ENGL 1020 Common Syllabus

The ENG 1020 common syllabus is designed for instructors teaching the course in Wayne State University's Composition Program. Additional information about ENG 1020 (and other courses) can be found on the Composition Faculty Resources Canvas page.

Editorial text in brackets provides removable, contextual information and guidance from the program for instructors using the document. Substantive revisions to content must be approved in advance of the semester by the Director of Composition.

Document revisions must maintain features designed for accessibility to remain in conformance with Wayne State's accessibility policy.

This document meets
Wayne State University
accessibility standards

This document is organized into the following sections:

I. Syllabus Checklist and Syllabus

Below is a checklist you can use to be sure that your syllabus features all the required elements. Please also consult the ENG 1020 Syllabus Template in constructing your syllabus. Remove this section and checklist before distributing to students.

1. Instructor and Section Information
2. Department of English Description
3. WSU Undergraduate Bulletin Description
4. Course Placement for ENG 1020
5. General Education Designation
6. ENG 1020 Learning Outcomes
7. Required and Recommended Texts
8. Assignments
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ENG 1020.0XX: Introductory College Writing
Wayne State University
[Fall 2023/Winter 2024]

Commented [CH1]: Insert the section number of your course!

Instructor: [instructor name]   **Office:** [office number, 5057 Woodward]
Time: [class meeting time]   **Office Hours:** [hours and/or by appt.]
Location: [classroom location]   **E-mail:** [Wayne State e-mail address]

Department of English Description
Include this section verbatim on syllabus.

Building upon students' diverse skills, English 1020 prepares students for reading, research, and writing in college classes. The main goals of the course are (1) to teach students to consider the rhetorical situation of any piece of writing; (2) to have students integrate reading, research, and writing in the academic genres of analysis and argument; and (3) to teach students to develop analyses and arguments using research-based content, effective organization, and appropriate expression and mechanics.
To achieve these goals, the course places considerable emphasis upon the relationship between reading and writing, the development and evaluation of information and ideas through research, the genres of analysis and argumentation, and the use of multiple technologies for research and writing.

WSU Undergraduate Bulletin Description
Include this section verbatim on syllabus.

Commented [CH2]: Be sure to remove this language from each section!

Cr 3. A course in reading, research, and writing skills that prepares students to write successfully in college classes. Offered every term.

General Education Designation
Include this section verbatim on syllabus.

With a grade of C or better, ENG 1020 fulfills the General Education Basic Composition (BC) graduation requirement. Successful completion of Basic Composition is a prerequisite to

enrolling in courses that fulfill the General Education IC (Intermediate Composition) requirement for graduation (e.g., ENG 3010, 3020, 3050, etc.).

Learning Outcomes
Include this section verbatim on syllabus.

Reading
- Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.

Writing
- Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness.
- Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.

Researching
- Use a flexible research process to find, evaluate, and use information from secondary sources to support and formulate new ideas and arguments.

Reflecting
- Use written reflection to plan, monitor, and evaluate one's own learning and writing.

Required Text
Include this section verbatim on syllabus.

Stuart Greene and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. Custom for Wayne State University (4th) Macmillan, 2018. ISNB: 978-1-319-22307-6

Additional readings will be provided by the instructor and made accessible via Canvas. Check the course schedule for assigned readings each week.

Assignments & Grading
Descriptions of a grade distribution for traditional grading and a grading contract for labor-based grading are included below. Please include the appropriate description for your course verbatim unless you have received permission from the Director of Composition to teach alternative assignments.

Students will be asked to compose a variety of artifacts in different modes in ENG 1020. This course will feature 5 major projects and a writing journal along with in-class activities and homework. Grades on individual assignments will be weighted as follows:

1. Reflection on Language and Literacy   5%
2. Rhetorical Analysis   20%
3. Argumentative Essay   20%

Commented [CH3]: You may revise this is choosing to use labor-based grading instead. Sample language for LBG is included below the list of projects and assignments.

Commented [CH4]: If using traditional forms of grading (points/ percentage based), this may be useful for weighting your projects. Each project's rubric has been allotted points that coincide with these percentages.

Commented [CH5R4]: If using labor-based grading, weighting percentages may be removed.

4. Remixed Argument   15%
5. Thematic Reflective Essay   15%
6. Writing Journal   10%
7. Additional Homework, Participation, and Attendance   15%

Final grades will be based on the following scale:
*Instructors can adapt this to their own grading scale but ALL **must** include a grading scale.*

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percent	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60

OR, if using labor-based grading, here is proposed syllabus language:

Labor-Based Grading in ENG 1020

Success in a college composition course requires participants to regularly attend class and submit writing weekly. In this course, we take a labor-based approach to grading. Labor-based grading means that course grades will be determined by the successful completion of work rather than qualitative assessment of the "goodness" of your writing. In this class, we use this approach to grading to emphasize that while each student brings diverse language and writing resources to the classroom and everyone's learning and composing processes will look different, writing and learning take work. Overall grades in the course are based on the amount of work marked as "complete."

So, I just *do* these things for a grade? How do I know they're "good" enough?

Your work expectations for each assignment (homework and major projects) will be outlined in the assignment descriptions. These assignments will be marked as "complete" if they meet the requirements or "incomplete" if they need revision. If an assignment is marked as "incomplete," I will provide feedback in Canvas explaining what you need to do to complete the assignment, and you may revise and resubmit the assignment based on the timeline I provide. As Asao B. Inoue writes in *Above the Well*, "Both writer (student) and readers (teacher and peers) are vital in assessing whatever they produce because we must dialogue, have a give and take…We can only make sense of the writer's work when we understand how it is read by others and ourselves in this classroom context" (41). Peer and teacher feedback, and your own reflection and revision, are significant to your work in this class.

