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

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ENG 1020
College Writing

[*Enter academic semester and calendar year*]

Instructor and Section Information

[*Required content includes your name, contact email, office location/hours, class meeting times/location, and CRN. Additional content may include a brief Instructor Bio and/or an Instructor's Course Description that introduces important goals, themes, values, or practices for the semester.*]

Instructor Name and Email:
Instructor Bio: (optional)
Instructor Course Description: *(optional)*

Office Location:
Office Hours:

Class Meeting Days/Times:
Class Meeting Location:
Class CRN:

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.]

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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 leaing 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

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Assignments

[Include this section verbatim unless you have received permission from the Director of Composition to teach alternative assignments.]

Students are required to write a minimum of 32 pages (approximately 8,000 words) in ENG 1020 (including drafts and informal writing). This course will feature 5 major projects along with less formal writing for in-class activities and homework.

1. Rhetorical Analysis Project (1,500-2,000 words)
2. I-Search Project (1,500-2,000 words)
3. Project 3 includes two components:
    a. Researched Argument Project (2,300-3,000 words)
    b. Infographic Project (500-1,000 words)
4. Reflective Letter Project (and portfolio) (1,000-1,500 words)

Project Formats and Submission

[Tailor this section to fit your course policies.]
- MLA for document formatting and citations.
- Typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins.
- Submitted electronically through Canvas.

Grading

[Tailor this section to fit your grading policies and scale, the following is just an example.

Grades on individual papers will be weighted as follows:
- Rhetorical Analysis Project (10%)
- I-Search Project (20%)
- Researched Argument Project (30%)
- Infographic Project (20%)
- Reflective Essay Project (10%)
- In-class Writing (10%)

[Instructors can adapt this to their own grading scale, but must include a grading scale.]

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percent	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Class Policies

Below are policies for successful completion of this course. Please reach out if you have any questions or concerns. We will discuss these policies in the first few class meetings and adjust if necessary.

Attendance Policy
[Adapt this section to articulate your class 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 [*XX*] 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: [*enter date*]

Plagiarism Policy

[Adapt this section to articulate your class policies, and see Section IV 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) that were written by 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's 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

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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.

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 writing and make photocopies for others 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.
- If a student misses the first two class sessions, they will be asked to drop the course to avoid a failing grade. Students may add the course during the first week of classes but not after that.
- Additional resources include the Academic Success Center and Counseling and Psychological Services (CAPS).

Wayne State Writing Center

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[Include this section verbatim.]
The Writing Center provides individual tutoring consultations free of charge for graduate and undergraduate students at WSU. Tutoring sessions are run by undergraduate and graduate tutors and can last up to 50 minutes. Tutors can work with writing from all disciplines.

Tutoring sessions focus on a range of activities in the writing process – understanding the assignment, considering the audience, brainstorming, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics. To make a face-to-face or online appointment, consult the Writing Center website.

For more information about the Writing Center, please contact the Director, Amy Latawiec.

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. You can learn more about the disability office at the Office of Student Disability Services. To register with Student Disability Services, complete the online registration form.

Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Other Student Resources

- Academic Success Center (ASC)
- Counseling and Psychological Services (CAPS)
- Dean of Students' Office (DOSO)
- Office of Military and Veterans Academic Excellence (OMVAE)

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Class Calendar

[Include a calendar or list of major deadlines for class projects. The table used for this and other calendars in this document are accessible. If you revise the format, please [ensure accessibility](#) on revision.]

	Topics	Readings	Deadlines
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			
Week 16			

Assignment Descriptions

[Important Note: Revised or Modified versions of project descriptions in this document are permitted, yet not without approval of the assignment/ project granted from composition director Richard Marback. To receive approval from Richard, e-mail the modified version of the project in advance.]

1: Rhetorical Analysis Project

Introduction/Rationale

The analysis essay is a common college assignment across many different majors. Simply put, analysis focuses on describing how something works by breaking it down and examining its various components. In this version of the analysis essay, the something you'll study are examples of non-fiction writing designed to persuade readers to take action. To do your analysis, you will use rhetorical analysis, which is an advanced reading strategy used to explore how rhetorical messages work in specific situations.

As your instructor, I will use this assignment to assess your achievement across the following three goals:

1. to develop your understanding of key rhetorical concepts (situation and purpose; types of claims or types of arguments); and persuasive appeals),
2. to provide you with practice using rhetorical concepts as a reading strategy to read and analyze types of writing,
3. to give you practice writing in the genre of the academic essay.

Assignment Prompt

Write a 1500-2000--word paper that identifies, describes, and analyzes the argumentative and rhetorical strategies used by the author of the article you are assigned to study. Here's the basic sections of the essay:

I. Introduction: introduce the topic and purpose of your paper (e.g., the ways writers attempt to communicate with readers about police brutality, etc.) and foreshadow your evaluative claim about the article being studied (see conclusion).

II. Summary and Description of Rhetorical Situation and Purpose: in a short paragraph, summarize the article being studied and describe the rhetorical situation and purpose of the article using the definition of rhetorical situation provided in Chapter 7 of From Inquiry to Academic Writing: Custom 4th edition for Wayne State (referred to as FIAW below).

III.   Analysis of Article: your analysis should focus on identifying and describing four different components of the writer's argument:
   a. Types of claims or types of arguments - identify and describe either the different types of claims (i.e. claims of fact, claims of value, claims of policy) or different types of arguments (i.e., definition, evaluation, causal, proposal, rebuttal) used in the article being studied by including specific examples from the text to prove your point
   b. Ethos - describe how the author of the article makes themselves appear credible and trustworthy for the article's target audience using examples from the text to demonstrate your point.
   c. Pathos - describe how the author of the article appeals to the emotions and/or beliefs of the article's target audience using examples from the text to demonstrate your point.
   d. Logos - describe how the author of the article appeals to logic to target the audience's expectations for appropriate supporting evidence using examples from the text to demonstrate your point. Identify and describe at least one enthymeme used in the article.
IV.   Claim/Conclusion: develop your own evaluative claim about the persuasive strategies used in the article being studied. Strong essays will develop the evaluative claim in terms of particular elements of the article's rhetorical situation (e.g., audience, purpose, etc.). As an example, you might argue that the article is generally ineffective because it fails to adequately anticipate the needs and expectations of its target audience.

