

CHOOSE YOUR OWN ADVENTURE

Your Ultimate Challenge!

ENG 4404: THE COMPOSITION QUEST

Advanced Writing & Editing
Fall 2018

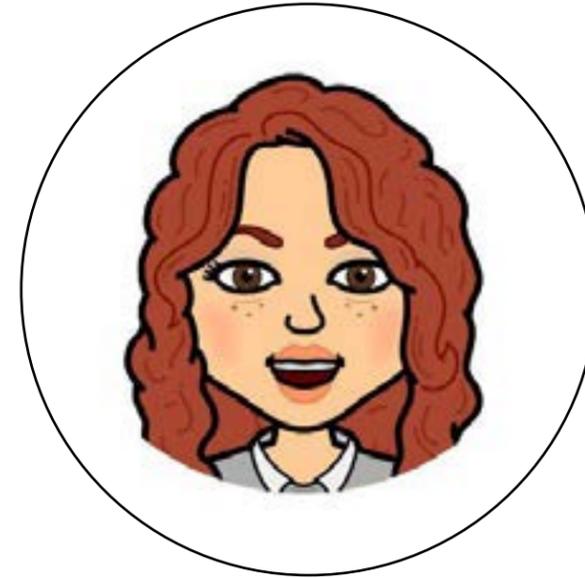


PURPOSE OF THIS COURSE

This course is an extension of ENG3416: Writing & Editing in Print & Online (WEPO). In advancing the knowledge you acquired in WEPO, this course has several guiding goals:

1. To develop your understanding of how composition changes as it is enacted in different contexts, situations, and genres for different audiences and purposes.
2. To expand your theoretical understanding of how texts make meaning in the socio-material world.
3. To expand your knowledge of the composition process, including advanced strategies in editing, technical layout and design, and textual production.
4. To support you in producing polished, professional-quality texts that reflect a knowledge of how writing works within your professional communities of practice.

Although you will need to illustrate your understanding of these four purposes in order to pass the course, it is my belief that the four items listed above are at the heart of composing, no matter the context, audience, or genre. And so, you will have a lot of agency in determining the major assignments you complete. I would encourage you to use the major assignments as opportunities to produce texts that serve your professional aspirations instead of seeing them as hoops which you must jump through to pass a course. It is important to make clear, I have high expectations given that this is a 4000-level course: whatever you choose to produce, I expect work that is polished, professional, and rhetorically effective. Until your text meets these lofty standards, I will ask you to revise—once, twice, ten times until it reflects a professional quality of work. In other words, choose to build projects that you feel are worth the investment of your time and energy. You will enjoy this class far more if you actually care about what you are producing.



Mrs. Amy Cicchino

(Sha-keen-o)

Pronouns: She/Her

Email: atc15c@my.fsu.edu

Office Hours: T/Th 8:30-11:00 & by appointment in WMS 213

ENG 4404-0001: The Basics

When: T/Th 11:00-12:15 in WMS 121

Materials Needed:

- Access to a computer/tablet during all class sessions
- Access to reliable internet connection in and outside of class
- Suggested: Access to Adobe's Creative Cloud outside of class (for major projects). You can access this in our digital studios for free as well as on some of the library computers in Strozier. As an FSU student, you also have a subscription to our [FSU VLab](#). I will help you work across these programs, and you will be able to list your experience on your resume.
- A Gmail account so that you can access our Google Drive

Why the *Choose Your Own Adventure* Theme?

You might have seen in the purpose section that this class is meant to challenge you in ways that align with your own professional goals and aspirations. Thus, all of the projects are organized by goals which you can meet by selecting from a menu of options. Thus, as you progress through this course, you will *choose* how you meet the requirements.

GRADING

At the heart of this course is your development as a professional composer. In a professional environment, you will not receive grades; you will receive feedback, and you will be expected to revise assignments until they meet the expectations of your those in your field. This includes expectations relating to audience accessibility—access is not an “option” in the design of professional texts—and Fair Use. Your reputation in the workplace relies on you working hard, contributing to the community, maintaining professionalism, and engaging in critical reflection and development. To replicate that environment, we will be using labor-based contract grading as opposed to a traditional A-F grading scale. At the end of the semester, your collective performance in the course will determine your final grade. To help you know where you stand in the course, you will complete a series of challenges and earn badges—the number of badges you earn will directly connect to your final grade in the class.

