

Composition I (ENGL 1301 SH2)

CREDIT

SCH Semester Credit Hours (3 Lec hours lecture, 0 Lab hours lab)

In-Person

PREREQUISITE/CO-REQUISITE:

TSI Complete in Reading and Writing

COURSE DESCRIPTION

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

CORE OBJECTIVES

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making

INSTRUCTOR CONTACT INFORMATION

Instructor: Michele Burch

Email: mxb041@shsu.edu



**LAMAR INSTITUTE
OF TECHNOLOGY**

Office Phone: Email is the preferred form of communication

Office Location: Evans Complex Room 258

Office Hours: Tuesday & Thursday 12:30pm - 5pm

REQUIRED TEXTBOOK AND MATERIALS

An electronic device with access to the Internet.

Textbook: English 1010 Composition I =Free PDF in Course (no purchase necessary)

Attendance Policy:

Attendance is particularly important in writing courses because so much of the learning in these courses happens during in-class writing exercises, peer review, and discussion. Having said that, life happens. We get sick, our cars get flat tires, and sometimes we need to focus on other life needs. That's okay. Please be aware that attendance is taken every class. If you miss more than two weeks' worth of classes, your course grade will be an F (this does not include absences resulting from official SHSU responsibilities, such as athletics, clubs, etc.). If you need to miss more than a few days of class, please, please, PLEASE reach out sooner rather than later to discuss your attendance or absences so we can discuss your needs and your course progress.

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. Their office will assist you in gathering the required documentation and make sure that all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

►► Tentative Course Outline

*notice that this is subject to change.

Course Introduction

Week One:

R, August, 20	Course Introduction, Review Syllabus, "Your Strengths as a Writer" activity, Review Mini-Essay and reading expectations
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Unit One: Retro Reclamation Essay

Week Two:

T, August 25	Read, before Class: " Workin' Languages "
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	Read, in Class: " The Antithesis of the Olympics " Review Mini Essay Instructions
R, August 27 Note: Aug 28 is Last day to Add or Process Schedule Changes Online	Read in Class: Read (in class) Why "Young People Still Watch The Office and Friends" Example Retro Artifact "Work-in-Progress" Essay Retro-Review Sign Up (In Class)

Week Three:

T, September 1	Due for class: Artifact Annotations Read in Class: Why is Older Content Making a Comeback Read in Class: Olivas, " Tell It True " Draft in Class: Body Paragraph
R, September 3 Note: Sept. 3 is Census Day, the Last day to drop without a Q	Unit One Work-in-Progress Essay Due Work-in-Progress Class Workshop

Week Four:

T, September 8	Writing Conferences
R, September 10	Writing Conferences

Week Five:

T, September 15	In Class Activity: Reverse Outlining Revision Plan Due
R, September 17	Unit One Final Draft Due Sign up for "Page-to-Practice" Reading

Unit Two: Page to Practice Essay

Week Six:

T, September 22	Read in Class: Madison Fry, " How Helpful are Self Help Books? " Read in class: Bates, " Self Help or Self Hoax? "
R, September 24	Read, in Class: Example Page-to Practice Essay Chapter Annotations are Due

Week Seven:

T, September 29	Read, In Class: First Year Composition: Introductions & Conclusions Class Activity: Chapter Elevator Pitch
R, October 1	Unit Two “Work-In-Progress” Essay Due Class Workshop

Week Eight:

T, October 6	Writing Conferences
R, October 8	Writing Conferences

Week Nine:

T, October 13	No Class; Fall Break
R, October 15	Read, In Class: Steadman “ Annoying Ways People Use Sources ” Annoying Ways People Use Sources Mini Workshop Revision Plan Due

Unit Three: Community Notes Essay

Week Ten:

T, October 20	Read/Watch in Class: “ How does fact-checking work? ” TikTok Spreads Health Misinformation How Effective is Crowdsourced Content Moderation?
R, October 22	Fake News Spreads Faster than True Stories on Social Media In Class: Fact Check Activity Read in Class: Example “Community Notes” Essay

Week Eleven:

