Instructor: Michael Healy

Email: mhealy@fsu.edu- I will respond within 24h M-F

Course Website: Canvas

Office: Williams 329

Office Hours: W 12-2:15, Th 1:45-3:30 and by Appointment (Please come see me!)

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 students research skills that allow them to effectively incorporate outside sources in their writing and to compose in a variety of genres for specific contexts. Classes meetings are organized in a workshop format, and instruction emphasizes the connection between composing, reading, and critical thinking. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants of the classroom community and give thoughtful, reasoned responses to the readings. Learning from and with each other will be a large part of the classroom experience as we work through the concepts, keywords, and labor of the class.

The course is composed of four main units, each one focusing on helping students play with and demonstrate key concepts as they develop and articulate strategies for composing and an individual theory of composition.

Course Objectives

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.
- Recognize and practice key terms when engaged in writings situations in and beyond this course.
- Define key terms discussed in the course
- Develop a theory of composition

Course Materials

The Bedford Book of Genres, Amy Braziller and Elizabeth Kleinfeld, Bedford/St. Martin, 2019.
Additional PDFs found on Canvas
Online site for an ePortfolio, such as FSU's student hosting, Wix, Weebly, WordPress, or Google Sites, among many other options.

Brief Assignment Descriptions

Project 1: Source Based Article (1500 polished words and a 500-word reflection)

For this assignment, you will compose a 1500-word source-based article, in which you will go beyond summarized to analyze and make connections between the concepts of genre, audience, and rhetorical situation, and to begin to develop a theory of composition. You will work with four of the assigned sources (which represent a variety of genres), from which you will incorporate evidence to support your ideas about these key concepts and to reflect on a potential theory of composition.

After completing the source-based analysis article, you will also compose a reflection of at least 500-words in which you begin to develop your theory of composing, considering the concepts presented and explored in the article.

Project 2: Research Essay (2500 polished words and a 500-word reflection)

This project provides students with the opportunity to develop their approaches to research through inquiry by interrogating a topic and then arriving at a position supported by scholarship. This essay may not be anything like what you have done before, in purpose or form. In an inquiry-based essay, the development of a research question is the cornerstone of the essay, providing a guideline for you to follow your research wherever the information takes you. You are investigating and possibly raising additional questions rather than providing a definitive answer or auguring for one side or another. Throughout this project you will seek connections between the information you discover during your research and the potential significance to your topic, identified audiences, and further inquiry. This inquiry will span a number of genres including: 1. Research topic exploration and reflection; 2. A research proposal; 3. A research report including a working research bibliography; and 4. The essay of at least 2000 words.

Additionally, you will draft and revise a reflection, of at least 500 words, that discusses how the strategies and process of composing your research essay have contributed to the further development of your theory of composition.

Project 3: Composition in Three Genres (500 polished words and a 500-word reflection)

For the third project, students will use the research conducted within the second project—the hypertextual research essay—to create a composition that uses different genres to communicate the overarching theme and topic from that project to a targeted audience(s). In other words, you need to create three new pieces out of the inquiry and research from Project 2. You will use your previous research, along with new sources, to inform your creative strategy and help you make the rhetorical choices necessary to create effective compositions. In this assignment, you will target your audience(s), consider the rhetorical situation, and develop genres to communicate to that audience based on the knowledge you have from developing the researched essay. Your genres are your choice, based on your analysis of the rhetorical situation learned in the research process, but they will engage in three different composing spaces—one physical, one digital, and one that engages a network space or social media platform. The components of this project include: 1) a proposal—claiming your genres and providing a brief rationale for each 2) the three genres—one of each composing space and 3) a Rhetorical Rationale—explaining your rhetorical and design choices, audience, and the "so what." This project will contend with the citation conventions of the genres that you are working within.

Additionally, you will draft and revise a reflection, of at least 500 words, that discusses how the strategies and process of composing your three genres have contributed to the further development of your theory of composition.

Project 4: Reflection in Presentation and ePortfolio (1000 polished words)

Reflection allows us the opportunity to process knowledge and then apply that knowledge. Through reflection, we can come to an understanding and interpret what we have learned. This semester, on several occasions, we have used reflection in this way; in this final assignment you will return to this definition of reflection.

Throughout the semester you have been developing and playing with your theory of composition and what your theory of composition means in terms of its relationship to your composition. You have drawn on your prior experience, engaged with key terms, and composing in a variety of genres for a variety of audiences. As a result of this, you have had the opportunity to create a knowledge base of composition and its practices. This reflection in presentation asks that you take the work that you have done this semester and use specific examples from your work and learning to support the development of your theory of writing. This will be brought together in an ePortfolio.

ePortfolio Throughout the semester you will be tasked with collecting your writing, selecting compositions, and reflecting upon them. Additionally, the ePortfolio will serve as a place to highlight and connect your best, polished, and revised work. Final drafts of the three major projects, along with other assignments, will be included in the portfolio. While the portfolio does serve as way for you to share and gather your work, it also functions as a document of its own, telling a story about who you are as a composer, student, and individual. Thus, the portfolio will include introductory and reflective texts, images, and other components that mark it as a cohesive document.

