

ENC 2135: Genre, Research, and Context

Semester: Fall (2016), Section 35

Mrs. Amy Cicchino atc15c@my.fsu.edu

Tues. & Thurs. 3:35-4:50 in WMS 217

Office Hours: Mon. 5:30-6:30 Thurs. 2:30-3:30

Course Description: ENC 2135: Research, Genre, and Context includes reading, research, drafting, and writing of texts in a variety of genres for a total of at least 6,000 polished words.

The second of two required composition courses here at FSU, ENC 2135 stresses the importance of critical reading, writing, and thinking skills 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 – the same skills emphasized in ENC 1101. On the surface, ENC 1101 and ENC 2135 have quite a few similarities: the process approach for both courses devotes more time to invention and revision activities than to general discussions or lectures; weekly in-class writing and peer group work are essential; students' own texts are given more attention and more closely responded to than professional texts; attention to mechanics occurs in the contexts of student papers and in an appropriate sequence in writing processes; collaborative writing and response is encouraged; self-reflective writing in process memos and self-evaluations are part of each paper sequence; two individual conferences are required. On a theoretical level, both courses are based on the goals of a problem-posing education which asks students to move toward critical awareness of different kinds of texts and their role as composers and members of academic and nonacademic communities. **It is important to note that ENC 2135 will put more pressure on students to develop an understanding of genres and writing situations, recognize writing situations as being unique to audience and purpose, and respond to writing situations using multiple modes of communication that integrate multimodal strategies.**

The course is composed of three major assignments¹, each one focusing on helping students develop critical thinking skills and compose in a genre appropriate for a specific context.

The Analysis Paper: The first unit asks that students write an analytical essay (minimum of 1,500 polished words) in which they begin to develop the strategies they will need to rhetorically analyze and use different genres.

¹ Please see assignment sheets for more specific directions regarding these assignments

The Research-Based Digital Composition: The second unit asks students to analyze and research, and compose a research-based digital composition (minimum of 2,500 polished words) that includes no fewer than ten sources, seven of which must be academic, scholarly, and/or peer-reviewed sources. Students will complete minor assignments which will guide them through the research process (these minor assignments will provide an addition 1,000 polished words to the count).

The Multi-Genre Campaign: The third unit asks students to use their research and knowledge and choose a particular message to circulate to a chosen audience across three genres.

- In addition, students are asked to write a Statement of Goals and Choices (at least 1,000 polished words) that explains the rhetorical choices they made in each genre and how they see those choices as rhetorically effective for their context and audience, as well as a final reflection that explores what they learned about genre and rhetorical situation and how the project added to, challenged, or complicated their theories and practices of composing.

Other Grading Components:

Twitter: Twitter will be used in the class as an informal space for class-wide communications. Students will be required to create an academic Twitter handle (if they have one from a previous class, that is fine, but they should not be using their personal Twitter account) and **tweet 10 times a week using the course hashtag, #FSU2135**. In addition, **students will each “live tweet” a class** to provide support for absent (or absent-minded) students. Besides supporting classroom-based conversation, using Twitter will give us a genre with which to discuss distribution and circulation practices as well as a way to form a discourse community. Tweets that occur during class activities will count towards the student’s weekly requirement. **Because Twitter similarly acts as an alternate pathway for classroom communication, it is expected that students check their Twitter accounts daily. You should also check your email daily.**

Blogs: Students will complete blogs over the course of the class. Students must complete the blog activity AND tweet a response to two of their peers’ posts to be eligible for full credit. **Blogs will be given half credit if they are no more than 24 hours late contingent on the student notifying the teacher that their late blog has been posted.** Blogs will support a conversation about the writing

process as well as help students develop (over time) a personal theory of composing.

Short Assignments: Short assignments include proposals, annotated bibliographies, project maps, and interview transcripts. These assignments are meant to support students in developing a thoughtful final product and are an integral part of the writing process. **The instructor has no obligation to recognize or give feedback on late short assignments.**

Participation: Participation in the course will be recognized through students' interacting with one another during peer reviews, submitting drafts on time, participating in class activities that help students understand major course concepts, and in their ability to offer information on course readings in the form of class discussion or quizzes. **Students who are absent the days of these activities will not earn participation points for these assignments.** While students have the ability to miss 4 classes before they are at risk of failing, students who miss class miss out on important information.