T, October 27	In Class: AI Generated News Clips Blurs Line Between Real and Fake Ellen Carillo and Alice Horning “ Effectively and Efficiently Reading the Credibility of Online Sources ” Spotting AI Activity
R, October 29	Read, In Class: Patricia Roberts-Miller “ Ingroups, Outgroups, and Bias ” Youtube Bias Activity

Week Twelve:

T, November 1	TBD
R, November 3	Unit Three Work-in-Progress Essay Due Class Workshop

Week Thirteen:

T, November 10	TBD
R, November 12	TBD

Week Fourteen:

T, November 17	Writing Conferences
R, November 19	Writing Conferences
Note that November 23 Last Day to Drop with a Q	

Course Conclusion and Reflection

Week Fifteen:

T, November 24	Writing Lab
R, November 26	University Holiday; No Classes

Week Sixteen

T, December 1	In Class: Annoying Ways People Use Sources, Re-Mix Activity Revision Plan
R, December 3	Final Unit Three Essay is Due Overview of Final Reflection Essay

Final Examinations

Final Reflection Essay Due by <u>CHECK FINAL TIMES</u>

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Short Writing Assignments 15%
- Daily Assignments 15%
- Essay One 10%
- Essay Two 15%
- Essay Three- Common Core Research Assignment 20%

- Final Exam 15%
- Total 100%

GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom

instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

Cell Phone Policy:

You are welcome to have your cell phone with you during class. At the same time, our class time is valuable, and I expect you to be present and engaged when we are working together.

During class:

- Please do not scroll social media, watch videos, play games, or engage in other recreational phone use while class is in session.
- If you need to respond to a text, make a phone call, check social media, or take care of something on your phone, you are welcome to step into the hallway and use your phone there.
- If you are expecting an important call or have a situation that requires you to remain available, please let me know.
- There may be times when I ask you to use your phone as part of a class activity. In those cases, your phone is a learning tool.

Plagiarism and Artificial Intelligence (AI) Policy:

Plagiarism, whether intentional or unintentional, may result in failing the assignment and--if repeated--may result in failing the course. Submitting another person's work, using AI generative software to write your assignment (in part or in full), or using sources you didn't cite will receive a zero, and a second offense is grounds for failing the course. Plagiarism includes not attributing source material. Please don't plagiarize.

Composition is a class devoted to learning how to build upon your own "rhetorical knowledge," writing process, and critical thinking skills. Both in service of Composition's learning outcomes and because of the unethical business practices and environmental impact of AI, **the use of AI software to generate writing (even in part) is prohibited in composition classes and will be treated as plagiarism.**

Because it can be difficult to tell AI generated and human writing apart, **your Composition course requires you to complete your writing assignments in Google Docs**, where your instructor will have access to your draft history (ie: your instructor can see, word by word, how you drafted your essay over time). This ensures you are not accused of using AI software when you did not. **If you believe you have been falsely accused of plagiarism/AI use, [you may appeal](#)**, starting with the department chair.

Again, your instructor wants you to be successful. If you have questions or concerns about this policy, please contact me.

Assignments and “Late Work”:

Due dates for each assignment are listed in Blackboard. These deadlines are created to help you keep pace with the course, but if an extension would be helpful, please email me and request one **before the assignment is due**. Be sure to propose an alternative due date. I cannot guarantee an extension, but I will do my best to work with you to find a reasonable solution.

A note: If you turn in a paper after the deadline, you may receive minimal to no feedback from me.

Extensions can not be given for the final project, as I have to submit final grades to the registrar’s office.

Mini-Essay: “The Antithesis of the Olympics” English 1301
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Purpose:

As our first writing assignment for the course, I’ve first tasked us with creating a “mini-essay,” asking us to continue our conversations about Alvarez et al’s “[Workin’ Languages](#)” and Holmes’ “[The Antithesis of the Olympics: Using AI to write a Fan Letter](#).”

This mini-essay is meant to do two things:

- a.) Extend our classroom conversations about linguistic choices and rhetorical knowledge.
- b.) Introduce us to the writing process we’ll use throughout the semester.