Why Labor-Based Grading instead of Points?

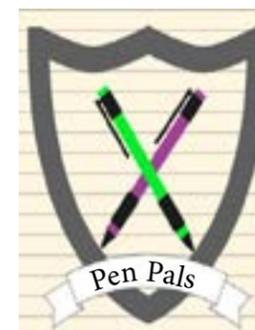
Normally, you earn points on each assignment calculating to create your final grade. While you might also receive comments accompanying those points, that feedback doesn't always help you understand the grade, nor does improve the text which is already graded. In fact, we are sometimes prone to worry more about the points than the ideas or the rhetorical effectiveness of the text. We come to believe these points define us and our ability within the course over the labor we put into polishing our texts. You will receive one of three “grades” on assignments: **P** (text reflects a professional quality of labor and meets the requirements of the badge), **P-** (text needs revision in order to reflect a professional quality of work), **o** (you did not attempt the assignment or project largely misses the key expectations of the project). **You may revise each major project as many times as you would like regardless of the grade you receive.** I hope this system makes grading more transparent. I hope it gives me a more honest way to evaluate your work. I hope it allows you to focus on what matters: your engagement with the class, the development of your ideas, and your contribution to a community of learners.

Grading Details

- To earn an “A,” you must earn 6 of the 8 available badges listed below.
- To earn a “B,” you must earn 5 of the 8 available badges listed below.
- To earn a “C,” you must earn 4 of the 8 available badges listed below.
- Earning fewer than 4 of the available badges will result in a failing grade in the course.

Badges

*If you would like to suggest an alternative way of retrieving a badge, one that fits the goals of a project, please meet with me to discuss this option before **October 1st**.*

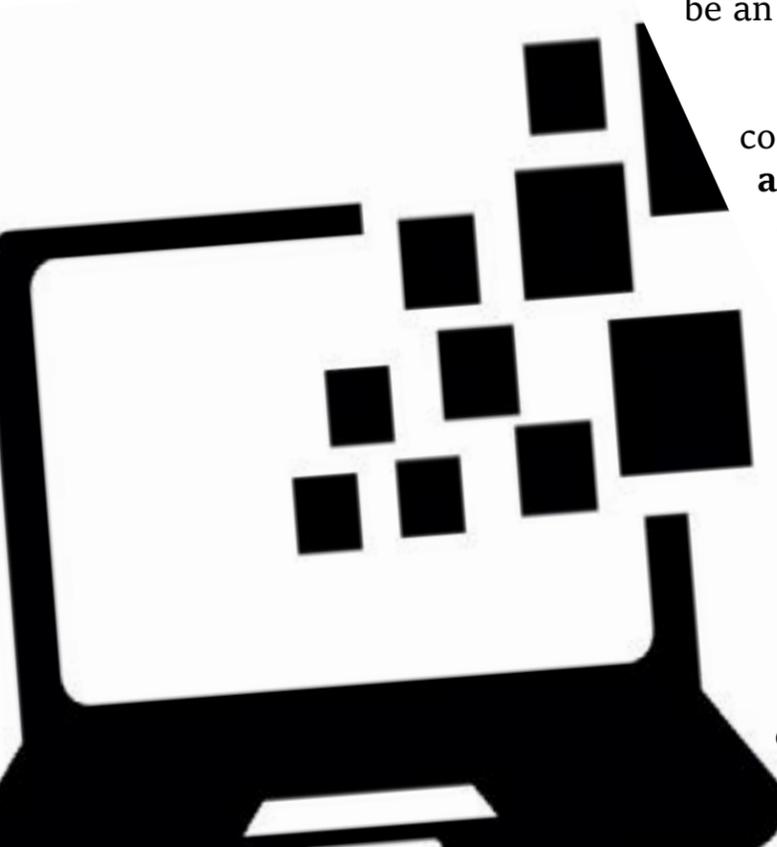


*To read more about badges, go to pg. 9
To move on to classroom policies, turn the page*