Grades will be assigned as follows:

To earn a "B" in the course, what the university scale terms "Above Average," you will

- submit all major projects for the course (P1, P2, P3, P4, and P5) (earning a mark of "complete," revising, as guided by my feedback, and resubmitting if needed)
- submit 12 of 12 writing journals (earning a mark of "complete," revising, as guided by my feedback, and resubmitting if needed).
- participate in peer review activities by bringing a draft to class and providing feedback to classmates.

You can earn a grade higher than "B" (B+, A-, A) by building on your projects and assignments to deepen your engagement with your writing and sharing your ideas with a classroom and university audience. These small projects are explained in more detail in Canvas:

To earn a "B+" in the course, you will
- meet all requirements for a "B"
- participate in the CLC Student Writing Showcase **[or, for non CLC courses, a classroom showcase day]** by preparing your P4 artifact for public presentation and being ready to deliver a 30-second elevator pitch at the event.

To earn an "A-" in the course, you will
- meet all requirements for a "B+"
- submit a revised 150-word proposal abstract for an undergraduate journal, based on your Project 4 essay. You should submit your draft of the proposal to me before the due date so you can revise based on my feedback. (You do not have to submit the abstract to the journal, but this project is designed to prepare you to do that if you'd like to!)

To earn an "A" in the course, you will
- meet all requirements for an "A-"
- deliver a final informal, 3–4-minute multimodal presentation to the class about the theme you will focus on for Project 5.

Choosing your grade contract:

Please send me an email in the early weeks of class to let me know if you intend to complete the B+, A-, and A projects, so that I can be prepared to work with you on these. You can always change your mind and upgrade/downgrade later in the semester.

What if I don't meet the contract for a "B" grade by completing tasks or doing revisions based on feedback?

To earn a passing grade of "C" in the class, a student must
- Not miss more than two peer review days.
- Submit and revise (if needed) at least 9 of the 12 writing journals.
- Submit and revise (if needed) all major projects

Shades of grades between a C and a B are things we can discuss together in a conference.

A "D" grade will be assigned if a student
- has unexcused absences for three or more peer review days
- **and/or** completes only 7 of the 12 writing journals
- **and/or** submits writing journals and major projects but does not complete requested revisions, they will receive a D in the course.

An "F" grade will be assigned if a student
- completes only 6 or fewer writing journals
- **or** fails to submit completed versions of one or more major projects in the course

What if I can't meet a due date?
[instructors, adapt this section to match your late work policy]

If you ever anticipate needing more time with something, please talk with me ahead of time so we can make a plan, as my weeks, too, are scheduled around the work we do together. **There will be times this semester that each of us will face unexpected challenges— family health concerns, workplace and school changes, or economic concerns that make schoolwork difficult. <u>Let's talk together about accommodations needed as these concerns arise.</u>**

A record of your completed assignments can be found on Canvas. If it's helpful, you may use this color-coded table as a checklist to track your work.

Week 1	Week One Reading Practice Activity (completed in class)	
Week 1	Writing Journal #1(Canvas)	
Week 1	Writing Journal #2 (Canvas)	
Week 2	Writing Journal #3 (Bring to class and post to Canvas)	
Week 2	Bring printed copy of complete draft of Project 1 to class to participate in peer review	
Week 3	Revised Project 1 (Canvas)	
Week 3	In-class rhetorical mapping of reading	
Week 3	Writing Journal #4 (Canvas)	
Week 4	Writing Journal #5 (Canvas)	
Week 5	Writing Journal #6 (Canvas)	

Week 6	Bring printed, complete draft of Project 2 to class for peer review	
Week 6	Revised Project 2 and reflective letter (Canvas)	
Week 7	Writing Journal #7 (Canvas)	
Week 8	Writing Journal #8 (Canvas)	
Week 9	Writing Journal #9 (Canvas)	
Week 10	Bring printed, complete draft of Project 3 to class for peer review	
Week 10	Revised Project 3 and reflective letter (Canvas)	
Week 11	Writing Journal #10 (Canvas)	
Week 12	Writing Journal #11 (Canvas)	
Week 13	User-testing of Project 4 artifact (Canvas discussion board)	
Week 13	Revised Project 4 and artist's statement (Canvas)	
Week 14	Writing Journal #12 (Canvas)	
Week 15	Revised Project 5 (Canvas)	("B" grade—complete items listed here and above)
Week 14	In-class showcase presentation of P4 artifact and rehearsed 30-second elevator pitch	(B+ grade—complete items listed here and above)
Week 14	Revised 150-word abstract for undergraduate journal	(A- grade—complete items listed here and above)
Week 15	Informal, multimodal presentation on developmental themes	(A grade—complete items listed here and above)

Project Formats and Submission

Tailor this section to fit your course policies.

- Assignments must be typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins (when applicable).
- Please use MLA format for citations.
- Assignments must be submitted electronically through Canvas.
- Please insert page numbers in the top, right-hand corner of your assignments.

Attendance Policy

Adapt this section to articulate your class policies and see Section IV of this document for recommendations on attendance policies.

