

English 2010 ♦ Intermediate Writing ♦ Spring 2013

Acts of Public Creativity and Participation



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Office Hours: M 11 a.m.-1 p.m. (*online only!*); TR 11-11:30 a.m. W 9-10 a.m., 1-2 p.m.

Other times by appointment.

Course Description

English 2010 focuses on three related aspects of rhetoric and composition: public writing, writing from sources, and multimedia composition. In this course, we'll explore a number of different genres of writing common in academic contexts and in public writing situations. Through research, you'll inform yourself and others about ongoing social justice issues, how to use genres to communicate ideas about those issues, and how to “play” with genres. You'll become an active participant in these public conversations through writing and designing a range of texts. We will focus on public discourses surrounding social justice issues, particularly on issues associated with SLCC's Student Conference on Writing and Social Justice theme: “Acts of Public Creativity and Participation.”

During your interactions with your classmates, I expect that you will conduct yourself appropriately. (Indeed, this expectation is a part of the [Student Code](#) at SLCC.) Some of the material we cover in this class may be sensitive, controversial, and/or divisive in nature: if you think this might be a problem for you, seriously consider taking another English 2010 class.

Note: This is a 3-credit course. You may find that, to excel in this course, you will need to dedicate the equivalent of three class hours, plus several additional hours of coursework a week. Please be sure your schedule allows for this time commitment.

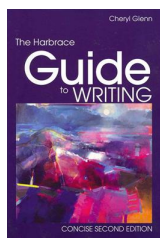
Required Texts & Technology

Glenn, Cheryl. *The Harbrace Guide to Writing*. Concise Second Edition.

Boston: Wadsworth, 2012.

Additional online readings posted/linked in Canvas.

Daily access to the Internet.



Course Format

Since this is an online course, all of our course-related interactions will occur via the CANVAS website. You can access our CANVAS site by going to the following web address: <https://learn-slcc.uen.org/login>. Use your MyPage username and password to log in. You can also access our site by logging into MyPage, clicking on “My Courses”, and then clicking on “CANVAS Instructure” at the bottom of the page. This takes you to the CANVAS log in page. The best way to figure out CANVAS is to “play around” in it/with it. Remember to use the Course Schedule, the CANVAS Calendar and the learning modules to navigate the course and stay on track.

Check Canvas DAILY! I may send announcements or emails about interesting current events, follow-up on class discussions, useful resources that I or other class members have come across, etc. All “CANVAS” readings can be found in the “Modules” tab (I will also link them on the course schedule and in the relevant discussion posts). All of your small assignments/activities and rough drafts for workshops must be posted in the appropriate “Discussion” section of CANVAS. Revised drafts and other major assignments must be submitted in the appropriate “Assignments” tab, in the Assignment section. Follow assignment submission directions carefully. You run the risk of not earning credit for your assignment if assignments are not submitted correctly.

If you have problems accessing our CANVAS site, call the help desk at 957-5555. Read all advisory messages (such as “Attention MSN Users” etc.). Not reading an alert posted by the Help Desk or an announcement from me is not an excuse for missing an assignment. There are free computers for you to use on campus and in the English/Humanities computer lab located on the second floor of the AD building.

Course Outcomes

The English Department lists the following as its desired outcomes for student writers. At the completion of English 2010, through your work, class meetings, and writing projects, you should be able to:

- Adapt strategies of argumentation for a given writing situation
- Adapt style and design for a given writing situation
- Write and create in multiple genres and mediums
- Conceive, draft, and revise many kinds of documents, and manage these processes independently
- Approach reading and research critically, rhetorically, and analytically, choosing appropriate research strategies for a particular writing task
- Cite sources appropriately for the writing situation, including using an academic system of citation (we will use MLA format) with a high degree of proficiency
- Understand and respond critically to a civic conversation and become a legitimate participant in that conversation
- Work collaboratively and creatively on writing tasks with other writers
- Edit your writing so that it contains a minimum of surface error

What I want you to do and experience in this course:

