ENGL 1302-013: Composition II

Term
Fall 2024

Instructor
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Office: Classroom Hall Room 318
Office Hours: Tuesdays 11:00 AM-Noon and 3:30 PM-5:00 PM or schedule a virtual meeting by appointment

Course Delivery
This course meets in-person twice a week.

Meeting Times and Location

- Tuesdays and Thursdays 12:30 PM-1:45 PM
- Main Campus | Central Academic 424

Catalog Description

ENGL 1302 builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts, oral, written, and visual.

Course Section Description

This section of ENGL 1302 examines rhetoric and writing through the lens of stories. Through textual research and close analysis of stories in various genres, you will explore how rhetoric operates in the stories we tell and consume and how knowledge of rhetoric can prepare you to communicate effectively in the context of your daily life.

What to Expect in Class

This class gives students an overview of storytelling and communication strategies across genres and media. From the heartbreaking lyrics of Taylor Swift to the unsettling horror stories of Carmen Maria Machado, we'll draw inspiration from musicians, writers, public figures, and our communities to craft compelling messages for our intended audiences. Class sessions are hands-on and collaborative. Expect to get creative, write during class, and connect with your peers.

Course Learning Objectives

Upon successful completion of this section of Composition II, you will be able to…

- Articulate your writing process
- Analyze and critique a variety of texts for rhetorical effectiveness
- Locate, categorize, evaluate, and cite scholarly and non-scholarly sources
- Adapt your writing in response to different contexts and audiences
- Use collaboration to develop your writing
- Develop an understanding of how storytelling is used to communicate across genres
- Use Generative AI tools as resources for writing and learning
- Compose a digital portfolio with writing samples that demonstrate rhetorical knowledge

Required Materials and Textbooks

- Equipment: desktop computer, laptop, or tablet with a reliable internet connection

- Software: word processor, such as Microsoft Word or Google Docs

- Software: Zoom and Google accounts

- Software: Canva subscription (subscribe to the free version or use your free account through your university email)

- Textbook: Free Open Access resources posted on Blackboard/linked on syllabus

Course Communication
Important course updates and announcements will be posted regularly on the Blackboard announcements page. You will also receive copies of Blackboard announcements through your campus email account. If you need to contact your instructor directly, please email

christen.barron@tamusa.edu through your campus email account. You can expect a response in 1-24 hours during campus business hours. I do not check Blackboard messages!

Labor-Based Grading Agreement

By remaining this course, you agree to be graded on your labor instead of the quality of your writing. This means you'll be graded on the overall work you put towards strengthening your writing skills instead of the quality of a specific piece of your writing. Each assignment in this class is an invitation to practice and strengthen your writing skills. Thus, the more times you practice writing by completing an assignment, the higher your final grade. You'll still receive constructive feedback on your writing from both myself and your peers, but that feedback won't impact your final course grade.

Labor-Based Grading Breakdown

How is labor measured?

It can be difficult to "measure" labor, so I keep track of your writing practice/labor in the class by awarding you points for each assignment you submit. Obviously, not all writing assignments are created equal, so each assignment receives a point value based on how much time and effort I imagine students will need to complete the assignment. Because I'm grading you on the labor you put into the assignment, you won't earn full credit on any assignments that appear incomplete or unfinished.

How will I know how many points I need to earn a specific final letter grade?

Below is a breakdown of the point ranges for final letter grades

A Range: 450+ points*   C Range: 350 – 399 points   F: Below 300 points

B Range: 400 - 449 points   D Range: 300 – 349 points

Assignments

Writing Lab Exercises (200 points)

Writing Lab Exercises are informal weekly assignments designed to help you apply what you've learned from class discussions and course material. Exercise lengths vary, but expect to write at least one page for each exercise. We'll spend class time brainstorming strategies for these exercises and sometimes we'll finish them during class. Complete all of

these exercises to earn a total of 200 points towards your final grade. <u>Writing Lab exercises are due the Sunday following the Writing Lab. See the course calendar for a schedule of labs.</u>

Generative AI Research/Storytelling Project (100 points)

The Generative AI Research/Storytelling project is a research-based project designed to help you access and strengthen your creative and critical thinking skills. For this project, you'll use Generative AI tools to research, cite, generate, and evaluate stories on the topic of your choice. This project invites you to deepen your digital literacy skills and practice research strategies relevant to your academic or professional career. Details and instructions for this assignment will be provided at/around midterms. The project is due <u>Sunday, November 10.</u>

Writer's Portfolio (100 points)

The Writer's Portfolio is the course "final" that you'll develop throughout the course. It takes the form of a digital portfolio and reflection essay. You'll submit the assignment through the designated writing prompt submission box on Blackboard. Completing this assignment by the deadline earns you a total of 100 points towards your final course grade. Late submissions are not accepted for this assignment. The assignment is due <u>Sunday, December 8.</u>

Attendance Class/Participation (50 points)

Your time spent in class is valuable labor, therefore you earn points for attending and actively participating in class. You get two free absences to use at your discretion.