CLASS POLICIES

Digital Technology, Privilege, and Potential Excuses

In this class, computers are an integral part of the course, and you will be interacting with your laptops, tablets, smart phones, etc. during our classes frequently. For this reason, you will need to bring your technology to each class meeting – including conferences. The library has laptops available for check-out and all activities through our Google Drive can be completed on a smartphone. Please recognize that there is a difference between engaged and disengaged computer usage – unhealthy or disengaged computer usage (texting/emailing, surfing social media or unrelated sites). Please be an engaged participant in our course.



Furthermore, a reality of digital composition is that **computers crash, files are lost, and platforms crash without automatically saving** – *you need to create precautions to ensure* that when (not if) you experience technological problems, you have your files stored elsewhere (you might backup files on Google Drive or keep a copy of your writing in a Word doc before you move it to networked spaces like an eportfolio). As well, when this happens, please **explain your situation to me before the due date has passed so that you can secure an extension.**

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 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 no matter he religion you practice. You belong here, especially, if you are still figuring out who you are.

You belong here if you are disabled, differently-abled, 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 academic, 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.

*This statement was adapted from an inclusion statement written by Kerry Enright and posted to the WPA-L

Disability Services

The university suggests that tudents with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center
97 Woodward Avenue, South 108 Student Services Building Florida State University Tallahassee, FL 323064167 (850) 6449566 (voice) (850) 6448504 (TDD) sdrc@admin.fsu.edu



Access

Because we are composers and developing professionals, we will discuss how digital publishing and design impacts accessibility for various audiences. You might read this part of the syllabus and think “I am not part of the disabled community, this does not apply to me,” but, because you will create texts you want all persons in the world to be able to access and engage in, issues of access and disability rights matter for you, too. You must create accessible texts in this course in order for them to be considered Professional—this includes alternative image tags, transcripts or closed-captioning, font choice that reflects a consideration of access, etc. I want to help all students be successful in this class, whether or not you have legal accommodations through university services. Please let me know if something in this class is not accessible to you, and we will find a solution. **Access is not an option and it is not extra—we are practicing a culture of inclusivity in this classroom.**

Civility Clause

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). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Respectful behavior means listening to the members of our classroom community when they are speaking, giving thoughtful, professional responses, and considering their perspective and identities as valued and valid. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. In other words, do not act like a jerk, and we will get along fine. Remember that you will send me an email that indicates you have read and understand this policy.

Google Drive

We will be using Google Drive in class to complete low stakes assignments, peer review, and share files--especially files that are too large for Canvas to process. Already on our Gdrive, you can access our [Weekly Plans](#) and [Course Notes](#). I chose a platform like Drive because it works well across computers, tablets, and smartphones. If you plan on using your smartphone or tablet to access our Drive, you'll want to download the free Drive app. You'll need to be logged into Google with a Gmail account to access our GDrive files. We will practice using this together in class, and then you can use it to organize your writing groups, to house drafts of projects, and to discuss readings.

Plagiarism

Plagiarism is grounds for suspension from the University as well as for failure in this course. If you were unaware, it's also incredibly tacky. Plain and simple: it will not be tolerated. 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.”

As a class, we’ll also explore critically the notion of plagiarism, originality, and citation as well as the role of copyright and fair use in the creation of new media texts.

Syllabus Change Policy

The instructor has the right to alter or change the syllabus as long as advanced notice is provided. Weekly plans for the course can be found on the class Canvas site and is hosted on a Google doc.