Essay Organization and Formatting
Included below is a detailed outline for the essay which includes all of the different sections described above. Supporting materials for each section are included in parentheses.

I.   Introduction
   a. introduce the topic and context (e.g., the ways writers attempt to communicate with readers about gun violence, etc.)
   b. state purpose of your essay ("In this essay, I will explore…")
   c. introduce or foreshadow your evaluative claim ("I argue that…")
II.   Summary/Rhetorical Situation and Purpose Description
   a. summarize the article
   b. describe the author's rhetorical situation and purpose (FIAW, Ch7)
III.   Analysis

      a. identify and describe either the main types of claims used in the article or the main types of arguments used the article (FIAW, Ch 9 and/or handout)

      b. identify and describe the author's use of ethos (FIAW Ch 13)

      c. identify and describe the author's use of pathos (FIAW Ch 13)

      d. identify and describe the author's use of logic and at least one enthymeme used in the article

IV.   Your Claim/Conclusion

      a. develop an evaluative claim about the article ("Backpacks vs. Briefcases: Steps toward Rhetorical Analysis")

Bolded headings, similar to the headings used in this document, can be used to separate the different sections of the essay (a template for the essay is included below).

The essay must also have a title that identifies the topic of the paper (e.g., An Analysis of "Article X" and a "hook" that gives readers some sense of the paper's main idea). Here are some examples from previous papers:

- "Out of the Frying Pan and into the Fire: A Rhetorical Analysis of 'Climate Change Crisis'"
- "Playing the Logic Game: An Analysis of Logos in Edward Wilson's 'Apocalypse Now'"

Outcomes

After successfully completing this project, students should be able to:

Writing

Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness.

- You'll practice demonstrating understanding of rhetorical concepts: scene, genre, rhetorical situation, argument, and persuasive appeals.

Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.

- You'll practice the MLA-style analysis essay genre.

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.

- You'll use the concepts of scene, genre, rhetorical situation, argument, and persuasive appeals as a reading strategy.

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Researching

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

- You'll use the concepts in From Inquiry to Academic Writing and Carroll's "Backpacks vs. Briefcases" to formulate new ideas and arguments to analyze other texts.

Minimum Requirements

- 1500-2000 words
- typed; double-spaced
- formatted for MLA style
- written in formal, edited English
- essay must accurately identify and describe the types of claims or types of arguments used in the article
- essay must persuasively describe the uses of ethos, pathos, and logos in the article
- essay must develop your own evaluative claim about the article

Grading

[Template - Adapt this section to articulate your class policies]
The following scale will be used to grade features of your essay described below:

Grade Scale	Excellent (95)	Acceptable (80)	Needs Revision (65)	Missing (0)

Introduction

- Does the beginning of the essay introduce the topic? (e.g., how writers attempt to communicate with readers about college debt, etc.)
- Does the introduction state the purpose of the essay? ("In this essay, I will explore...")
- Does the beginning of the essay introduce or foreshadow the paper's evaluative claim? ("I argue that…")

Summary

- Do you accurately summarize the article being studied?
- Do you accurately describe the rhetorical situation of the article?

Analysis

- Do you accurately identify the different types of claims or types of arguments used in the article using specific examples from the text to prove your point?
- Do you provide a persuasive description of how the author attempts to create a sense of credibility and trustworthiness with specific examples from the article?

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- Do you provide a persuasive description of how the author attempts to appeal to the emotions and beliefs of the target audience with specific examples from the article?
- Do you provide a persuasive description of how the author attempts to appeal to logic and the target audience's expectations for appropriate supporting evidence? Do you identify and describe at least one enthymeme used in the article?

Claim/Conclusion
- Do you develop your own evaluative claim about the article based on the text's rhetorical situation?

Clear and Effective Writing
- Is your paper edited and polished for presentation?
- Did you format your paper using MLA style?

Organization
- Do you present your ideas using a general to particular pattern that flows logically from one point to the next?

Due Date
Upload your paper to Canvas by [date].

Project 1 Supporting Materials and Activities
Available on the Canvas site "Composition Faculty Resources"
- Types of arguments handout (definitions and models)
- Types of arguments overview (slides connect the FIAW "claims" languages with types of arguments)
- Summary assignment
- Rhetorical Situation assignment
- General to Particular Organization assignment
- Working with Quotes assignment

Additional resources:
- *From Inquiry to Academic Writing (Custom 4th Edition for Wayne State),* suggested chapters listed in the schedule below
- Purdue Online Writing Lab: MLA Style
- "Backpacks vs. Briefcases"
- Pathos Ethos Logos Website

Suggested Project Calendar
[*Adapt this section to match your class schedule*]

Week	Topics	Readings	Assignments
1	Introduction, rhetorical situation, purpose	Syllabus, *FIAW* Foreword and Intro, *FIAW* Ch 2 (writing process), *FIAW* Ch 7 (reading rhetorically)	Summary student profile blog post, rhetorical situation

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2	Types of claims or types of arguments, rhetorical analysis, persuasive appeals	*FIAW* Ch 9 (types of claims), *FIAW* Ch 13 (rhetorical appeals), student essay examples, Types of argument handout, Types of arguments overview (slides)	reading assessment
3	Logical structure, developing claims	"Briefcases vs. Backpacks", pathosethoslogos.com	reading assessment, general to particular organization
4	Working with quotes, drafting workshop	OWL MLA Guide, *FIAW* Ch 8 (quoting, summarizing, paraphrasing)	working with quotes, paper first draft due

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2: I-Search Project

Introduction/Rationale

This project will be used to explore and develop research skills and your ethos as a researcher. You will pick a topic and compose a research question or questions about that topic. Then you will use the "I-Search" method to work through the process of composing a reflective research narrative. The I-Search is a process of researching a question, but also refers to a particular form of writing–a genre–that is based in questions, rather than answers, and that centers on a narrative of research. It is a project where *you* search for information rather than only reporting what other writers have researched before you. The outcome of the I-Search project may be an answer to your initial research question, an understanding of how to best research this kind of question, an evaluation of sources for a future research project, or even a refined sense of the argument you might pursue in the next project.