- Develop a deep awareness of writing situations, and the choices and opportunities inherent in them;
- Adapt your writing to appropriate genres, and “play” within genre forms;
- Appreciate and employ the communicative opportunities that multi-modal composition offers (linguistic, visual, spatial, aural, gestural, textual);
- Recognize and apply your own relevant knowledge and experience to build greater expertise;
- Understand that you are an active and invested member of broader writing communities (classroom, local, national, global); and
- Understand that your work in this course is meant to be shared beyond the “borders” of the classroom

What I want you to bring to your experience in this course *from the get-go*:

- Your ePortfolio (see below for details) set-up completed: developed “Welcome,” “Goals and Outcomes”, and “Coursework” pages; content in the “Outside the Classroom” page; ENGL 2010 hidden page created and linked to the “Coursework” page) and associated with Banner before the end of the first week of class (see ePortfolio information on pg. 3 of this syllabus).
- Set up accounts with some free Web 2.0 platforms, so that you can begin to compose/share multi-modal/multimedia works throughout the course. Here is a short list of platforms: [Screenr](#), [Flickr](#), [YouTube](#), [Dropbox](#), [Strip Generator](#), [Soundcloud](#) and [Audacity](#). Visit [Political Remix](#) for links to free video editing/remixing software.
- Familiarity with applications and possibilities for [Paper.Li](#), [iBook](#), and the ePortfolio platforms.
- A willingness to read, research, write, create, collaborate, and revise/re-envision/ adapt/ translate your work.

Some Other Course Matters

Assignments

| | |
|---|-------------|
| Workshops (your own draft & peer review— five peer reviews* x 30 points) | 150 |
| <i>Revised</i> Memoir or Profile | 50 |
| <i>Revised</i> Position or Proposal | 50 |
| <i>Revised</i> Report or Evaluation | 50 |
| <i>Revised</i> ePortfolio Set-up with Flash Memoir | 50 |
| <i>Revised</i> work for the magazine | 50 |
| Participation in discussions; work in your notebook | 300 |
| Online Magazine/Newspaper Group Project | 300 |
| Total | 1000 |

* **Peer reviews** (total of five) required for (1) ePortfolio set-up/flash memoir assignment; (2) memoir/profile assignment; (3) position argument/profile assignment; (4) report/evaluation assignment; and (5) revised work for magazine.

Grading Scale

93-100 = A 90-92 = A- 87-89 = B+ 84-86 = B 80-83 = B- 77-79 = C+
 74-76 = C 70-73 = C- 67-69 = D+ 64-66 = D 60-63 = D- 0-59 = E

Late Work

Because of the compressed, time-sensitive nature of assignments and workshop/peer review deadlines, late work will not be accepted. If you have an exceptional circumstance that prevents you from submitting work on time and you contact me at least 48 hours before the assignment is due, I will consider extending your due date for 48 hours.

Department Policy

According to English Department policy, you must complete all major assignments—the rhetorical analysis, report, position paper, proposal, and the final portfolio—to receive at least a "C" in the course. **Incomplete:** Students must be passing and have completed 80% of the course work in order to be granted an incomplete. Students are responsible for making arrangements to complete the course.

Participation and Attendance

For this course participation means being an active, engaged part of all discussions, and completing all assignments and activities, including the notebook, fully. I expect your online participation to reflect your preparation--your reading and reflection, and doing the requisite writing and research activities. All assigned notebook prompts and/or activities will count as part of your participation grade. You should plan your time so that you can complete all the assigned activities, discussions, reading, writing, and so forth, on time. As noted above, I won't accept late work--in an online class, it is especially important that students stay caught up and engaged with each other. Online classes *can* mean *improved engagement* among students--I have witnessed this. But if you allow yourself to get behind, you not only diminish your own experience in the class, you actually impair the experience of your colleagues. Don't do it!

Writer's Notebook Work & Conferences

You will be given Writer's Notebook writing prompts for every online discussion. You will be expected to share your Writer's Notebook work in the discussion. Part of your participation grade will be based on your Writer's Notebook work. The notebook is a space for you to get your ideas down—not craft or polish them...yet.

I will ask you to meet with me one-on-one during the semester to discuss your writing. These meetings are mandatory. I will make the dates and times as convenient as possible for all.