BADGES



Wordsmith: In this project, you will develop a polished, alphabetically-based text between 1,500-2000 words using language, grammars, and style fitting to your audience and purpose. Here, we are working to see writing as more than bare communication, as the purposeful design of words. This design will include, but not be limited to, textual organization, logical progression, transitioning between ideas, tone, writing style, nuanced choices in punctuation and grammar, and the purposeful use of language. Choose one of the options below:

- *Starting Fresh:* Develop a new writing project meeting the word expectancy above. This should be an alphabetic text as we are focusing on editing and composing words, but it can be any word-focused genre best serving your professional goals (e.g., a feature article, a research project, a keynote speech, a creative piece, etc.).
- *Responding to the World:* Create a single or series (you must meet the word count above) of op-eds responding to a news event—local, national, or global. Study the genre of the op-ed in order to meet your audience’s expectation. As well, consider where you would hypothetically publish such a piece and work to design your op-ed to fit the readers of that particular publication.
- *Stepping It Up:* Develop an existing project to be submitted for publication in an undergraduate journal. If you choose this option, you actually have to submit your final project for publication. For those of you preparing for graduate programs, an undergraduate publication is a lofty but impressive accomplishment to have on your CV.
- *Action Plan:* Write a grant proposal or action plan responding to a problem in the Tallahassee area. To do this effectively, you must research the problem and present a clear analysis of that problem, brainstorm potential solutions, and then reflect on those solutions’ applicability including a timeline, estimated budget, etc.



I'm Not Scared! Complete 10 of the Writing/Editing challenges. These are purposely difficult composing activities meant to flex your writing and design abilities. In order to earn completion, you must successfully complete 10 of 15 challenges. In other words, there is a chance you will turn in a challenge but not meet the challenge’s goals--therefore, not earning a completion. While this is a badge that is deliberately spread across the semester, you will ultimately put in the same amount of time as you would completing any other badge—this is something to keep in mind.



Vis Whiz: In this project, you will design polished visuals. You will also create alternative text to support them—either alt. text tags, captions, or accompanying text. The text must be accessible for multiple audiences (including those who might be using a screen reader). You should use principles in visual design such as contrast, hierarchy, repetition, and alignment. If you use existing images, templates, etc., you must both cite those sources and consider your right to re-use them under Copyright and Fair Use. Choose one of the options below:

- *Data Visualization:* Design two different ways to represent the same set of data. This can be data that you collect yourself for a different course or something that you represent from a scholarly study in order to make the information accessible for a broader audience. Either way, you should provide context necessary for readers to interpret this data. These must be more than templates into which you have plugged numbers and the two different visualizations you produce should have different rhetorical goals.
- *I'll Fix That for You:* Take an example of bad design (something that is “bad” aesthetically or something with an unethical design) and re-design the visual text, so it effectively serves its audience and purpose. Original texts can include timelines, logos, infographics, diagrams, etc. Write an accompanying statement (approximately 500 words) that argues your new design is “better” than the existing one.
- *Making a Magazine:* Format an existing piece of writing (you might, for instance, use your Wordsmith project) and design it into a magazine excerpt. As a reader of the genre, I expect you to design a cover and two sample pages (if your article goes across two pages, that would count as the two sample pages). Consider how branding operates and who your reader for this magazine might be; design with this brand in mind.
- *Promotional Packet:* Design three (visual) promotional items for an organization, product, or event of your choosing. While you might choose an existing product/organization, you can subvert this assignment by making mock or satirical ads, too. If you plan to use this in your ePortfolio, you’ll need to consider your “right” to represent this organization and so you might consider inventing or subverting a product instead.

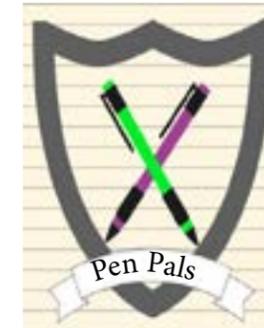


Team Player: Develop class ethos by being a stellar student: attend almost every class (no more than 2 absences and 2 tardies), complete all but two classroom activities, contribute to the course notes, stand out in group and classroom discussions in face-to-face and digital environments, and be a reliable and thorough peer reviewer. Thank you for supporting a healthy class community!