Assignment Prompt

For this project, pick a topic and compose a research question or set of related research questions on a topic of significant personal interest, and work through relevant research strategies to begin to find answers to these questions. Compose a 1500-2000 word project that explains your research process, findings, and reflections.

How do I begin?
- To start, consider what issue you would like to explore.
- Assess the knowledge you have about this topic and the knowledge you need, and brainstorm a list of questions.
- Group related questions together, and spend some time brainstorming any other related questions. These **research questions** will guide your inquiry: the reading, research, and writing you do for the paper.

Some questions students in past classes were interested in researching:
- *Does the food that we eat affect our dreams? How? What exactly causes this? Is it the chemicals inside the food or is it psychological?*
- *How do musicians know when they are ready to perform?*
- *What does a job at the FSO [Foreign Service Office] entail? How do I get a position there? What is the lifestyle like for those employed by the FSO?*

- *How does social media affect romantic relationships?*
- *How does chronic pain, or treatment for chronic pain, lead to depression?*

When you're thinking about whether or not your I-Search question will "work," ask yourself the following questions:
- Is it written as a question or set of questions, instead of a statement?
- Do I need to clarify any terms to make my <u>research question</u> understandable to my audience?
- Am I personally invested in exploring this question? Why or how will exploring this question help me? Can I articulate my motivation for asking this question?
- Is my question something I can research using <u>secondary sources</u>? Can it be answered too easily, or do I need a diverse set of sources to understand the answer?
- Is my question specific or concrete enough to explore in 1500-2000 words? Or is it too broad or too narrow?

Outline

The I-search paper is a narrative of sorts, describing your search for answers to your research questions. In this paper, you will use first person ("I"), and will think about what vocabulary, style, and tone work best to support your development of the topic.

Ken Macrorie, in his book *I-Search* lists four parts of the paper (What I Knew, Why I'm Writing This Paper, The Search, and What I Learned), though, as he notes, this is flexible:

The **introduction** (What I Knew and Why I'm Writing the Paper)
1. In the introduction you will explain three things:
    a. Your research question
    b. What you know or think you know about the topic
    c. Your motivation for finding the answers to your question(s)
2. The introduction may be more than one paragraph long, depending on how much prior knowledge you have. Decide in which order the content is best presented.

The **body** of the paper (The Search)
1) The body of the essay is the narrative of your search for answers and your reflection on this research process.
    a. In the beginning of the project, we will learn about the tools available to you through the WSU library database. You will

explore these library tools as you engage in library-based research on your topic.

2) There are two ways students generally plan the research process:
   a. You might begin with the source that is "closest" to you, the one that is easiest to access. Write about what you find there to answer your question and what seems like an intuitive next step for research. Then move on to that next source, and continue to follow the research path.
   b. Or, you might have a more concrete research plan in place when you begin. For example, you might plan to look at scholarly articles from three particular journals to answer your question, or you might plan to find the answers to your sub-questions in a certain order.

3) You will find at least three relevant secondary sources to learn more about your topic. For each source you write about in the body of the essay, you should do the following:
   a. Explain how you found that source: What search tools did you use? How did you navigate them?
   b. Summarize the information you find in that source as it relates to your question.
   c. Reflect on how that source helps you answer your question and/or how it helps you build on the knowledge you've found in other sources.

4) Your narration of the search process and your reflection on and analysis of sources will help you build transitions between your discussion of the sources you discover.

The **conclusion** (What I Learned)

1) The conclusion of the paper is different than the traditional conclusion you may be used to in academic writing. While you may be able to summarize what you've learned, it's also just as likely that you will be left with more questions, or will have gone down an unsatisfying research path. This is also worth writing about, as you are nevertheless learning about the research process, and can always carry your inquiry forth in a future project. Your conclusion should include three things:
   a. An explanation/summary of what you learned through research about possible answers to your research question.
   b. An explanation/summary of what you learned *about* research and/or writing through examining this question and using the research methods you used.
   c. A claim about your conclusions in a nutshell; that is, state what you learned through this project (your research process, writing

process and topic) in one sentence ("After finishing this project, I hypothesize/claim/understand/argue that….")

Minimum Requirements
- Length: 1500-2000 words long
- Research: At least three relevant secondary sources
- Format: MLA format

Due Date
Upload your paper to Canvas by [*date*].

Grading
[Adapt this section to articulate your class policies]
The following scale will be used to grade features of your essay described below:

Grade Scale	Excellent (95)	Acceptable (80)	Needs Revision (65)	Missing (0)

Introduction (10 points)
- Does the introduction include clearly stated research question(s)?
- Does the introduction include the writer's prior knowledge on the topic?
- Does the introduction include the writer's motivation for asking the research question(s)?

Body (40 points)
- Does the writer explain and narrate his/her research process in the body of the essay?
- Does the writer select appropriate and sufficient sources to explore his/her research question(s)?
- Does the writer summarize, paraphrase, or quote relevant information from sources?
- Does the writer analyze sources and/or reflect on how these sources help him/her answer research questions and/or continue to navigate the research process? Is this meta-commentary developed throughout the paper?

Conclusion (15 points)
- Does the writer include an explanation/summary of what he/she learned through research about possible answers to the research question(s)? Are conclusions developed logically from the evidence and information discovered through research?