Enrollment in ENG 1020 is capped at 24 students. Class attendance is required, and attendance will be taken at each class session. Arriving more than 20 minutes late will count as an absence. Attendance, preparedness, and active participation count as [X] percent of the final grade. However, final grades drop by half a mark for each absence after three, and students will fail the course after five absences.

Last day for Add/Drop (tuition cancelation): for Fall 2023, Tuesday, September 11th; January 22nd
Last day to withdraw (no tuition refund): for Fall, 2023, Sunday November 5th ; Winter 2024 March 24th

Plagiarism Policy
Adapt this section to articulate your class policies and see Section III of this document for recommendations on plagiarism policies.

Plagiarism is the act of copying work from books, articles, and websites without citing and documenting the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). Plagiarism also includes submitting papers (or sections of papers) written by AI or another person, including another student, or downloaded from the Internet. Plagiarism is a serious academic offense. It may result in a failing grade for the assignment or a failing grade for the course. Instructors are required to report all cases of plagiarism to the English Department. Information on plagiarism procedures is available in the Department.

A Note about Research Ethics
Include this section verbatim on syllabus.

Within the academic community, we divide the practice of research into two separate kinds of tasks. Research that involves looking at sources authored by other people, often found in a library or on the internet, is called secondary research. You may already be very familiar with this kind of work, and you'll be doing it for several projects in this class. The other kind of research we call original (or sometimes primary) research. Instead of reading someone else's presentation of knowledge, original research creates or gathers knowledge together in a way that was not done before. For instance, a biologist might conduct an experiment to test the effects of a drug or a fertilizer and write an article to explain her research process and results—again, you're probably familiar with this kind of research. But some academics, especially those in the social sciences, do original research by gathering stories and knowledge from human participants through interviews, focus groups, surveys, or other methods. You won't be doing biological experiments in this class, but you may end up using some of these other methods of original research in your projects. As you involve other humans in your research processes, you must respect their rights to maintain their privacy and to choose how and when their information or stories

get shared. As members of the academic community, we expect you to be responsible researchers as you gather and disseminate this data, as well as any data obtained through secondary research.

Incomplete Policy
Include this paragraph verbatim.

A grade of Incomplete will be issued only if the student has attended nearly all of the class sessions, submitted an Incomplete Contract (using the English Department's recommended form) sign, and obtained the instructor's signature on it. Incompletes are granted at the instructor's discretion.

Wayne State Writing Center
Include this section verbatim.

The [Writing Center](#) provides a variety of tutoring options free of charge for graduate and undergraduate students at WSU. Online and in-person tutoring sessions are available in the following modes:

- In-person during our Writer's Studio open hours
- Online, synchronous sessions (up to 50-minutes)
- Online, asynchronous sessions (please review our guidelines for asynchronous tutoring)

To schedule a one-on-one appointment, please visit our website. Tutoring services are provided by trained undergraduate and graduate student tutors. Our tutors assist with writing from all disciplines and on a range of topics including but not limited to: brainstorming, drafting, revising, organization, and editing. All tutoring sessions are collaborative, so please come prepared to work with your tutor. We look forward to working with you!

For in-person services or just a dedicated space to write and study, you're welcome to drop into our Writer's Studio any time during our regular business hours – no appointment necessary! You can find our current hours at our website.

For more information about the Writing Center and Writer's Studio, please contact the Director, Amy Latawiec (email: amy.latawiec@wayne.edu)

Student Disability Services
Include this section verbatim.

Students who may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Additionally, the Student Disabilities Services Office coordinates reasonable accommodations for students with documented disabilities. The office is located in 1600 David Adamany Undergraduate Library and can be reached by phone at 313-577-1851. Please consult the [SDS website](#) for further information**.**

To register with Student Disability Services, complete the online registration form [here](#).

WSU Resources for Students

- [Student Disability Services](#) (SDS)
- [Academic Success Center](#) (ASC)
- [Counseling and Psychological Services](#) (CAPS)
- [Dean of Students' Office](#) (DOSO)
- [Office of Military and Veterans Academic Excellence](#) (OMVAE)

Other Course Policies

Adapt this section to articulate your class policies and see Section IV of this document for recommendations on course policies.

- Students will be asked to share their work in class.
- Students should ensure that all pagers, cell phones, watches, etc., won't sound during class time. Students should not take or make calls, text message, or otherwise use electronic devices during class, except to access course-related materials.
- Students must contact the instructor in advance if work cannot be submitted by the due date. No comments will be provided for late work. The instructor will determine specific grade reductions based on timely prior notification, whether revised deadlines are met, and similar factors. Late work will be accepted and graded only if a new deadline is arranged with the instructor in advance.

II. Major Projects

ENG 1020 Project 1: Reflective Essay on Language and Literacy

Due Dates

(Week 2, date): Bring printed copy of complete draft of Project 1 to class for peer feedback.

(Week 3, date): Revised Project 1 due to Canvas for teacher feedback and evaluation.

Purpose

Through this project, you will identify and reflect on the role of language in your everyday life by analyzing how you use language in different settings. In addition to seeing how this class relates to your own life, you will return to this project at the end of the semester as you prepare for Project 5, the final reflective essay. As you write this project, you will work on the following objectives:

- Analyze your own writing process
- Demonstrate critical awareness of the rhetorical uses of different kinds of English
- Use a writing process that involves multiple steps and analysis of your rhetorical choices
- Develop strategies for composing a reflective, analytical essay

Task

Compose **a short essay** (500 words minimum) that explains how you use language in two different social settings from your everyday life.