- Service Learning:** If you complete this assignment, you will be paired with a local organization here at FSU (described below). There, you will build a text serving their needs. These can range from videos, audio, visual design and layout, etc. If you choose to work in groups, then you must complete one text per individual. In order to do this, you must meet with the organization, draft a proposed text, integrate feedback, and meet with me. Remember accessibility and fair use/permissions. This is a big deal; you are representing not only the class but also me as your instructor. Don't flake. The benefits include professional experience, potential networked connections on campus, and also the option for a blurb for your ePortfolio. Choose one of the options below:
- *Advocates for Immigrants and Refugee Rights (AIRR), FSU College of Law:* “The goal of AIRR is to provide a medium through which students at Florida State University College of Law will be able to learn, advocate, and teach about immigrant and refugee rights issues” (“Advocates for Immigrants and Refugee Rights”). Contact: _____
 - *Beyond Borders Program, Center for Global Engagement:* “Hosts incoming international students from Jamaica or Germany on FSU’s campus; share American culture and the experience of living on-campus at FSU. Then travel abroad and experience cultural immersion with the same international students in their home country...Through this program, students have the opportunity to develop a global mindset and intercultural communication skills while exploring a culture different from their own and making lifelong friendships.” Interested in video. Contact: _____
 - *Dirac Science Library, FSU Libraries:* Geared toward STEM-related research, Dirac has an array of technologies available to students including various software, a 3D printer, and equipment. In addition, they offer several study spaces. Contact: _____
 - *FSU Green Dot:* “Green Dot is a bystander intervention initiative that recognizes that most people care about the high prevalence of power based personal violence but don’t have the tools to know how to be part of the solution. Green Dot seeks to change the culture by activating people that may not have been directly impacted by power based personal violence. We recognize that power based personal violence prevention is everyone’s responsibility” (“Green Dot”). Contact: _____
 - *Global Exchanges, Center for Global Engagement:* “[T]oday’s global economy requires graduates who are both academically and cross-culturally prepared in order to succeed in a diverse and multicultural world, and the Global Citizenship Certificate is designed to help prepare students for the new challenges of living and working in the global society of the 21st century” (“Global Citizenship Certificate”). Interested in video. Contact: _____

- *Global Exchanges, Center for Global Engagement:* “FSU’s Global Exchanges offer students a unique opportunity for cultural immersion and in-depth academic learning at over 40 prestigious international universities. Students participating in an exchange program benefit from the opportunity to become fully immersed in the host university” (“Exchange Programs”). Interested in video. Contact: _____
- *Marsha Gontarski Collection through Special Collections, FSU Libraries:* “This collection of 20th and 21st century children’s literature contains over 1,500 titles, ranging from classic fairy-tales to contemporary pieces featuring modern art, all with a focus on visual literacy” (“Collection Highlights”). Contact: _____
- *Special Collections, FSU Libraries:* “The Special Collections & Archives Division of the Florida State University Libraries advances research by acquiring, preserving, and providing access to rare and unusual books and original primary source materials... Through exhibitions and programs, the division supports active learning and engagement” (“About Us”). Contact: _____



Pen Pals: Every writers needs a network. Writing is a social act, and the best texts emerge from strong networks of feedback. There are (2) different requirements for this badge:

1. You will form a writing group with four of your peers and meet on your own, outside of class, at least five times (one hour each meeting) this semester to discuss your Advanced Writing & Editing projects. You can meet at any stage of the composing process (brainstorming, drafting, revising, etc.). You should meet for more than one project (meaning your group shouldn’t just meet five times regarding the Wordsmith badge). After each meeting, individually briefly reflect (250 words) recounting what you did, what ideas it gave you as a writer, and how you plan to integrate the feedback you received into your project. Place all of these in a single Word doc and email them to me before finals week.
2. You will meet with me at least three times (either during office hours or an appointed time we make together). Instructors are great resources for feedback, but some students might see office hours as stigmatized—like, I shouldn’t have to go there if I’m on track. In reality, office hours can help guarantee that your project is achieving its full rhetorical potential and serve as an important node on that writing-support network. It also creates a space where you can ask questions, receive one-on-one feedback, and develop practice holding professional conversations.