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- Does the writer include an explanation/summary of what he/she learned about research and/or writing through examining this question and using these research methods?
- Does the writer include a claim about what he/she learned through this project in one sentence?

Formatting (title, margins, spacing, font, page numbers, indentation) (10 points)
- Does the writer properly introduce and integrate sources using MLA citation? Does the format of the paper follow MLA standards?

Organization (15 points)
- Does the essay contain focus, developed, and coherent paragraphs?
- Do transitions between paragraphs connect ideas? Are narrative transitions used when appropriate?

Clear and Effective Writing (10 points)
- Are sentences clear and coherent?
- Does the essay display minimal error?
- Is the vocabulary, style, and tone used appropriate to the subject being explored?

Outcomes
After successfully completing this project, students should be able to:

Writing
- Use key course concepts (genre and rhetoric) to write effectively
- You'll practice employing narrative, reporting, and reflection in the text, showing that you understand the features of the I-Search genre.
- Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.
- You'll practice brainstorming, drafting, response, reflection, and revision activities in class and for homework to develop ideas and refine writing.

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.
- You'll practice using your knowledge of rhetoric to read, analyze, evaluate, and respond to sources, thinking about how they provide information and perspectives integral to a discussion of the topic.

Researching
- Conduct research by finding and evaluating print, electronic, and other sources;
- You'll practice using the library databases to identify relevant and sufficient resources for the project.
- Generate information and ideas from research;
- You'll practice summarizing, paraphrasing, and quoting relevant information from sources.
- Appropriately integrate material from sources.
- You'll practice using search narrative to introduce sources.
- You'll practice using MLA format to integrate in-text citations and a works cited page.

Reflecting
- Use written reflection to plan, monitor, and evaluate one's own learning and writing.
- You'll practice articulating prior knowledge and knowledge gaps in order to form research questions in reflection.
- You'll practice monitoring your development of voice, and topic and assessing the effectiveness of organization and style through in-process reflection.
- You'll practice evaluating your composition of the I-search project in a post-process reflection.

Suggested Drafting and Feedback Process
[Adapt this section to fit your course schedule.]
We will work through several drafts of this project to support your development of ideas and revision throughout the research and writing process.

- We will begin by workshopping I-Search (research) questions in class to ensure that they are appropriate and manageable for the assignment.
- Then, you will draft your introduction and bring a copy of it to class for peer response.
- After we do our session on library research, you will draft the first part of the body of your essay, explaining how you found your initial source, reporting the information from that source, and reflecting on how that source helps you begin to answer your research question or further your research process. You will add this writing to your draft and will bring this new draft in for peer response.
- While you continue to research and write your complete draft of the I-search paper, we will have conferences to discuss your progress and questions.

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- You will bring a full draft of the project to class for peer response. After you make further revisions to this draft, you will submit it to me for feedback before you prepare your final version.

Supporting Materials and Activities
- KWL Lesson Plan (from "Read, Write, Think")
- [Postman and Weingartner "What's Worth Knowing" (original freely available online)](#)
- [Elbow, Peter "Revising By Reading Aloud"](#) and in-process reflection prompt.
- Research journals.

Suggested Project Calendar
[*Adapt this section to fit your course schedule*]

Week	Topic	Reading Due	Assignments
5	Developing inquiry and research questions; understanding the I-Search as a genre	Read "What's Worth Knowing?", Project 2 description, *FIAW* Ch 10.	Reading response to assigned texts; drafting I-Search questions.
6	Drafting an introduction to the I-Search; learning about library research strategies	Read *FIAW* Ch 5 (selections from *FIAW* Intro to discuss peer review)	Draft introduction to I-Search; print two copies for peer response. Post about research plans.
7	Writing about research	Read/review first source Read Elbow "Revising by Reading Aloud"	Draft of first source write-up due to class; print two copies for peer response Reflection: Tuning-in journal
8	Developing thoughtful reader response to writing	(selections from *FIAW* Intro to discuss peer review)	Draft of I-Search due for peer response—print two copies.

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			Submit draft via Canvas for my feedback by 11:59 p.m.

3A: Research Essay Project

Introduction/Rationale

Now it's time to embark on the research study you've prepared for in Project 2. In Project 2, you learned how to craft a personalized research process to help you "read in" to a topic that interests you. It is time to take those research skills and put them to use in building persuasive arguments about your topic, targeted to a specific audience. You will compose a **researched argument essay**, using the argument types outlined in our reading (definition, evaluation, causal, rebuttal, proposal). The objective of this paper is to present the findings from your research, composing an argument about the issue you've identified within the topic you studied. You will present your argument in two related projects – the Research Essay Project, and the Infographic Project. These two projects will draw on the same body of research, but will use different genres to present your findings. For this project (Project 3A), you will be focusing on writing in an academic tone and style, developing your ethos as researchers by practicing using an "academic voice" to respond to or join the conversation you see happening. In Project 3B, you will focus on using elements of visual rhetoric and argumentation.

To help develop your understanding of academic discourse, you will use a technique called genre analysis to examine publications in undergraduate research journals. These journals serve as places for students like you to publish their research and participate in a particular conversation...one that you will join.

As your instructor, I will use this assignment to assess your achievement across the following goals:

1. To have composed a paper that is appropriate for submission to a *real-life academic forum*, such as an undergraduate research journal, or even the Rushton Conference here at WSU.
2. To be practicing the research strategies you've developed in Project 2—posing research questions, figuring out where to look to find the answers we seek, locating and evaluating scholarly and popular sources, reading the conversation (figuring out who's saying what about your topic, where are there gaps? are scholars *not* talking about something? what's missing?) and figuring out how you can contribute.

Assignment Prompt

Your final paper should make the reader feel like the argument you are making is reasonable and persuasive, supported by research-based evidence (a reason it is very important to be strategic with your choice and use of

sources, to keep excellent notes on rhetorical analysis of sources, and to sketch out the conversation accurately).