Gen-Ed ePortfolio

In order for SLCC students to have a place to display and chronicle projects that demonstrate discipline-specific skills, critical thinking, and collaboration, SLCC has instituted a Gen Ed ePortfolio requirement in which students display their work from General Education courses. Students taking Gen Ed courses must place significant projects from those courses on a website

they create that acts as a virtual portfolio of accomplishments in each course. In this way, prospective employers, community members, and transfer institutions can easily see the best of what each student has accomplished while attending SLCC. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

Every Gen Ed class that you take at SLCC will require you to upload to your ePortfolio “signature assignments” that include a reflection on the assignments. *The signature assignment for this course is your **Online Magazine/Newspaper Group Project** (see below).* NOTE: I encourage you to use your ePortfolio page for this course as a space for writing “play” and invention until you are ready to showcase your magazine work. By “play,” I mean post ideas, pictures, videos, links, and notebook work as you develop your research and communicating skills throughout the course.

For detailed information about the ePortfolio, visit <http://www.slcc.edu/gened/eportfolio>. Click on “Info for Students.”

After you have picked an ePortfolio platform, go to the corresponding help site to **watch the tutorials** and **look at the examples** so you can get started on your own: <http://slcceportfolio.wordpress.com>; <http://slcceportfolio.weebly.com>; <https://sites.google.com/site/slcceport>

If you would like to start your ePortfolio in a computer lab with a person there to help you, visit the **ePortfolio Open Lab** (TR Campus in the Markosian Library, room 047) or sign up online for one of the [free workshops](#) at the Taylorsville-Redwood library.

Online Magazine/Newspaper Group Project

Students will work in groups to produce an online magazine or newspaper-style portfolio project for this course. Each person in the group will be assigned specific roles to help mitigate the problems we have all experienced during group projects: slackers. For the project, each group member will be required to revise 2 main papers (Memoir or Profile, Position or Proposal, Report or Evaluation) and select at least 1 main paper or 2 smaller projects/activities that they will translate/adapt into another medium. The group will then assemble the papers, the translations/adaptations, and write an Editors’ Note for the magazine or newspaper that the group designs. ***The magazine is worth 30% of your final grade for this course*** and must be linked in the appropriate page of your ePortfolio in order to earn credit for the project. I strongly encourage you and your group to present your group’s project at the Student Conference on Writing and Social Justice at the end of April.

Student Writing Center

SLCC's Writing Center is a space where you can discuss your work with a peer advisor or faculty-writing advisor. Writing Center advisors help you think about your writing process by sharing their impressions of your materials, offering revision strategies, and discussing different ways to approach an assignment. You should know, however, that the Writing Center is not simply a place to go to get a paper "fixed." Bring in a copy of your assignment sheet and be prepared with questions for your advisor. You can sign up for an appointment in the Writing Center in AD 218 at

the Taylorsville Campus (957-4893), the Learning Center at the South City Campus, or the Annex at Sandy. You may also receive feedback on your work online at www.slcc.edu/swc.

Accommodation for Disabilities

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, room 230, Taylorsville Campus. Phone 957-4659 (voice) or 957-4646 (TTY).

Plagiarism

Plagiarism is the presentation of another's work as your own. It also applies to the appropriation of a person's ideas, which you state are your own. Direct quotations and/or paraphrasing (including information taken from the Internet) must be documented. Plagiarism includes turning in a paper for which you plan to receive credit or for which you have already received credit in another course. Our text provides you with techniques for avoiding plagiarism on pages 404 and 417. It is your responsibility to know what plagiarism is, and your responsibility to avoid it. Plagiarism is a serious breach of honesty and academic integrity; the penalty for plagiarism is an automatic "E" in this course.

Final Thoughts

You will probably find this course challenging – possibly even difficult. You will be expected to do a lot of work, but it is absolutely possible to succeed in this course. The main difference between an A and an E in this class is time, effort, participation, and revision. You will be most likely to succeed in this class if you realize that the work is not only your responsibility, but also your opportunity. The skills you learn in this class will likely help you for the rest of your academic career and even in your professional life. Good luck!