Assignment:

For this assignment, you’ll ultimately create a 300-500 word mini-essay in MLA format ([I’ve linked my handy MLA Quick Start Guide](#). To edit the document, **right click the link first**, select “open link in new window,” then go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

For the mini-essay, I’m asking you to respond to Holmes’ argument about AI, answering the following question:

Referring specifically back to Alvarez et al’s “Workin’ Languages,” do you believe Alvarez, Wan, and Lee would agree or disagree with Holmes about the Olympic AI letter? Why?

Due Date(s)

Please be sure to check Blackboard or your course syllabus for the assignment due date.

Assignment FAQs

1. How will this assignment be graded?

In English 1301, you are graded on a *labor basis* and never *your instructor's opinion of your writing*. In other words, you are never graded on if I personally enjoy your writing or if I agree (or not) with you. Labor grading [is a form of “ungrading,”](#) that I believe to be a more equitable approach.

2. Okay, but seriously, how will this assignment be graded?

Okay, I understand that because of institutional reasons like scholarships, etc., grades are a source of anxiety. For this assignment, you get full points as long as you turn in a complete paper (ie: within the word limit that answers the prompt above).

“Retro Reclamation Essay”

English 1301

Purpose

Our first writing unit will ask you to write a “**retro¹ reclamation essay**.” Many scholars in the humanities point to books, plays, scholarship, and all kinds of other “texts” that they believe deserve more attention and appreciation.

Like those scholars, the purpose of this essay is to choose a “**retro artifact**” that you’ll revisit. I use “retro artifact” to mean a wide range of possibilities, but it can be any published piece of media that was published before you were born (it could be a book, a magazine, a television show, a movie, an album of music, a video game, or other forms of media).

Your task, ultimately, is to make the piece of media you’ve chosen seem interesting to an audience of your peers (or possibly a subgroup of college students; explained more below).

In this assignment, I’m asking us to carefully balance *three* things, all connected to learning outcomes of English 1301:

- a. Writing to center your purpose and audience
- b. Read and Evaluate Writing Across Contexts
- c. Develop Your Own Writing Process

Assignment Goals:

For this assignment, you’ll ultimately create a 600-1000 word “Retro” Reclamation Essay, in MLA format ([I’ve linked my handy MLA Quick Start Guide](#). To edit the document, **right click the link first**, select “open link in new window,” then go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

In your essay, I’ll ask you to introduce your reader to a “**retro” media artifact** (media broadly; it could be a novel, an album of music, a film, a television show, a comic book series, etc). But I do ask that your chosen media artifact meets all of the following criteria:

- a.) that you have a **personal connection** to the media artifact
- b.) that was “published” or “premiered” or otherwise debuted **before you were born**
- c.) that you **believe many/most of your peers may be unfamiliar with**

¹ I know we have students of varying ages; for the purposes of this assignment, “retro” simply means “before you, the person writing the essay, was born”

Your goal for this essay is to connect your reader to the media artifact through **both** your personal connection to the artifact *and* by describing what about the artifact you appreciate. This essay is a *form* of argumentation: you are trying to suggest to your reader **indirectly** that they should consider reading/viewing/engaging with the media artifact you are writing about.

To achieve this goal of connecting readers to our retro artifact, we'll be especially focused on the following writing objectives:

- Crafting a clear main idea
- Making our organizational strategies clear to our reader to support our main idea
- Strengthening our paragraphs to make clear “subpoints,” supported with illustrative examples
- Developing our own drafting/writing processes (including giving/receiving feedback on our writing)

Your completed essay should have the following:

- a.) connect your reader to the media artifact through your own personal connection to the media artifact **and** your own review of the retro artifact
- b.) Include **a citation for the media artifact** and
- c.) Be 600-1000 words in MLA Format

Note: you should not use AI or other external media (besides the media you are writing about) for this assignment.