You will integrate data gathered through your research into the conversation that you have already begun to identify in your I-Search project. You will further your knowledge by adding at least 4 new sources to your works cited list (2 scholarly, 2 popular, and any other applicable sources needed). More than half of the sources used in the final draft of your Researched Essay Project should be peer-reviewed scholarly sources.

In order to successfully complete this essay assignment, you will need to:
- Make a **claim** that is based on **the claim types** we read about in *From Inquiry to Academic Writing*
- Support your claim throughout your essay with examples and evidence gathered through your research methods.
- Identify and clearly target a specific **academic** audience with your writing, considering whether that audience is comprised of insiders or outsiders relative to your community of observation.
- Your essay should also address the purpose you stated in your I-Search project, and the results of your research investigations. Did you find what you expected? Why or why not?
- Conclude with avenues for further pursuit: is there an issue or tension you've discovered that needs to be further explored? A change you think should be made? More research that needs to be conducted to further pursue your questions?

Minimum Requirements (what you'll turn in)
- 2000-2500 word Final Researched Argument Essay (plus Works Cited)
- MLA Format
- Total of 7 secondary sources (3 from the I-Search plus at least 2 additional scholarly sources, 2 popular sources, and any other applicable sources needed)
- 300-500 word Reflection Letter written to the audience of your choice and addressing the following questions:
  - what was positive and negative about the process of composing Project 3?
  - what Course Learning Outcome did you grow in the most?
  - what is the area of Project 3 that you feel proudest of? Why?

Due Date
Upload your paper to Canvas by [date].

Grading
[Adapt this section to articulate your class policies]

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The following scale will be used to grade features of your essay described below:

Grade Scale	Excellent (95)	Acceptable (80)	Needs Revision (65)	Missing (0)

Introduction
- Does the beginning of the essay introduce the topic according to the conventions of the genre?
- Does the beginning of the essay introduce or foreshadow the paper's argumentative claim? ("I argue that…")

Body
- Is there an appropriate use of secondary sources to develop a sense of the conversation surrounding the topic?
- Within the paragraphs, are the sources used appropriately as evidence to support the main claim? Do the paragraphs work together to make the overall argument?

Conclusion
- Does the writer discuss the significance and implications of the argument, according to the conventions of this genre?

Formatting (title, margins, spacing, font, page numbers, indentation)
- Have the writers formatted their essay using MLA style (including in-text and end-text citations)?

Clear and Effective Writing
- Has the essay been edited and polished for presentation?

Outcomes
After successfully completing this project, students should be able to:
Writing
- Use key course concepts (genre and rhetoric) to write effectively
- You'll practice demonstrating an understanding of the features of academic research writing and demonstrating appropriate use of rhetorical strategies for academic research writing
- Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.
- You'll practice working through brainstorming, drafting, response, reflection, and revision activities in class and for homework to develop ideas and refine your writing

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.
- You'll practice reading, analyzing, evaluating, and responding to sources, thinking about how they provide information and perspectives integral to a discussion of the topic.

Researching
Conduct research by finding and evaluating print, electronic, and other sources
- You'll practice using the library databases to identify relevant and sufficient resources for the project.

Generate information and ideas from research
- You'll practice articulating the conversation (be able to present a brief review of the literature), formulating a response to the conversation, articulating stance or argument
- You'll practice summarizing, paraphrasing, and quoting relevant information from sources.

Appropriately integrate material from sources.
- You'll practice using MLA format to integrate in-text citations and a works cited page.
- You'll practice using academic writing conventions for introducing sources material and linking back to writer's argument

Reflecting
Use written reflection to plan, monitor, and evaluate one's own learning and writing.
- You'll practice using reflection to articulate prior knowledge and knowledge gaps in order to form research questions.
- You'll practice using post-project reflection to evaluate your research and writing process.

Supporting Materials and Activities
- *From Inquiry to Academic Writing*, chapters 5, 8 (p. 248-256)
- Genre Analysis of Undergrad Journal Articles and Academic Essays
- Writing a Strategy Brief
- Keeping a Research Journal
- Conducting a small interview or survey
- Sample undergraduate journals, such as:
  - [Berkeley Undergraduate Journal](#)
  - [Butler Journal of Undergraduate Research](#)
  - [University of Missouri-Kansas City: Young Scholars in Writing](#)

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- ○ [Pepperdine Journal of Communication Research](#)
- ○ [The University of Tennessee Knoxville: Pursuit](#)
- Sample undergraduate journal articles, such as:
  - ○ ["The Reconceptualization of Valentine's Day in the United States: Valentine's Day as a Phenomenon of Popular Culture" by Natalie Van Dyk](#)
  - ○ ["The Perpetuation of Graffiti Art Subculture" by Camille Lannert](#)
  - ○ ["The Evolution of American Microtargeting: An Examination of Modern Political Messaging" by Luke Bunting](#)
  - ○ ["It's My Party and I'll Institutionalize If I Want To: Party System Institutionalization in Young Democracies" by Zoe Gross](#)
  - ○ ["A Step toward Understanding Trust in the Government" by Ted Delicath](#)
  - ○ ["The Effect of Newer Communication Technologies on Relationship Maintenance and Satisfaction in Long-Distance Dating Relationships" by Allie Kirk](#)
  - ○ ["Loneliness: How Superficial Relationships, Identity Gaps, and Social Support Contribute to Feelings of Loneliness at Pepperdine University." By Jessica L. Rhodes](#)
  - ○ ["Persuasive Strategies and Hats Off for Cancer Donations" by Janae Masnovi](#)
  - ○ ["Hashtag Politics: The Polyphonic Revolution of #Twitter" by Bud Davis](#)
  - ○ ["Is the Black Male College Graduate becoming an Endangered Species? A Multi-Case Analysis of the Attrition of Black Males in Higher Education" Michael Washington](#)

Suggested Project Calendar for 3A and 3B
[*Adapt this section to fit your course schedule*]