Revision Workshops and Participation

Students will take all major assignments through a series of revision workshops. Each workshop is required for students to successfully complete the assignment at hand. Students who are unable to attend workshop dates have the option to participate digitally. Since this course is assessed on a portfolio model, revision is vital to

the course. Students' participation grade is influenced by presence in class, actively engaging in discussion (both in class and digitally), and being prepared for the class at hand

Conceptual Immersion Activities (CIA's)

Four times over the semester we will undertake a short, collaborative task associated with rhetoric, composition, and research. Our goal with these tasks will be to build, create, explore, and play. These are generative activities, that work in combination with the readings, discussions, and content of the class. There are two parts for each CIA: the collaborative task followed by a reflection. The first CIA will have you present the rhetorical situation; the second articulate something you are passionately attached to; the third to explore relationships between inquiry and knowledge; and the fourth to work with design for your ePortfolios and project 3. Each CIA is an opportunity to play with the concepts of the class while producing an artifact that presents it in new ways.

Course Policies

Attendance: In accordance with University attendance policies, students will not be penalized for a reasonable number of absences due to school-sponsored events, observance of religious holidays, active military service, and personal emergencies. However, official documents need to be presented in support of these absences so that they are not counted as unexcused. The calendar of school-sponsored events and religious holidays that will affect class attendance must be presented to the instructor by end of the first week of classes. If the number of absences expected as a result of participation in school-sanctioned events and religious holidays is more than two-weeks' worth of classes, students should enroll in a section that accommodates that calendar or drop the course in order to take it at a later semester. In order to drop the course as a result of this situation or other extenuating circumstances, please consult with an adviser in the Office of Undergraduate Studies, A3300 University Center, (644-2451). With regard to unexcused absences, the grade for the course will incur a penalty of one letter grade for each absence after 4 absences.

Tardiness: Students who are late to class may receive one absence if tardiness becomes a regular occurrence.

Email: Please email with the subject line "ENC 2135 – Your Name – Subject," and I will respond within 24 hours Monday-Friday. If you do not use this naming convention, I can't guarantee how quickly I will get back to you (if ever). You run the risk of your email getting eaten by my inbox-monster. Be respectful in your email communications with me and with your peers. For questions, make sure you have attempted to answer them yourself by consulting the syllabus and course documents.

Any time you send an email to someone with a question, concern, or request, it is expected that you acknowledge their response. A quick "thank you" would suffice.

Academic Honest and Plagiarism: The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the FSU Undergraduate Bulletin. Allowing another student to copy one's own work violates standards of academic integrity. Work submitted for a grade in this class must be the student's own, and it must be developed in conjunction with this class (no written work submitted previously for this course or others will be accepted, as this practice is considered self-plagiarism). All directly or indirectly quoted research material used in essays in this or any other class must be correctly attributed to the original author. Ignoring this policy constitutes academic misconduct and will result in a reduction in grade up to failure of the class. Information on plagiarism and ways to avoid it will be provided in class.

Consult the FSU Undergraduate Bulletin for further information on disciplinary procedures and appeals in cases of alleged plagiarism.

Late Work: Students are responsible for keeping up with assignment due dates. In order to earn a B per the grading contract, all assignment drafts must be turned in by the deadline. Assignments submitted after the deadline will be penalized. Your success is important to me, and extensions in reasonable circumstances can be made if you get in touch with me ahead of time.

Technology: Students will need access to a computer and the Internet to complete this course. The course requires access to email, Canvas, and other Internet applications. The use of the Canvas portal will be explained during class time, but students may see the instructor for additional assistance if necessary. **Problems with the technology are not an excuse for missed or late work**. If a personal computer and Internet access are unreliable or unavailable at home, students need to schedule time to be on campus to get work done in one of the easily accessible, freely available computer labs.

Screen Policy: Regardless of the classroom setting, please be mindful that (1) you are here to learn, (2) your classmates are here to learn, and (3) real, meaningful learning is hard work. Your classroom behavior should reflect these three assumptions. Thus, the ultimate test of anything you do in our class is: Does it help you and your classmates learn? Here are some implications of this test: Any technology or device is welcome in our classroom, so long as it is used to learn. Conversely, using it for purposes other than learning (checking personal email, browsing social media, playing games) is inappropriate. You are expected to monitor your use of technology in accordance with this rule, but if the rule is violated, the use of personal electronic devices will be severely curtailed.