Media Mogul: In this project, you will develop a skill in creating a kind of media. Media includes audio, video, and other materials. Because media is so widely defined, these projects vary. It is important to note, media often involves the re-use of existing text. And so, you'll need to consider Copyright and your right to re-use materials. Additionally, you'll need to consider how to make this text accessible. Choose one of the options below:

- **Soundwriting:** Create a 7-10 minute podcast "episode." This episode can respond to a local issue, feature an interview you've conducted, or explain a phenomenon. Consider the podcasts you enjoy listening to, and how this podcast might fit a specific audience and genre. This project should be more than you talking into a mic. A polished podcast uses opening and transitioning music, is rhetorically organized, and mixes different media. Feel free to collaborate with a peer and produce a 15-20 minute episode.
- **Short Video Clip:** Create 3-5 minute video in the genre of your choosing. Again, consider what would best serve your own professional aspirations. Here are some options off the top of my head, but I am open to considering more: a mock infomercial, a news report, a satirical news report, a music video, an interview package, a promotional video for a spot in Tallahassee. Create an opening element and closing titles.
- **Instructional Video:** Create a 3-5 minute instructional video. You can show us how to do anything: learn something about writing/grammar, cook, apply makeup, etc. It is totally up to you. Consider yourself the "host" of this video and develop your ethos as an expert in this area. Again, you'll need to design opening and closing elements.
- **Product Design:** Design a product which you could market to a target audience. Include an articulation of your audience, purpose for the product, and explanation accounting for the value your specific product brings to the market. Whatever you imagine, you must actually build. Yep, build. FSU has access to a 3D printer (see Dirac Librarians) which you can print from for free. Yep, free. Design both the product and packaging.
- **Curate That:** Design an immersive, interactive museum exhibit capable of rhetorically impacting its viewers in order to advocate for a marginalized or misunderstood population. Your exhibit should have a target audience, an imagined context (where would it be housed), and a specific design plan (so, I'm not saying you have to build it, but you have to "pitch" it in such a way that I can clearly see what you are proposing).
- **Crafting a Zine:** Design a zine (7-10 pages) around a cohesive theme of your choosing (you might check out some options at [the Bark's Zine library](#)). Mix media (text, drawings, digital images) together to create a fun and engaging experience for your readers.

- **Curate That:** Design an immersive, interactive museum exhibit capable of rhetorically impacting its viewers in order to advocate for a marginalized or misunderstood population. Your exhibit should have a target audience, an imagined context (where would it be housed), and a specific design plan (so, I'm not saying you have to build it, but you have to "pitch" it in such a way that I can clearly see what you are proposing).
- **Let Me Show You Around:** Using Google Maps, create a tour of Tallahassee including at least 10 entries and connecting to a theme of your choosing. On each map entry, provide all of the information your audience would need (cost, location, what to wear/bring, and what to expect, as well as an explanation that clearly connects it to the larger theme). Include hyperlinks, images, and language design to create an immersive experience for your audience without the presence of a tour guide. In order to assess this project, I will actually take your tour.



Boss LVL: Building Professional Identity. While some of the other texts you create might be housed in these professional documents, this closing project is meant to give you something to show future employers. If you already blog or have an ePortfolio started, you are welcome to build on this existing text; however, I expect you to take the feedback you receive into consideration meaning you cannot just turn in an existing text without integrating feedback and reconsidering design. Choose from one of the options below:

- **ePortfolio:** ePortfolios are spaces which we use to connect multiple artifacts and experiences in order to show our audience who we are. For professional ePortfolios, this means showing your identity as an emerging professional. Your ePortfolio must include at least 10 artifacts (CV/resume, texts, media, or materials from internships/jobs).
- **Professional Blog:** You might not know what you'd like to do yet. However, if you don't want to create a professional ePortfolio, there are other ways to cultivate your professional identity. One such way is a blog. Develop a blog focused on a theme of your choosing (if you are interested in fiction publishing, for example, you might develop a book review blog; however, you can focus the blog in whatever way you would like). You must include at least 15 entries of at least 250 words each. You could alternatively create a vlog series including at least 7 entries. Please make any media accessible and consider Copyright and Fair Use.

The Wordsmith, Viz Whiz, Media Mogul, Community, and Boss LVL badges will require the completion of a Designer's Statement.



*Choose which paths will lead you
to success!*