In your essay, identify, describe, and analyze your specific examples of language by writing about your audience, social context, and purpose as a speaker **or** writer in each social setting. Discuss how your use of language is similar and/or different in each social situation. Potential social settings might include home, work, school, social media, religious institutions, social clubs or hobby groups (including those inside or outside of school). Potential examples of language use that you might identify as artifacts or examples include snippets from conversations, song lyrics, books, or your own writing.

Organize your essay using an introduction, focused paragraphs with topic sentences, and a conclusion in which you summarize what you understand about your language practices from reflecting on and analyzing these examples.

Your primary audience for this essay is yourself and your classmates, with whom you may discuss the essay.

Both your draft and your final, revised project must be typed and double-spaced, with an MLA heading and page numbers.

Evaluation

This essay is worth 50 points, as outlined in the rubric below.

[Note: Instructors using grading contracts can remove the "Points possible" column and "Total Points" row and use these criteria as a checklist for completion.]

Criteria	Points possible
Description and Analysis of Language Example #1 – examines specific examples of language in relation to your audience, context, and purpose in a social setting	12.5
Description and Analysis of Language Example #2 – examines specific examples of language in relation to your audience, context, and purpose in a second social setting	12.5
Comparative Evaluation – identifies similarities and differences in your language use within different social settings	10
Organization – contains an effective introduction and conclusion - organizes paragraphs in a logical manner	5
Writing Style – demonstrates purposeful use of grammatical techniques to enhance the piece. -There are no non-purposeful run-ons or fragments.	5
Formatting and Mechanics – utilizes MLA format, which includes Times New Roman 12 pt font, double-spacing, 1-inch margins, and page numbers	5
TOTAL POINTS:	50

ENG 1020 Project 2: Rhetorical Analysis

Due Dates
[Input relevant due dates for drafts and final submissions to Canvas.]

(Week 6, date): Bring printed copy of complete draft of Project 1 to class for peer feedback.

Commented [CH8]: Be sure to update due date!

(Week 6, date): Revised Project 2 and reflective letter due to Canvas for teacher feedback and evaluation.

Purpose
In Project 1, you analyzed your own use of language. Now you will analyze others' use of language to see how their rhetorical strategies can influence readers and viewers. In Project 3, you will use these strategies to write persuasive texts of your own.

In the process of writing this project, you will work on the following objectives:

- Demonstrate critical awareness of the rhetorical uses of different kinds of English
- Analyze how college-level texts use rhetorical strategies
- Develop strategies for composing a rhetorical analysis essay
- Use a writing process that involves multiple steps
- Reflect on your writing process

Task

Rhetorical Analysis

In this 1500-word project, you will compose rhetorical analyses of two different popular texts on a topic of public interest that is meaningful to you. Then you will compare and contrast how the creators of these texts use rhetorical strategies to present their views on this topic. You will also compose a reflective letter (350-500 words) about your experience working on this project.

The **target audience** for your rhetorical analysis is similarly engaged peers who also care about this topic and want to think about it in a rigorous way.

You will organize this project in four sections. You may choose to use subheadings to separate the sections, if you like, and each section will include focused paragraphs developing main ideas.

1. An introduction, in which you explain why you chose to focus on the topic you have selected
2. A rhetorical analysis of a **written text—a work that mainly uses the written word** (an article or opinion piece from a newspaper, a blog, or a magazine)

3. A rhetorical analysis of a **visual text--**a work that mainly uses images or that combines images, sound, and the written word (advertisements, music videos, or social media posts)
4. An analysis of the effectiveness of the approaches the creators of these texts have used to persuade their audiences and a concluding paragraph that includes an explicit claim about which rhetorical strategies most effectively bring this topic to an audience.

In your rhetorical analysis of each text, please include the following:
- A description of the rhetorical situation of the text:
    - What is the title of the text?
    - Who composed this text?
    - What is the purpose and topic of the text?
    - In what context (time / location) was this text composed and/or published? In what cultural context was this text composed?
    - Where did you find this text?
    - Who is the audience for this text?
- A summary of the text including the main argument
- An analysis of how the creator of the text uses rhetorical strategies to address this rhetorical situation and persuade the audience. There are a variety of rhetorical strategies you might address:
    - Rhetorical traditions, as covered in class
    - Language choices and/or different kinds of English
    - Argumentative structures
    - Logical fallacies
    - Visual rhetoric (images and figures)

Reflection

In a reflective letter written to your classmates and teacher (350-500 words), discuss what you have learned in relation to rhetorical analysis, reading and your own writing process. Please address the following prompts in your reflection:
- What were your personal goals for the project? How would you rate your progress toward those goals?
- What worked in terms of your writing process? What do you need to work on?
- How would you rate your progress toward achieving the project's learning objectives (listed above)?
- How did your writing improve as you worked on this project?
- Reflect on the project as a whole:
    - What, specifically, did you learn about rhetorical strategies from the pieces you analyzed?
    - What did you learn about how arguments are presented in different modes and/or styles?
    - What did you learn during this project that surprised you most? Why?

Your draft, your final, revised project, and your reflection letter must be typed and double-spaced, with an MLA heading and page numbers. Include MLA-formatted in-text citations and works cited entries for the sources you use in this project.

Evaluation

The rhetorical analysis project is worth 200 points, as outlined in this grading rubric.

[Note: Instructors using grading contracts can remove the "Points possible" column and "Total Points" row and use these criteria as a checklist for completion.]