Week	Topics	Reading Due	Assignments
9	The conversation; types of research, academic discourse	Academic Journals; begin search for additional sources; *FIAW* Ch 4 (voice in academic writing) and Ch 11 (developing a thesis)	in-class writing: return to your writing about who am I as a researcher? and expand as a **Reflect-Project;** **Annotated Bib 1;** in-class genre analysis; Research Journal 1

Week	Topics	Reading Due	Assignments
10	getting oriented to reading "the Conversation"; establishing knowledge in your paper	*FIAW* Ch 12 (synthesis, researched arguments) (may be useful to return to *FIAW* Ch 5 research strategies)	**Annotated Bib 2**; Types of Argument mini-lesson; Example Papers with annotation; Genre Analysis. P3 workshop time! (bring materials); **Strategy Brief**; Research Journal 2
11	citation review, synthesis of data and drafting		Drafting work; Research check; group activity-Citation Stations sign-up for conferences; Research Journal 3 First Drafts due to Bb with conferences in office
12	New layer of analysis (visuals, style, work with reading); in-class reflection: composing in text and with visuals/genre affordances	Visual Analysis readings (listed below in the "Supportive Materials and Suggestions for Project 3B); find 3 Infographic samples (bring to class); *FIAW* Ch 3 (media analysis)	Reader/Peer review Day in Class
13	drafting, feedback and revision process	(selection from *FIAW* Ch 6 may be useful to discuss types of reflection)	Project 3A/B Draft Due. Infographic draft due (hand-drawn, bring to class). Project 3A/B Final Draft due Week 14.

3B: Infographic Project

Introduction/Rationale

This project will exercise your knowledge of genre analysis, rhetorical analysis and composing for specific audiences, as it asks you to rhetorically and graphically represent the data from your Project 3A researched argument in an infographic that you will design. An infographic is a visual representation of an evidence-based argument. We will spend some time working with sample infographics to get a sense of the genre conventions and to analyze various rhetors' rhetorical choices in composing them. You will then work through your own rhetorical decision-making process to prioritize your data, and compose an infographic representing that data. In addition to creating your infographic, you will compose a short reflective piece that describes your composing process and gives a sense of your rhetorical choices. We will then present our infographics and reflections to each other in class.

As your instructor, I will use this assignment to assess your achievement across the following three goals:

1. to practice using rhetorical concepts such as audience awareness and visual rhetoric to translate your researched argument into a visual argument
2. to practice reflection writing to articulate your rhetorical and visual design choices
3. to give you practice composing in the genre of infographics.

Assignment Prompt

In contrast to Project 3A, where your audience was definitely a scholarly/academic audience, here you will begin to translate that same information and argument to a more general/less academic audience (think of the difference between scholarly and popular publications). Think about how you would compose an infographic that was going to be published in *USA Today*, *Essence*, *Vibe*, or in your favorite magazine or website. Using the tool of genre analysis, you will need to develop an understanding of the genre features unique to infographics. You will also want to consider the readings we work through on visual analysis carefully and thoughtfully. Then, using what you've learned, you will design your own infographic (using Piktochart or another design platform). You should work to develop a clear sense of your argument—communicated visually—as well as a clear "flow" of evidence to support it. You will also want to develop a strong sense

of ethos, in order to persuade your more general, popular-press audience that your argument is credible.

Your infographic should:
● Effectively communicate your data to your audience
● Clearly and effectively follow the major conventions of the genre
● Compose a compelling narrative with a sustained argument
● Use credible, quality primary and library-based research to develop the argument
● Maintain a clear focus on the established audience
● Organize your infographic in a clear, coherent and logical manner

Reflection
This reflection should describe your own rhetorical decision-making process as you were drafting your infographic. You will compose a 750-1000 word reflective piece, using reflection strategies that we've been talking about all semester. Your reflection piece should make connections between this project/piece and the bigger picture of the course learning outcomes. To get you started, use brainstorming and freewriting to address some of the questions below:
● What became important to you as you worked?
● Were there material or time constraints that factored in to your writing process?
● How did you decide on a starting point based on your audience and the message you wanted to send?
● As you think back on this draft, write about your individual choices in terms of visual argument (color, layout, size of images and text, font choice, white space, balance, emphasis, etc.). Why did you make each choice?
● As you look at your draft now, were those choices effective? Why or why not?
● As you worked on your infographic, how did you decide to prioritize your data, and compose an infographic representing that data? How do these priorities reflect your purpose as a rhetor?
● How do you see yourself using rhetorical appeals (ethos, pathos and logos) in your infographic? What is the evidence of this?
● What has become most important to you in this composing process? Why?
● What can you tell about yourself as a rhetor from completing this project?

Presentation

Your presentation will be simple and fairly straightforward. You will be presenting your infographic to the class. You will want to describe your argument and its implications (what is at stake? why should your popular audience care?). You will also want to talk about your visual design choices and your rhetorical choices in presenting this argument, and your growth as a rhetor/communicator through this process. Since your audience for this presentation is your class, and is familiar with the assignment, you can consider this a "friendly," casual presentation (no suits required!). However, you will want to be thoughtful in preparation, and clear and organized in presentation, out of respect for your colleagues.

Project Minimum Requirements
- 2-4 blocks (term Piktochart uses for large "pages" or sections of an infographic)
- 500-1000 word Reflective Piece
- In-class presentation of infographic and reflection

Due Date
Upload your paper to Canvas by [date].

Grading
[*Adapt this section to articulate your class policies*]
The following scale will be used to grade features of your essay described below:

Grade Scale	Excellent (95)	Acceptable (80)	Needs Revision (65)	Missing (0)

Infographic (40%)
- Does the Infographic meet the expected conventions of the genre?

- Does the infographic appropriately and effectively use research/data to support the claim?
- Does the infographic present a clear claim and a focused argument?

- Does the infographic present information in an organized manner? Is it well-designed and balanced (i.e., not too "busy" or disproportionate)?