Assignment Steps:

In English 1301, we are graded on the *writing process*, rather than just the completed essay. We'll be completing the following steps:

- a.) Prewriting and choosing an artifact (Week 2) **100 points**
- b.) Completing a “Work-In-Progress” (Week 3) Draft **400 points**
 - You'll be asked to post a **“work in progress” (WIP) draft** of your work on Blackboard
 - Your draft will get full points **as long as it includes the following:**
 - **At least 400 words** toward the 600 to 1000 word total.
 - **Remember to draft your complete assignment in Google Docs.** This is a requirement for the course.
 - Your WIP includes a **main idea** about your Retro Artifact
 - Your WIP uses **both personal narrative and reflections on the artifact itself** to support the main idea.
 - Your WIP draft can include notes to me: like **“Professor, I’m not sure how to do this part. Can you help?”** or **“Professor, I know we’re working on main ideas, but I’m not sure if mine is clear.”** **Please put notes to me in Bold** (so I don’t miss any!). I

encourage you to use this feature: it helps me know what you really want feedback on.

Notes to me count toward your 400 WIP word count, but not in your final draft (which will be due the following week)

c.) Peer Writing Workshop (Week 3)

d.) Instructor Workshop (Week 4)

e.) Revised Draft **with revision plan** (week 5)

- With your final draft, you'll include a revision **plan**, a paragraph before your essay that describes **the three most important changes you made to your essay** based on the feedback you received, referencing the feedback you received from your professor and peers, and explaining **how each one of those three revisions helps you better achieve your purpose and reach your audience**

Assignment FAQs

1. How will this assignment be graded?

In English 1301, you are graded on a *labor basis* and rather than *if your professor liked your essay*. In other words, you are never graded on if I personally enjoy your writing or if I agree (or not) with you. Labor grading is a form of “ungrading,” in which you are graded on completing a **writing process**.

2. Okay, but seriously, how will this assignment be graded?

Okay, I understand that because of institutional reasons like scholarships, etc., grades are a source of anxiety. You are graded as follows:

- For “Works-in-Progress” Assignments: You’ll get full points for turning in a draft of the specified length (see above) with the specified parts (see above).
- For workshops, Insert note on how you will conduct your writing workshop
- For the final draft: You’ll get full points if you show me where you are *trying* to make the changes/edits/additions/etc asked of you in the feedback to your “Work-in-Progress” draft. **Don’t blow off the revision plan! This is your chance to demonstrate your hard work!**

3. But how do I choose a retro artifact?

The prompt is intentionally left pretty open, to give you options. Think about an “artifact” that is meaningful to you in some way: maybe it was your parent/sibling/friend’s favorite movie/album/cartoon. Maybe it was something you enjoyed as a child and haven’t thought about in a long time.

What is important is that you can explain both your connection to the artifact **and** what you love about it--remember, your goal is to use your own excitement about the artifact to get your peers excited about it, too. **If you are still struggling**, please email me **asap**.

“Page to Practice Essay”

English 1301

Unit Two

Purpose

Our second writing unit asks you to draft and revise a “Page to Practice Essay.” This essay assignment asks you to evaluate advice from a nonfiction, “self-help” book, try to apply the advice, and describe your experiences to a reader.

For this essay, you’ll be asked to read and annotate a chapter from a self-help book, summarize their advice, and--after attempting their advice yourself--document and detail your experiment using that advice to your reader.

In this assignment, I’m asking us to carefully balance *three* things, all connected to learning outcomes of English 1301:

- a. Read and evaluate writing across genres and forms with attention to purpose and audience.
- b. Identify and analyze various audiences, purposes, and contexts for writing.
- c. Make intentional, rhetorical choices in their writing based on purpose, audience, and context.

Assignment Goals:

For this assignment, you’ll ultimately create a 700-1100 word “Page to Practice” in MLA format ([I’ve linked my handy MLA Quick Start Guide](#). To edit the document, **right click the link first**, select “open link in new window,” then go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

In your essay, I’ll ask you to provide your reader an analysis of your chapter, including:

- An explanation of the main idea(s) of the chapter, with a brief summary of the most important supporting point(s) for this/these main idea(s)
- A brief explanation of who you believe the author’s audience is and what the author’s purpose is in reaching that audience
- An analysis of the author’s “self help” advice based on your own experience trying the advice.