Criteria	Points possible
Text 1 Overview – accurately describes text and identifies rhetorical situation, rhetorical audience, and main argument	30
Text 1 Analysis – identifies types of arguments and rhetorical strategies	30
Text 2 Overview – accurately describes text and identifies rhetorical situation, rhetorical audience, and main argument	30
Text 2 Analysis – identifies types of arguments and rhetorical strategies	30
Comparison – discusses the strengths and weaknesses of each text in relation to one another and includes an explicit claim about effective rhetorical strategies for bringing this topic to an audience	30
Organization – uses an effective structure that includes an introduction, conclusion, topic sentences, paragraphs, and transitions	15
Writing Style – uses a clear, consistent voice to share their perspective with the reader	10
Formatting Citation – utilizes MLA format, which includes Times New Roman 12 pt font, double-spacing, 1-inch margins, and page numbers -sources are cited both in-text and in works cited entries	5
Reflective Letter – discusses the writer's rhetorical analysis process (including reading, annotating, and identifying rhetorical strategies) and their process for composing the essay	20
TOTAL POINTS:	200

ENG 1020 Project 3: Argumentative Essay

Due Dates

[Input relevant due dates for drafts and final submissions to Canvas.]

(Week 7, date): Writing Journal #7 (including a draft of a claim) due to Canvas by 11:59 p.m.

(Week 8, date): Writing Journal #8 (including a working bibliography) due to Canvas by 11:59 p.m.

(Week 10, date): Bring printed copy of complete draft of Project 3 to class for peer feedback.

(Week 10, date): Revised Project 3 and reflective letter due to Canvas for teacher feedback and evaluation.

Commented [CH9]: Be sure to edit due dates!

Purpose

In Project 2, you analyzed two authors' arguments about a topic. Now you will join the conversation about that topic by creating an argument that shares your perspective with your intended audience. Rather than simply trying to prove that your argument is "right," you must advocate that the audience should consider or discuss your viewpoint on the topic by sharing evidence that backs up your claims. In Project 4, you will make this argument once again in a new genre that involves different communication modes (visual, verbal, spatial, etc.).

While writing this project, you will work on the following objectives:

- Compose arguments that respond to ongoing conversations
- Develop strategies for composing an argumentative essay
- Use appropriate primary and secondary sources in ethical ways
- Use a writing process that involves multiple steps and analysis of your rhetorical choices
- Create a persuasive text that address specific circumstances and a specific audience
- Analyze your own writing process
- Evaluate your use of language and rhetorical strategies

Task

Argumentative Essay

Write **a 1300- to 2000-word argumentative essay** on **a topic of public interest,** potentially related to the subject that you chose for Project 2. Your essay should present **a major claim** about a debate.

Identify a university-based or scholarly audience for your essay, one that is interested in or passionate about the topic you are exploring but does not necessarily share your viewpoint. Use rhetorical appeals and language to reach your chosen audience effectively. (You may want to practice the techniques that you analyzed in Project 2.)

You must write in the style of an academic essay. This means that you will include typical academic essay genre features like an introduction, a major claim, body paragraphs with supporting claims and source-based evidence, and a conclusion summarizing your argument and the implications of your argument.

The **evidence you use to support your major claim will come** from an additional **6 sources** beyond those used in Project 2. Of these new sources, **at least two must be scholarly.**

Reflection

You will also submit **a 350- to 500-word reflective letter**, addressed to your fellow classmates and instructor. This letter will discuss what you have learned in relation to analysis, argument, persuasion and sharing perspectives. Please address the following prompts in your reflection:

- What was your rhetorical purpose in this project?
- What was your chosen audience for this project? How did you try to appeal to them?
- What were your personal goals for the project? How would you rate your progress toward those goals?
- What worked in terms of your writing process? What do you need to work on?
- How would you rate your progress toward achieving the project's learning outcomes (listed below)?
- How did your writing and research improve as you worked on this project?
- Reflect on the project as a whole:
    - What challenges did you face as you moved from analyzing your topic in Project 2 to sharing your perspective on it in Project 3?
    - What was useful for you from this project?
    - What areas should you focus on next?

Your draft, your final, revised project, and your reflection letter must be typed and double-spaced, with an MLA heading and page numbers. Include MLA-formatted in-text citations and works cited entries for the sources you use in this project.

Evaluation

This project is worth 200 points, as outlined in this rubric.

[Note: Instructors using grading contracts can remove the "Points possible" column and "Total Points" row and use these criteria as a checklist for completion.]

Criteria	Points possible
Introduction – effectively presents the rhetorical situation of the argument	25
Claims – makes a clear major claim that presents the writer's perspective on and response to the conversation around the chosen issue -uses supporting claims to develop the major claim at the paragraph level	25
Evidence – effectively analyzes, integrates and responds to sources, using them in ethical ways	25
Rhetorical Strategies – strategically uses rhetorical and language choices to support the argument	25
Writing Style - uses advanced grammatical techniques to enhance the piece: sentence structure, tone, choice of words - There are no non-purposeful run-ons or fragments	25
Formatting and Citation- utilizes MLA format, which includes Times New Roman 12 pt font, double-spacing, 1-inch margins, and page numbers -sources are cited both in-text and in works cited entries	25
Organization – The essay includes focused paragraphs with topic sentences, transitions between supporting ideas, and, and an identifiable argumentative structure	25
Reflective Letter – discusses rhetorical and language choices (including reading, annotating, identification) and writer's process for composing the essay	25
TOTAL POINTS:	200

ENG 1020 Project 4: Remixed Argument

Due Dates

[Input relevant due dates for drafts and final submissions to Canvas.]
(Week 12, date): User-testing of Project 4 artifact complete
(Week 13, date): Revised Project 4 and artist's statement due to Canvas for teacher feedback and evaluation.

