes to these drop-in hours).

Instructions for all UWCV support and the link to the submission form for asynchronous feedback and appointments can be found on the [UWCV webpage](#).

Digital Studio

The Eastern Michigan University Digital Studio fosters twenty-first century literacies by supporting students and faculty working on digital projects at any stage of the composing process, providing a space to receive assistance in creating rhetorically-sound digital and

multimedia texts. Such assignments/projects include, but are not limited to, designing an electronic portfolio, designing a website, creating a blog, composing a visual essay, selecting images to embed in a text, adding audio and/or video into a text, and creating a presentation. Consultants who staff the Digital Studio help brainstorm project ideas, provide feedback on the content and design of a digital project, and/or explain the interface and nuances of a given program. However, those attending the Digital Studio are not required to work with a consultant: the Studio will also be accessible to those who prefer to work with minimal assistance from staff to complete assignments/projects using the technology and devices available within the space.

Disability Resource Center (DRC)

If you have a documented disability that affects your work in this (or any other) class, the Disability Resource Center can provide support for you. I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you believe you may have trouble participating or effectively demonstrating learning in this course, I hope that you will feel comfortable meeting with me (with or without a Disability Resource Center accommodation letter) to discuss options for adjustments, and contacting the DRC (240 Student Center; 734-487-2470; swd_office@emich.edu) to talk about academic accommodations. I welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

LGBT Resource Center

The LGBT Resource Center (354 EMU Student Center; 734-487-4149) works to strengthen and sustain an open, supportive campus community at Eastern Michigan University. It offers a space where LGBT and all students can come together to work across our differences via education, information, and advocacy. All students are welcome in this space where you can be yourself and support diversity, equity, and inclusion.

Military and Veteran Services Resource Center

Veteran Student Support Services (202 Pierce Hall; 734-487-3119) provides dedicated academic and personal support, tailored to address the unique needs of EMU veterans, including building a resume, navigating through the VA Healthcare system, and identifying education benefits. The staff in the Lt. Col. Charles S. Kettles Military and Veteran Services Resource Center are committed to helping military and veteran students, their spouses, and their dependents achieve their educational goals.

Halle Library

If you need help with finding, searching for, or sorting through the avalanche of resources that is available to you online and on our campus, visit Halle Library and ask for help. In addition to electronic resources available online on their website, Halle Library also houses archival collections, provides quiet study space and not-so-quiet group work areas, and has knowledgeable staff who can support you in your research and writing practices. Visit them on campus, online at <http://www.emich.edu/library/>, or call 734-487-0020.

Halle Library houses course reserves and also offers access to laptop and equipment borrowing. Visit <http://www.emich.edu/library/services/laptops.php> for a list of available equipment.

University Policies

Sexual Misconduct and Interpersonal Violence Policy

Eastern Michigan University is committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. You may obtain confidential support from the Title IX Coordinator Melody Werner (100B Boone Hall; 734-487-3617). As an EMU faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of sexual misconduct and interpersonal violence involving EMU students, faculty and staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact Counseling and Psychological Services (CAPS) at 734.487.1118. For more information, see the Sexual Misconduct and Interpersonal Violence Policy at <https://www.emich.edu/policies/policy.php?id=238>, or visit the Title IX Coordinator site to report an incident at <https://www.emich.edu/title-nine/>.

Academic Integrity/Plagiarism

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize than it will to actually complete the projects for this class. I assume that you are here to improve and gain confidence as a writer, so it is vital that all

writing you do for this course be your own. You should also pay special attention to the quotations, paraphrases, and citation practices you use in every project.

If you plagiarize in this class, I reserve the right to assign you a failing grade for the entire project, and your case may be passed to the university for additional disciplinary action. If you have any questions about plagiarism, please ask me in advance of a due date. For a more detailed explanation of EMU's stance on academic integrity, refer to Section V. A. of the Student Conduct Code at <https://www.emich.edu/policies/policy.php?id=124>.

Grievances

If you have questions or concerns about your progress in this course, please see me during office hours or email me to set up an appointment at another time. If you are not satisfied with our discussion, you may see the Director of First-Year Writing or the English Department Chair in the English Department office in Pray Harrold 612, or call to schedule a meeting at 734-483-9744.