Your goal for this essay is to **summarize** and **analyze** the reading: what is its purpose? Do you think the writing/advice is effective?

To achieve this goal of summarizing and analyzing a text, we’ll be especially focused on the following writing objectives in our second unit:

- Using Introductions and Conclusions to highlight our main idea
- How to read college-level texts for their main idea *and* navigate their rhetorical choices
- How to effectively incorporate source material into our writing

- Developing our own drafting/writing processes (including giving/receiving feedback on our writing)

Your completed essay should have the following:

- a.) **Summarize** the text's main idea and explain the supporting points
- b.) **Argue the effectiveness** (or ineffectiveness) of the advice based on your own experimentation
- c.) Use MLA conventions to incorporate the source material into your essay
- d.) Be 700-1100 words in MLA Format

Note: you should not use AI or other external media for this assignment.

Assignment Steps:

In English 1301, we are graded on the *writing process*, rather than just the completed essay. We'll be completing the following steps:

- a.) Annotating and prewriting (Week 6)
 - b.) Completing a "Work-In-Progress" (Week 7) Draft
 - You'll be asked to post a **"work in progress" (WIP) draft** of your work on Blackboard
 - Your draft will get full points **as long as it includes the following:**
 - **At least 500 words** toward the 700 to 1100 word total.
 - Your WIP **summarizes** the main idea and **analyzes** the author's rhetorical choices
 - Your WIP draft can include notes to me: like **"Professor, I'm not sure how to do this part. Can you help?"** or **"Professor, I know we're working on main ideas, but I'm not sure if mine is clear."** **Please put notes to me in Bold** (so I don't miss any!). I encourage you to use this feature: it helps me know what you really want feedback on. **Notes to me count toward your 500 WIP word count, but not in your final draft (which will be due the following week)**
 - c.) Peer Writing Workshop (Week 7)
 - Insert note on how you will conduct your writing workshop
 - d.) Instructor Workshop (Week 8)
 - Insert note on how you will conduct your writing workshop
 - e.) Revised Draft **with revision plan** (week 9)
 - With your final draft, you'll include an **revision plan**, a paragraph before your essay that describes **the three most important changes you made to your essay** based on the feedback you received, referencing the feedback you received from your professor and peers, and explaining **how each one of those three revisions helps you better achieve your purpose and reach your audience**
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Assignment FAQs

1. How will this assignment be graded?

In English 1301, you are graded on a *labor basis* and rather than *if your professor liked your essay*. In other words, you are never graded on if I personally enjoy your writing or if I agree (or not) with you. Labor grading is a form of “ungrading,” in which you are graded on completing a **writing process**.

2. Okay, but seriously, how will this assignment be graded?

Okay, I understand that because of institutional reasons like scholarships, etc., grades are a source of anxiety. You are graded as follows:

- For “Works-in-Progress” Assignments: You’ll get full points for turning in a draft of the specified length (see above) with the specified parts (see above).
- For workshops, Insert note on how you will conduct your writing workshop
- For the final draft: You’ll get full points if you show me where you are *trying* to make the changes/edits/additions/etc asked of you in the feedback to your “Work-in-Progress” draft. **Don’t blow off the revision plan! This is your chance to demonstrate your hard work!**

3. Help: You actually expect me to TRY THIS? How do I document it?

Yes! I actually ask you to *try* the advice, and to journal about the experience. At first, don’t worry about writing it how it will show up in your paper, but try to take detailed notes that you can draw from later--note taking is an important and useful writing skill on its own.

If, after you have read the chapter, you are still unsure about what to do with the self-help advice, reach out to your instructor or set up a meeting with a tutor in the [Academic Success Center](#).

“Community Notes Essay”

English 1301

Unit Three

Purpose

Our second writing unit asks you to draft and revise a “Community Notes Essay.” The Community Notes essay is meant to *provide context* to an issue faced by a community you are a part of, to be better understood by people who are *not members* of that community.