Commented [CH10]: Be sure to update due dates!

Purpose

In Projects 1 and 2, you analyzed the communication possibilities of different kinds of compositions. Project 3 asked you to compose an argument of your own. Now, in Project 4, you will build on that work by creating a remixed argument that uses multiple communication strategies to share your perspective from Project 3 with a new audience. In composing this project, you will work on the following objectives:

- Compose arguments that respond to ongoing conversations
- Use appropriate primary and secondary sources in ethical ways
- Use a writing process that involves multiple steps and analysis of your rhetorical choices
- Create a persuasive text that address specific circumstances and a specific audience
- Design a composition that use multiple communication modes in ways that are accessible to diverse audiences
- Analyze your own writing process and your use of language and rhetorical strategies
- Demonstrate critical awareness of the rhetorical uses of different kinds of English

Task

Multimodal Remix

Remix your claims, evidence, arguments, and/or other elements from Project 3 to design a multimodal text that uses multiple communication strategies (images, sounds, gestures, and/or the written word). This project must share your perspective from Project 3 with a public audience outside of the university. Just like real-world designers, you are tasked with a "problem to solve" (in this case, reimagining Project 3 for a new audience and genre), and you will engage in a structured design process that involves user-testing a prototype and sharing your final design in a mini showcase.

The **format** of your remixed argument is not restricted to any singular mode or method of delivery. The possibilities include, but are not limited to:

- Podcasts (10 minutes)
- Informational posters or advertising campaign (series of 3-4 posters)
- PSAs (5 minutes)
- Visual essays (10-12 stills)

- TedTalk (10 minutes)
- Slideshow with narration (8-10 slides)
- TikTok (3 minutes)
- Collage or montage (minimum of 15-20 elements)
- An infographic PSA (1-2 pages)
- An Instagram-style infographic (5-10 slides)
- A YouTube video (5-10 minutes)
- An animated video (1-2 minutes)
- A zine (5-10 pages)
- A craft, textile, or handmade object

The **target audience** for your remixed argument is a popular (non-academic) audience of your choice. You should select a target audience based on your intended purpose. For example, if your purpose is to inform, then your audience will be an uninformed audience. If your purpose is to encourage action, you should imagine an audience that is already familiar with your topic. Further, the genre you choose will influence what audiences have access to your argument. It is important to note that your target audience in Project 3 was an academic audience, so you must consider the best way to adapt your findings for the new audience you have chosen. The project must also be accessible to the diverse members of the audience you have identified.

Reflection

You will also submit **a 350- to 500-word artist's statement** with your project to help your target audience understand your composition. This statement will situate your work within a larger conversation and explain what you hoped to accomplish. Please address the following prompts in your statement:

- What was your rhetorical purpose for this project?
- What was your chosen audience for this project? How did you try to appeal to them?
- What communication modes did you incorporate into this project? Why did you pick these specific modes?
- What were your personal goals for the project? How would you rate your progress toward those goals?
- What worked in terms of your design process? What do you need to work on?
- How would you rate your progress toward the project's learning outcomes (listed below)?
- How did you improve as a designer while completing this project?
- Reflect on the project as a whole:
    - What factors (e.g., intended audience, design features) led you to select your genre?
    - How did you use design strategies to solve the problem of converting Project 3 into this new genre?

- What design features did you use in the project? How did you use these features to ensure that your work was accessible to all audiences (e.g., alt text, captions, a transcript, etc.)?
- What rhetorical strategies from Projects 2 or 3 were useful to you in composing this piece?
- How did your chosen audience, genre, design features, and/or rhetorical strategies limit your communication? How might you get your ideas across, or share your perspectives differently, if you made different choices or targeted a different audience?

All written work for this assignment (including the artist's statement) must be typed and double-spaced, with an MLA heading and page numbers. Include MLA-formatted in-text citations and works cited entries for the sources you use in this project, in the appropriate locations in your project.

Evaluation

The remixed argument project is worth 150 points, as outlined in this grading rubric.
==[Note: Instructors using grading contracts can remove the "Points possible" column and "Total Points" row and use these criteria as a checklist for completion.]==

Criteria	Points possible
Purpose – The project conveys a specific purpose and is organized around an explicit main idea.	30
Evidence – The project effectively synthesizes relevant information from research to develop the designer's credibility and perspective.	30
Rhetorical Strategies – The project effectively uses multiple communication modes (e.g., descriptions, samples, sounds, music, color, audio recording, symbols, images, words, etc.) to convey ideas.	30
Accessibility – The project ensures that diverse audiences will not encounter barriers interacting with its content.	30
Artist's Statement – The artist's statement demonstrates understanding of using multiple communication modes to appeal to a specific audience and of the design process (planning, drafting, working with feedback and revising).	30
TOTAL POINTS:	150

Project 5: Thematic Reflective Essay

Due Dates

[Input relevant due dates for drafts and final submissions to Canvas.]

(Week 15, date): Bring printed copy of complete draft of Project 5 to class for peer feedback.

(Week 15, date): Revised Project 5 due to Canvas for teacher evaluation.