- Does the infographic accurately cite sources according to the conventions of the genre?

Reflection (40%)

- Does the reflection clearly present the rhetorical situation and the writer's planning/prioritizing strategy for addressing it?

- Does the reflection describe the specific choices made in the visual design of the infographic?
- Does the reflection describe the specific choices made in the rhetorical appeals used?
- Does the reflection describe the choices made with regard to the research included? What was prioritized? What was deleted? Why?

- Does the reflection describe the process of composing thoughtfully, addressing what works and what might need to be revised in the future?
- Does the reflection describe the student's growth as a rhetor/composer through this project?

Presentation *(20%)*
- Presentation of Visual Design Choices: describing your infographic as a product
- Presentation of Rhetorical Choices: describing the argument, its implications, and your rhetorical choices to help communicate that argument
- Presentation of Growth as a Rhetor/Communicator

Supporting Materials and Activities
- In-class genre analysis of sample infographics
- Hand-drawn infographic draft and peer review
- Steps to Create an Infographic
- Good and Evil of Infographics (a critique of the genre)
- The Do's and Don't's of Infographic Design (advice on design)
- The Do's And Don'ts Of Infographic Design: Revisited (advice on design)
- Layout Cheat Sheet: Making the Best Out of Visual Arrangement
- "Visual Rhetoric" on the OWL at Purdue

4: Reflective Essay Project

Introduction/Rationale

The Reflective Essay is a 4-5 page essay in which you evaluate how well you have achieved the goals of the course. To do so, you must look back over the work you produced during the semester in order to find, cite, and discuss evidence of achievement in each of the four learning outcome categories (reading, writing, research, and reflection). It is critical that your Reflective Essay includes concrete examples that support your claims as well as ample discussion of how your work in the course shows what you have learned and what you are able to do as a writer.

While your discussion of achievements with respect to ENG 1020 learning outcomes is perhaps the most important goal in the Reflective Essay, the written expression of these achievements can be strengthened when it is integrated into a broader narrative that describes where you are coming from, who you are, and your growth as a student. For example, you might discuss how you learned and adapted various reading strategies from the course to meet your own needs, or you might describe how your ability to perform effective research increased due to a specific activity or lesson that was uniquely useful for you.

In sum, the Reflective Essay should make claims about your success with respect to ENG 1020 learning outcomes and support these claims with compelling evidence of achievement in order to demonstrate what you have learned and what you can do as a result of your work in the course. In this way, a successful Reflective Essay will inspire confidence that you are prepared to move forward into your next composition courses   and into the larger academic discourse community.

Assignment Prompt

In this assignment, you will evaluate your growth as an English 1020 student, using *your choice* of experiences and work on the projects to support your claims. In an essay of 4-5 pages, analyze the relationship between your ENG 1020 work and the course learning outcomes listed on the syllabus. Make an argument about what you have achieved from the learning outcomes by first citing specific passages from your essays and other assigned writings for the course and then explaining how those passages demonstrate the outcomes. Also, consider describing the process you used to complete this work and any background information about yourself (such as the examples listed above) that might help us better understand the work you did this semester in working toward the course learning outcomes.

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Your main claim (or thesis statement) should identify specific characteristics that, in your view, represent your experiences and work in English 1020. The body paragraphs of your essay should develop the essay's main claim in more detail and also feature sub-claims (usually topic sentences) that are substantiated by evidence from your major assignments and experiences in this course. As you construct sub-claims and choose supporting evidence, you will develop your paragraphs by explaining how the work of inventing, composing, and revising assignments contributed to learning, growth, or changes in your writing habits. You should address all four learning outcomes, but you may decide to emphasize certain outcomes more than others based on what seemed most important to your development this semester. In other words, while you must address all four learning outcomes, you may organize your discussion of the learning outcomes (and evidence) in whatever order best supports your main claim (thesis statement) in the essay.

In a nutshell, this assignment asks you to take a critical look at your work from this semester, and talk about it in terms your knowledge of yourself as a learner and thinker.

Formatting Requirements
- Assignments must be typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins.
- The body of the paper should have four sections with bolded headings. Use the headings **Reading**, **Writing**, **Research**, **Reflection** to indicate which Learning Outcome you will discuss in each section. Although you must address all four outcomes, they do not need to be addressed in this order. (A template for the essay is linked here).
- The essay must also have a title that identifies the topic of the paper or previews a key point you make in your reflection. (In other words, avoid a generic title like "Reflective Essay.")

Essay Organization
Below is a detailed outline for the essay, including the formatting requirements described above:

Introduction
- Provide background information or context so that your readers can understand the claims you make in the body sections and paragraphs (you might briefly describe the course, yourself as a writer, and/or your learning and growth as a student).
- Your main claim (or thesis statement) should identify specific characteristics that, in your view, represent your experiences and work

in English 1020 (which you'll use your body paragraphs to talk about).

Body
Reading (use **Reading** as the header for this section)
- make one or more claims about what you learned with respect to the Reading outcome for ENG 1020
- incorporate evidence to support each of your claims by describing specific assignments, activities, or learning moments that show what you achieved from the Reading outcome (you might cite passages from your writing this semester, describe the process you used to complete a certain assignment, describe a learning experience you had in class or outside of class, and/or add background information about yourself that would help a reader understand what you learned in this moment)
- explain how your evidence demonstrates your achievement of the Reading outcome

Writing (use **Writing** as the header for this section)
- make one or more claims about what you learned with respect to the Writing outcome for ENG 1020
- incorporate evidence to support each of your claims by describing specific assignments, activities, or learning moments that show what you achieved from the Writing outcome (you might cite passages from your writing this semester, describe the process you used to complete a certain assignment, describe a learning experience you had in class or outside of class, and/or add background information about yourself that would help a reader understand what you learned in this moment)
- explain how your evidence demonstrates your achievement of the Writing outcome