For this essay, you’ll be asked to research how the issue originated, circulated, and changed over time, describing the changing rhetorical situation of the community issue (including its participants and context).

In this assignment, I’m asking us to carefully balance *three* things, all connected to learning outcomes of English 1301:

- a. Read and evaluate writing across genres and forms with attention to purpose and audience.
- b. Identify and analyze various audiences, purposes, and contexts for writing.
- c. Make intentional, rhetorical choices in their writing based on purpose, audience, and context.

Assignment Goals:

For this assignment, you’ll ultimately create a 900-1300 word “Community Notes Essay” in MLA format ([I’ve linked my handy MLA Quick Start Guide](#). To edit the document, **right click the link first**, select “open link in new window,” then go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

You are likely part of many different communities. Some possibilities include (note: you don’t have to write about anything too personal if you don’t want to. Please consider your own comfort level when choosing a community you want to write about):

- **Geographic/spatial communities** (examples: people from Huntsville; people from the Fourth Ward; people from Puerto Rico; etc.)
- **Interest Communities** (examples: Astros fans; people who play Dungeons & Dragons; Star Trek fans; Mystery Fiction fans; etc)
- **Online Communities** (examples: MomTok or any of the TikTok subgenres; online gaming communities; Twitter/FB groups; etc)
- **Religious Communities** (examples: Muslim communities; Catholic Communities; Buddhist Communities; etc)
- **Minoritized Communities** (examples: Black women; LGBTQ communities; disability communities; etc)

Your goal is to add context to an issue faced by a community that you are a part of and your reader is not. Regardless of which community you choose, you’ll be asked to explain an issue facing a

community you are a part of to people *outside* of that community, based on both your own personal experience *as well as* outside research.

To achieve this goal of writing informed by research, we'll be especially focused on the following writing objectives in our second unit:

- Design your own research question and research plan
- Support a main idea with research
- Make careful rhetorical choices to speak to an audience *outside* the community
- Effectively organize a research-supported essay
- Further developing our own drafting/writing processes (including giving/receiving feedback on our writing)

Your completed essay should have the following:

- a.) **Summarize** your research findings to a reader outside the community you are writing from, **organized around a main idea.**
- b.) **Support your main idea** with relevant, context-dependent, research
- c.) Use MLA conventions to properly cite and credit your research. Make sure to explain what you're citing through naming the author, their background, and other important information about the information's context.
- d.) Be 900-1300 words in MLA Format

Note: you *should not* use AI for this assignment.

Plan to have between 5-10 sources in your works cited page.

Assignment Steps:

In English 1301, we are graded on the *writing process*, rather than just the completed essay. We'll be completing the following steps:

- a.) Annotating, prewriting, and "research plan notes" (Weeks 10-11)
- b.) Completing a "Work-In-Progress" (Week 12) Draft
 - You'll be asked to post a **"work in progress" (WIP) draft** of your work on Blackboard
 - Your draft will get full points **as long as it includes the following:**
 - **At least 600 words** toward the 900 to 1300 word total.
 - Your WIP **summarizes** the main idea and **analyzes** the author's rhetorical choices
 - Your WIP draft can include notes to me: like **"Professor, I'm not sure how to do this part. Can you help?"** or **"Professor, I know we're working on main ideas, but I'm not sure if mine is clear."** **Please put notes to me in Bold** (so I don't miss any!). I

encourage you to use this feature: it helps me know what you really want feedback on.
Notes to me count toward your 600 WIP word count, but not in your final draft (which will be due the following week)

c.) Peer Writing Workshop (Week 12)

- Insert note on how you will conduct your writing workshop

d.) Instructor Workshop (Week 13)

- Insert note on how you will conduct your writing workshop

e.) Revised Draft **with revision plan** (beginning of week 15)

- With your final draft, you'll include an **revision plan**, a paragraph before your essay that describes **the three most important changes you made to your essay** based on the feedback you received, referencing the feedback you received from your professor and peers, and explaining **how each one of those three revisions helps you better achieve your purpose and reach your audience**

Assignment FAQs:

Assignment FAQs

1. How will this assignment be graded?

In English 1301, you are graded on a *labor basis* and rather than *if your professor liked your essay*. In other words, you are never graded on if I personally enjoy your writing or if I agree (or not) with you. Labor grading is a form of “ungrading,” in which you are graded on completing a **writing process**.