Syllabus Change: 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. I reserve the right to make changes to this syllabus and the course calendar as necessary to accommodate the way the course takes shape. These alterations will only benefit students and will be updated via Blackboard, in class meetings, and e-mail to ensure students' awareness of the changes.

Civility: This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Although we all have a right to our opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (email, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation. This classroom functions on the premise of respect. Any student who violates any part of this statement on civility will be asked to leave the classroom.

Audio and Video Recording: Students may ask my permission to use their electronic devices to record audio or video during class. The instructor's consent for such recording will be premised on the student's promise **not** to distribute the recorded material and to limit its use for studying or completing course requirements.

Conferences: This course requires that students meet with their instructor to receive individual feedback. Each student is required to meet 2 times with me individually during this semester. During these conferences, we will discuss strategies for executing your best work, improving your writing, and/or handling any concerns you have regarding your progress in this course. **Failure to attend each conference will count as 2 unexcused absences.**

Office Hours: Outside of conferences, you are always welcome to visit me during office hours. As there is simply not enough time during class to meet with you individually and check your progress throughout the course, such visits are not only expected, but also encouraged.

Americans with Disabilities Act

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/

Liberal Studies for the 21st Century: The *Liberal Studies for the 21st Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the Liberal Studies requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

General Resources

Self-Care: Many students find their first semester, indeed their first-year, of college to be very challenging. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. The University Counseling Center (UCC) is here to help: visit their website, https://counseling.fsu.edu/ or visit them at the University Counseling Center, on the 2nd floor of the Askew Student Life Center during regular business hours, Monday- Friday, 8am-4pm. In case of a mental health emergency after regular business hours and/or on weekends, please call their after-hours hotline at (850) 644-TALK(8255). Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Reading/Writing Center (RWC): The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas. RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit http://fsu.mywconline.com/

The Digital Studio: The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, 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 Digital Studio currently offers consultation at two locations, Williams 222B and Johnston G0062. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects, such as 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.

Students who attend the Digital Studio are not required to work with a tutor: The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended. Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit http://fsu.mywconline.com.To view the schedule or make an appointment at the Williams Digital Studio, please visit http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment.

Grade Calculation

To assist you in developing composition practices that are personal, robust, rhetorical, and reflective, I encourage you to take risks in your compositions, and to try things that you have not done before. As such, I do not want you avoiding taking risks in your writing due to grades. This class involves a lot of labor—readings, discussions, drafts, CIA's, workshops, formal and informal feedback, journals, revisions, and remediations—and if you do the labor of this class, on-time and meeting the requirements, you will earn a "B."

Final grades will be calculated in the following way:

A – All projects and drafts turned in on time. Meets all assignment requirements. Collaborates intentionally and effectively on the CIA's. Consistently engages and is active in class discussions and activities. Provides meaningful and thoughtful feedback during workshops, and takes feedback provided seriously and utilizes peers' responses in revisions and reflections. Works with the instructor to develop a plan for "A" level labor for the semester, and completes the work as agreed upon. Develops a theory of composition that is well supported, revised, critical, thoughtful, and grounded in experience. Weaves together understandings of key-terms and concepts with reflection in a way that demonstrates a willingness to play with the ideas and an awareness of how they think as a theory understand both why and how they write.

B - All projects and drafts turned in on time. Meets all assignment requirements. Provides meaningful and thoughtful feedback in workshops, and takes feedback provided seriously and utilizes peers' responses in revisions and reflections. Collaborates intentionally and effectively on the CIA's. Has read closely and is prepared for class. Consistently engages and is active in class discussions and activities. Develops a theory of composition that is well supported, revised, critical, thoughtful, and grounded in experience. Uses key-terms, concepts, examples, and reflection to play with and demonstrate a personalized theory of why and how you write.

C – Most projects and drafts turned in on time. Meets assignment requirements. Shows some evidence of revision in the projects. Collaborates on the CIA's. Participates in class. Provides feedback in workshops, and takes feedback provided in revisions for the projects. Develops a theory of composition that is grounded in experience. Has meet or exceeded the number of allowed unexcused absences. It identifies key-terms and concepts and uses examples to demonstrate an understanding of the content of the class.

D – Attempts to meet the requirements and expectations of the class but falls short in significant ways. I.E. Projects and drafts are often turned in late and/or fail to meet the assignment requirements. Is present, but not engaged in class and workshops. Does not collaborate with the CIA's. Has meet or exceeded the number of allowed unexcused absences. Theory of composition is incomplete, surface level, and/or is not grounded in the content, keywords, and experiences of the class.

F – Fails to meet the expectations of the class.

Earning an "A" in the class will require additional work and exceptional engagement, including (co)developing a resource for the class and (co)leading a reading discussion. If you are interested in pursuing an "A," please meet with me early in the term so we can discuss what an "A" will look like for you.

Final Grades

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

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.