Research (use **Research** as the header for this section)
- make one or more claims about what you learned with respect to the Research outcome for ENG 1020
- incorporate evidence to support each of your claims by describing specific assignments, activities, or learning moments that show what you achieved from the Research outcome (you might cite passages from your writing this semester, describe the process you used to complete a certain assignment, describe a learning experience you had in class or outside of class, and/or add background information about yourself that would help a reader understand what you learned in this moment)
- explain how your evidence demonstrates your achievement of the Research outcome

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Reflection (use **Reflection** as the header for this section)
- make one or more claims about what you learned with respect to the Reflection outcome for ENG 1020
- incorporate evidence to support each of your claims by describing specific assignments, activities, or learning moments that show what you achieved from the Reflection outcome (you might cite passages from your writing this semester, describe the process you used to complete a certain assignment, describe a learning experience you had in class or outside of class, and/or add background information about yourself that would help a reader understand what you learned in this moment)
- explain how your evidence demonstrates your achievement of the Reflection outcome

Conclusion
- Return to your main claim from the introduction.
- Draw on what you feel are the most important claims you have made about what you learned this semester, including to which Learning Outcomes those claims relate
- Sum up your learning and growth in ENG 1020

Remember that you should address all of the learning outcomes, but you may choose which ones you emphasize. Your main claim (or thesis statement) should identify specific characteristics that, in your view, represent your experiences and work in English 1020

Due Date
Upload your paper to Canvas by [date].

Grading
[Adjust this section to fit your own course policies]

Suggested Project Calendar – Adjust this section to fit your own course schedule

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Week	Topic	Reading Due	Assignments
14	Project 4 introduced; group work-Genre Analysis with samples in-class	*FIAW* Ch. 6 (reflection)	Blog post-Reading Response Project 3A/B Final Draft Due
15	Reflection argument workshop/peer review		Project 4 Due

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

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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

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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.

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.

IV. Supporting Materials and Activities

In order to support the reflective argument project, students should regularly practice reflecting on their work using a variety of rhetorical modes, including evaluation, process analysis, problem/proposal analysis, etc. The following prompts may be adapted to fit any of the ENG 1020 projects.

Peer Review Proposal Reflection

Describe an observation of a successful move from a peer's paper during peer review. Propose how you can apply this move to your own draft in progress.

Problem/Solution Writing Process Analysis Reflection

Describe any challenges you are having with your draft. Outline how you are responding to those strategies, and assess whether your attempts at dealing with those problems has been or seems to be successful.

Learning Outcome Connection Reflection

Describe how this writing activity relates to one or more learning outcomes listed in the syllabus. To do this, students form into groups of two. (One group of three is okay). Student dyads discuss an outcome and its relation to the course. They identify projects, activities, assignments which connect to an outcome. After a ten-15 minute discussion, students collaboratively write a paragraph or page detailing the connection they've identified.

- Why did they choose the particular artifact they chose, and how will they describe how, in their experience, it helped them understand and enact an outcome.
- What insights are they developing in relation to the outcome?
- How are they continuing to think about the substance of the outcomes (i.e., beyond the outcome as a definition that can be memorized)? In other words, how are their writing practices, behaviors, understandings, or beliefs developing because of the work they are doing?

Reading Strategy Compare/Contrast Reflection

Use two different reading tactics on two different texts or on different sections of the same text. For example, you could highlight and annotate on a print (paper) copy for one, and on a digital copy for the other. Describe the reading process for each segment, then compare and contrast the process. What did you like about each practice? What did you not like about

each practice? Which method seemed the most effective for you when you think about reading for academic purposes?

Writing Process Description Reflection
Describe your process for creating this project. Be sure to include key activities or milestone moments that contribute to your process, including thinking and planning, researching, writing, reading, etc. (Also, don't forget habits and behaviors – snacks, music, social media breaks, etc.)
Option 1 – draw your process & then write a paragraph explaining your diagram
Option 2 – write a one-page letter addressed to either me, yourself, or a classmate

Writing Process Evaluation Reflection
Look back at your Writing Process Description (see above activity) from early this semester. Have some parts of your process changed? (which ones?) If you were to draw/write your process now, what would you add? (what would you delete, if anything?) As you think ahead to your future classes at WSU and the kinds of writing projects you are likely to be working on, which parts of your process do you think will be most valuable?

Writing Process Proposal Reflection
First, I'd like you to look back at your paper and think through the process of the paper. Make a list called "Things I did well" and write at least 3-4 things you did well during this project. Then make a "Things that could be better" list and write 2-3 things that could be better or that you would do differently if you were doing the project again. (Be specific!) Next, read through the [next project] assignment description and think about the writing/reading/research steps you will need to do to complete the project. How do you think you might you use the items on your list to complete the upcoming project? Write about ½-3/4 page explanation. Be sure to explain how you could apply at least one item from the "Things I did well" and how you might take a different approach to solve at least one item from the "Things that could be better" list.

Sample Essay Proposal Reflection
Read one of the sample papers provided for project ____. Which of the learning outcomes listed on the syllabus is the author achieve? List at least two outcomes and a brief explanation of how the paper met them. Compare your answers with a classmate. Next, reflect on your own writing so far this semester. How have you pursued or met the two outcomes in your own writing? Explain using quotes or descriptions. If you feel you have not pursued those outcomes yet, explain how you might incorporate them into a future project in the course.

Updated 16 November 2022

Tuning-In or "Revising By Reading Aloud" Journal

To prepare for this blog post, read Elbow's "Revising By Reading Aloud."

Then, apply the strategy of reading aloud to your I-Search draft, jotting down what you notice as you read through the draft.

Finally, compose a blog post in which you explore things like

- What sounded brilliant as you read your text? What did you really like?
- What sounded strange? Why? Were there places where you got tripped up as you read?
- How do you feel when you read your draft out loud?
- What would you like to add or change in the sections you've written so far?
- How does your experience reading your text out loud match up with what Elbow said about the process in his article?

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