Purpose

Across your work in this course, you have reflected on your reading, research, and writing processes. In this final essay for the course, you will reflect on your writing and research work across the semester to articulate, trace, and discuss a developmental theme about yourself as a writer or researcher. You will use your work for the class as evidence to support the theme you identify.

In this project, you will work on the following objectives:

- Analyze your own writing and learning processes
- Evaluate your use of language and rhetorical strategies
- Demonstrate critical awareness of the rhetorical function of different kinds of English
- Use appropriate primary and secondary sources in ethical ways
- Use a writing process that involves multiple steps and analysis of your rhetorical choices

Task

We will use Joy Ritchie's chapter "Connecting Writer's Roles to Social Roles Beyond the Classroom" to begin our discussion of the themes that emerge when we reflect on our research and writing work in this course. In that chapter, Ritchie explores the ways that several students work through their research and writing in a composition course, developing their identities as writers and people.

After we have read and discussed Ritchie's text, you will spend time reading through and reflecting on the artifacts of your work in ENG 1020—your journals, reflections, drafts, projects, and even notes or emails about the course.

You will use these artifacts to support your development of a clearly articulated theme about yourself as a researcher or writer. In a 1200–1500-word reflective essay, you will

introduce this personal theme and use the artifacts as evidence of how this theme has developed through your work.

You can choose the central reflective mode of your essay: it may be narrative, argumentative, descriptive, comparative, analytical, etc. The mode you choose will guide your organizational choices. Because this is a reflective essay, you will write it in first person and draw from personal experiences and artifacts. In the introduction of your essay, you should make this theme explicit; in the supporting paragraphs in the body of the essay, use and discuss evidence from the artifacts to demonstrate how this theme has developed across your work. You may also draw on any of the readings we did for class to develop your ideas.

The **target audience** for your reflective essay is yourself, your instructor, and your classmates.

All written work must be typed and double-spaced. Pages should be numbered. Please cite any sources, including your own work, in MLA format.

Evaluation

This final project is worth 150 points, as outlined in the rubric below.

[Note: Instructors using grading contracts can remove the "Points possible" column and "Total Points" row and use these criteria as a checklist for completion.]

Criteria	Points possible
Focus - Introduction includes a clearly articulated theme about the author as a writer and/or researcher	25
Evidence - Identification of and description of specific artifacts from the course and the student's work that support the theme - Discussion of how the artifacts demonstrate the theme	50
Organization - Essay and paragraph structure reflects the primary mode of the essay (e.g., argumentative, narrative, etc.)	25
Writing Style – Demonstrates purposeful use of grammatical techniques to enhance the piece. -There are no non-purposeful run-ons or fragments	25
Formatting and Mechanics – Utilizes MLA format, which includes Times New Roman	25

12 pt font, double-spacing, 1-inch margins, and page numbers -In-text citations are appropriate to the selected mode; sources are listed in formatted works cited entries	
Total	150

III. Policies, Resources & Suggestions

Do not include this section in material you distribute to students. Topics covered in this section include: Desk Copies, Ordering Texts, Revision, Reflective Assignments, Canvas CMS, Class Attendance, Grading, Plagiarism, Syllabus Submission, Requests for Overrides, Instructor Absences, Supporting Materials and Activities

Desk Copies

Desk copies of all required or recommended texts are available in the Department of English. Most books are on the shelves next to the Composition Program office.

Ordering Texts

The WSU Barnes and Noble bookstore keeps the required text for ENG 1020 in stock so there is no need to submit an additional order form to the bookstore unless you have had an additional required text approved.

Revision

Revisions are to be built into most or all of the major assignments. Students should submit drafts and receive comments from the instructor, and possibly peers, before submitting a final draft. Instructors are encouraged, but not required to allow students to revise one paper or project after students have submitted a "final" draft and received a grade.

Important Note

To earn an improved grade, students should demonstrate substantial revision involving one or more of the following: a Writing Center conference, conference with instructor, revision memo, or the use of Word's track changes and comment features to mark and describe revisions.

Instructors may also require students to submit a reflective letter explaining how they used these methods to reflect on their draft and make changes, or instructors may require that students submit a prerequisite memo with plans for revision before allowing students to submit a revision. In the letter or memo, students might discuss their planning process, how they monitored their writing process, and/or how they evaluated their current draft.

Canvas CMS

All sections of ENG 1020 must maintain a Canvas site for the purposes of 1) posting the syllabus and some assigned materials (e.g. readings, assignments sheets); 2) having students submit (i.e. upload) assignments to Unicheck; and 3) maintaining an up to date Grade Book.

Wayne State students are familiar with Canvas, and surveys indicate that they appreciate Canvas sites for their courses and use them actively (especially the Grade Center). If you are not familiar with Canvas, please sign up for one of the [OTL's several workshops](#). Feel free to use a WordPress, Wiki, or other site as the main site for your course and to link it to Canvas. Use Canvas to post copyrighted material to meet fair use guidelines.

Class Attendance

To provide students with an appropriate gauge of their progress in the course and discourage students from disputing course grades, instructors should include in the syllabus an attendance policy that sets explicit limits on absences and that specifies the percentage of the final grade contributed by attendance, preparedness, and participation. To minimize the risk of inappropriate grade inflation, instructors may wish to set this percentage at 10% or less. Instructors are strongly encouraged to require students to demonstrate preparedness and active participation to earn credit for attendance. In addition to awarding credit for attendance, instructors are strongly encouraged to penalize absence, for example, by indicating that final grades drop by half a mark for each absence after three and that students will fail the course after five absences.