Readings: The readings we complete in the class are important in understanding the concepts. Unlike English courses you might have taken in the past, all of our readings are from Composition scholars, educators, and students. You cannot grasp a full understanding of composing without them. **For that reason, I have the right to add reading quizzes to the gradebook if I have a concern that you are not engaging with the texts as assigned.**

Course Objectives: By the end of this course, students should be able to...

- convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience
- understand that writing is a process involving practice, drafting, revision, and editing
- analyze and interpret complex 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

Course Materials:

Braziller, Amy and Elizabeth Kleinfeld (2015). *The Bedford book of genres: a guide and reader, FSU edition*. Boston, MA: Bedford St. Martin’s. ISBN-13: 978-1457654138. ISBN-10: 145765413X.

Maimon, Elaine, Janice Peritz, and Kathleen Blake Yancey (2012). *The brief McGraw-Hill handbook, FSU edition*. Boston, MA: McGraw-Hill. ISBN-13: 978-1-259-34053-6; ISBN-10: 1-259-34053-8.

Grade Calculations and Major Assignments:

<u>Categories</u>	<u>Weight</u>
Electronic Portfolio:	70%
Participation/Twitter:	10%
Short Assignments:	10%
Blogs:	10%
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Total:	100%

Final Grades:	A (94-100)	A (93-90)	
B+ (87-89)	B (83-86)	B- (82-80)	
C+ (77-79)	C (76-73)	C- (72-70)	
D+ (67-69)	D (66-63)	D (62-60)	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-” (2.0) 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.**

Attendance Policy: FSU's Composition Program maintains a strict attendance policy to which this course adheres: an excess of absences—that's **more than four absences** in a class is grounds for failure. You are required to be an active member of the ENC 2135 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor, ahead of time when possible, when missing class. Save your absences for when you get sick or for family emergencies. Not showing up for a conference counts as **two absences** as a conference replaces two days of class. **Four tardies will have the same effect as one absence.**

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850 644 2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Important Note: FSU's Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the "University Policies" section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

Late Work Policy: Students are expected to submit drafts and final versions of papers on time. Drafts that are late are not guaranteed to receive timely, detailed feedback from peers or the instructor. The drafting is integral to revision and the writing process as a whole; therefore, late drafts will not receive credit. **Blog posts that are completed up to 24 hours after the due date can receive partial (half) credit. Otherwise, late posts will not be recognized for credit. At the instructor's discretion, students who turn in final versions late can be docked five points per day on their portfolio grade.**

Civility (Jerk) 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. 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 (remember that I am a member of this class as well). 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.**

Plagiarism: Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. **Because ENC 2135 (and the College Composition program, generally) allows 4 absences, it does not recognize a difference between excused and unexcused absences.**

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and

responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

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. 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 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/>

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.

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.

Syllabus Change Policy: 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.

Other Resources:

Reading/Writing Center (RWC)

What is the RWC?

Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and polish your ideas!

Who uses the RWC?

In short: everyone! The RWC's clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

Where is the RWC located?

The RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. Hours vary by location. Check the online schedule for availability.

Who works there?

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session?

Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your "practice audience." They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment?

The best way is by using our online scheduling website: <http://fsu.mywconline.com>
Instructions for making an appointment can be found
here:<http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>

How much tutoring help can I have?

All FSU students can have 1.5 hours of tutoring a week FOR FREE! This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Appointments are limited to 60 minutes/day.

The Digital Studio

What is the Digital Studio?

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

Who uses the DS?

FSU students who want to complete digital class assignments or to improve overall capabilities in digital communication.

Where is the DS?

There are two DS locations: Williams 222 and Johnston Ground.

What happens in a DS session?

Like the RWC, think of the DS as an idea lab, only it is a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums.

How do I make an appointment?

The best way is by using our online scheduling website: <http://fsu.mywconline.com> The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it is best to plan ahead.