2. Okay, but seriously, how will this assignment be graded?

Okay, I understand that because of institutional reasons like scholarships, etc., grades are a source of anxiety. You are graded as follows:

- For “Works-in-Progress” Assignments: You'll get full points for turning in a draft of the specified length (see above) with the specified parts (see above).
- For workshops, Insert note on how you will conduct your writing workshop
- For the final draft: You'll get full points if you show me where you are *trying* to make the changes/edits/additions/etc asked of you in the feedback to your “Work-in-Progress” draft. **Don't blow off the revision plan! This is your chance to demonstrate your hard work!**

3. Help: HOW AM I SUPPOSED TO RESEARCH THIS?

We'll be discussing, in more depth, how to conduct context-specific research in class, and you also have the Newton Gresham Library as a resource.

If, after you have read the chapter, you are still unsure about what to do with the self-help advice, reach out to your instructor or set up a meeting with a tutor in the [Academic Success Center](#).

“Letter to Future 1301 Students” Reflection Essay English 1301 Final Essay Project
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Purpose:

Our shorter, final writing project for the semester will be a “Rhetorical Knowledge Reflection” essay. I’ve chosen this essay for our course because this assignment is an excellent match for several of the learning outcomes of English 1301 surrounding “rhetorical knowledge,” including:

- read and evaluate writing across genres and forms with attention to purpose and audience.
- navigate multiple language contexts and audience expectations, including genre conventions
- negotiate conventions and expectations as social constructs
- draft writing in multiple genres, with different primary audiences and purposes
- revise their writing based on feedback from their instructor and peers.
- compose writing using a variety of technologies to address a range of audiences

This is something of the culmination of our course: asking you to focus on what you’ve learned about “rhetorical knowledge” and the writing process. There are no wrong answers for this assignment: rather it is designed to help *you* further reflect on rhetoric and writing as we conclude our semester together.

Assignment Goals:

For this assignment, you’ll ultimately create a 600-800 word “Rhetorical Reflection Essay” in MLA format ([I’ve linked my handy MLA Quick Start Guide](#). To edit the document, go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

The purpose of this assignment is to reflect on what you’ve learned this semester about rhetorical knowledge. **I am asking you to write this essay as if you were writing a letter to future English 1301 students:** what did you learn about rhetorical knowledge and the writing process that might be helpful to them?

I do ask that **your letter include the following:**

1. What is rhetorical knowledge? How do *you* use rhetorical knowledge in writing?
2. I would like to see you reference the writing assignments we completed and what you learned about rhetorical knowledge from them.
3. I would like you to include a discussion of your writing *process*: what does your writing process look like? How do you get started? How do you draft? How do you incorporate feedback and revise? How does rhetorical knowledge shape your writing process?
4. I would like you to reference at least two of our course readings in your discussion of rhetorical knowledge.

Your final review essay should have the following:

- a.) Discuss what you've learned in this class about rhetorical knowledge and the writing process
 - b.) Reflect on the three writing projects we completed this semester and discuss your writing process
 - c.) Refer to *at least* two of our course readings for the semester
 - d.) Completed essay is 600-800 words in MLA format.
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Assignment Steps

There are 800 Points Total for this writing project. While we'll begin reflecting together, the only step for this project is to turn in the final reflection letter.

Assignment FAQs

1. How will this assignment be graded?

In English 1301, you are graded on a *labor basis* and never *Ada's opinion of your writing*. In other words, you are never graded on if I personally enjoy your writing or if I agree (or not) with you. Labor grading [is a form of "ungrading,"](#) that I believe to be a more equitable approach.

2. Okay, but seriously, how will this assignment be graded?

Okay, I understand that because of institutional reasons like scholarships, etc., grades are a source of anxiety. For your final reflection, you get full points as long as your finished essay includes the 4 requirements listed above.