Grading

Grades in ENG 1020 convey important information about students' level of preparation for future courses and future writing situations. This information is key to several audiences: students, who use it to gauge whether to seek additional support; students' future instructors, who use it to evaluate students' readiness to engage in the work required for their courses; advisors, who use it to guide students' registration and other academic decision-making; and University administrators, who use it in conjunction with other information, such as students' grades in Writing Intensive courses, to assess how effectively Composition Program courses prepare students to succeed in subsequent courses. Therefore, consistency of grading across sections is crucial for grades to convey accurate information to these audiences.

Because a "C" in ENG 1020 is required for students to enroll in Intermediate Composition courses, a final grade of "C" or above in the course indicates that the student has clearly achieved all the learning outcomes of the course and is prepared to participate in complex disciplinary research and writing situations. A non-passing final grade ENG 1020 indicates that the student has not achieved the learning outcomes of the course and needs to repeat the course to be prepared to write successfully in their IC courses.

It is important to note that not passing a student in ENG 1020 is not an absolute failure or a ticket to dismissal from the University. It simply reflects the student's need to repeat the course in order to be prepared for successful writing in other courses. There are some repeating students in most sections of ENG 1020 each term. The goal in grading is to avoid grade inflation, which sends students forward to future courses without the preparation required for them to succeed, while enabling as many students as possible to achieve "C" level or better proficiency in the ENG 1020 learning outcomes.

Other Suggestions for Grading:
Make assignments challenging.
If assignments are too easy, especially at the beginning of the term, instructors may find themselves giving high grades that have the cumulative effect of an inflated course grade.

Grade written work, not effort. While of course it's important to provide motivation by positively acknowledging students' efforts, grades should reflect achievement and preparation for work at the next level, rather than effort invested.

Grade with a rubric. Rubrics help establish the focus and consistency of grading.

Grade conservatively at the beginning of the course. This makes it easier to use the entire grading scale as the term goes on, especially for the later papers.

Make attendance and participation worth 10% of the grade at most and penalize students for inadequate attendance and/or participation, so that these cannot be the determining factor for passing the course.
Leverage students' interest in grades. Students in any class are often highly motivated by grades, so help students to understand the quality of work required to achieve their desired grades.

Student Evaluation of Teaching Scores and Grading.

Instructors, especially part-time faculty, are sometimes concerned about the relationship between grading and Student Evaluation of Teaching (SET) scores. English Department administrators are aware that students sometimes rate instructors in rigorous required courses lower than they may deserve. In the Department, decisions about staffing are never made solely or primarily on the basis of SET scores.

Using Rubrics in Grading

For major assignments instructors should use a rubric for grading. The rubric should be included on the assignment sheet and ideally should indicate how the assignment supports students' work toward course learning outcomes. Using rubrics for grading gives students the evaluation criteria for a particular assignment as well as a specific idea of the standards for writing in upper-level college courses. Using rubrics helps instructors achieve consistency and efficiency in grading by focusing on selected criteria that grow steadily more complex over the course of the term. Rubrics also help combat grade inflation. Final grades on papers should reflect the quality of writing, not the amount of effort expended.

Please see the sample grading rubrics included in the assignment sequence or at the Composition Faculty site in Canvas (contact the Director of Composition if you need to be added to that Canvas site.) Rubrics should be assignment-specific. Instructors may develop their own rubrics for assignments. A rubric can be designed in many forms, including a point system, a series of statements or questions, a checklist, etc. Some instructors design assignment rubrics in collaboration with the students.

Plagiarism

Students in ENG 1020 should be taught how to avoid plagiarism, either deliberate or inadvertent. The most effective way to prevent plagiarism is to use the assignment sequence that builds cumulatively and requires students require students to submit each component for feedback before moving on to the next. The same is true of assignments that use concepts from readings and tasks specific to a particular ENG 1020 section. Each syllabus should include the instructor's written plagiarism policy. (Please see the English Department Syllabus Checklist and Policy Information handouts that are distributed at the beginning of each term). All cases of plagiarism should be discussed with English Department advisor Royanne Smith. A first case of plagiarism typically does not result in departmental action beyond the instructor's plagiarism policy, but the Department keeps records to track repeat plagiarism offenses, which must be reported to the WSU Dean of Students Office. To prevent and detect plagiarism, instructors may wish to review all major assignments with Unicheck on Canvas. If you are not

familiar with Unicheck, please sign up for an introductory training at the WSU OTL [Office for Teaching and Learning]: http://www.otl.wayne.edu

Syllabus Submission

Per WSU policy, all instructors are required to submit a copy of their ENG 1020 syllabus to the Department of English. ENG 1020 syllabi will be reviewed within the English Department to check for the required elements of the current common syllabus (see the Syllabus Checklist in Section II).

Requests for Overrides

Instructors should not feel pressured to add students over the limit and should consider carefully whether to do so, given the time commitment required for commenting and conferencing effectively.

Course registration hosts waitlists. This means that students may register for a waitlist and be notified if a seat opens in that class. Waitlists dissolve during the first week of class, during which students may request overrides.

Instructor Absences

If you will miss a class session for any reason (from professional travel to an emergency), please notify your students via Canvas email or text messaging. Notify the Director of Composition for planned absences and the reason for being absent; notify the English Department for unplanned absences by calling or leaving a message at the front desk (313-577-2450) including your name, date, class information, and reason for absence.