Bonus Writing Challenges (50 points)

Throughout the term, I'll announce the limited-time challenges to boost your final grade. To increase your access to these opportunities, attend class and check your campus email regularly.

Late Work Policy

I'm not a fan of rigid due dates, but they do help to keep coursework manageable. Plan to submit Writing Lab Exercises each Sunday to avoid falling behind in the course. I also recognize that everyone in this class is human. We get sick, we have emergencies, and "off" weeks. **As a result, I offer a seven-day "no questions asked" grace period on all assignments except the Writer's Portfolio assignment.**

If you find yourself struggling to submit work within the grace period, please let me know so we can work together to find a solution.

Classroom Conduct Policy

Sharing our writing and ideas with others can be a vulnerable act. Please be mindful of the unique perspectives and identities of others. There may be situations in class or on Blackboard when you disagree with the assigned readings, your instructor, or a classmate. I ask that you arrive at each class and assignment with an open mind and use respect when communicating with me and your classmates.

Generative Artificial Intelligence Policy

Artificial intelligence is a rapidly evolving technology relevant to technical writers. In this class, we will experiment with generative artificial intelligence (GAI) writing tools such as ChatGPT. I will provide specific guidance in the assignment sheet if and when you may use ChatGPT (or similar GAI tools) as a resource for completing an assignment. In order to comply with FYC plagiarism and GAI policies, please contact me for approval if you'd like to use ChatGPT or similar tools outside the parameters described above.

First-Year Composition Program Policies

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. Consistent attendance in your FYC classes is, therefore, crucial. Barring exceptional circumstances, students who are absent more than two weeks may not earn a passing grade. If you are struggling to attend class, we urge you to communicate both with your Academic Success Coach and with your FYC instructor, who will work with you to negotiate a plan for attending and completing the class.

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you are found to have committed plagiarism as defined here, your instructor will report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content for you. If you have reason to use GAI to generate content with you, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

Diversity

We are committed to fostering inclusive classroom environments where diverse backgrounds and perspectives are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

Lastly, the FYC program is committed to affirming linguistic diversity in student communication. We approach style and grammar as context-specific and do not advocate the use of Edited American English except when appropriate for the writer's genre and audience.

University Policies and Resources

[University Policies and Resources](#)

Course Calendar

Below is a *tentative* schedule of course topics and assigned readings. Hyperlinks indicate reading you should complete before attending class.

Week 1: Introduction to English 1302

- Tuesday, August 27: Course Overview, Expectations, Icebreaker
- Thursday, August 29: Team Assignments/Writing Lab 1

Week 2: Why Stories Matter

- Tuesday, September 3: [“Life's Stories” by Julie Beck](#) ; Excerpt from “The White Album” by Joan Didion
- Thursday, September 5: Writing Lab 2

Week 3: Fairy Tales and Genre/Audience Expectations

- Tuesday, September 10: [“Cinderella” by Charles Perrault](#) and [“The Dryad's Shoe” by T. Kingfisher](#)
- Thursday, September 12: Writing Lab 3

Week 4: Love Songs, Love Stories, and Specificity

- Tuesday, September 17: [Tiny Love Stories](#)
- Thursday, September 19: Writing Lab 4

Week 5: Structure and Creative Nonfiction

- Tuesday, September 24: [“Yale Will Not Save You”](#) by Esmé Wang; TBD
- Thursday, September 26: Writing Lab 5

Week 6: Language, Imagery, and San Antonio Storytellers

- Tuesday, October 1: Excerpts from *Promises of Gold* by José Olivarez and *How to Kill a Goat and Other Monsters* by Saúl Hernández
- Thursday, October 3: Writing Lab 6

Week 7: Generative AI Research/Storytelling Project

- Tuesday, October 8: Introduce Generative AI Research/Storytelling Project
- Thursday, October 10: AI/Research Workshop

Week 8: Midterm Reflection/Conferences

- Tuesday, October 15: Conferences
- Thursday, October 17: Conferences / On-campus field trip

Week 9: Generative AI Research/Storytelling Project

- Tuesday, October 22: AI/Research Workshop
- Thursday, October 24: In-class work on Generative AI Research/Storytelling Project

Week 10: Mood, Tone, Pacing, and Horror Stories

- Tuesday, October 29: Excerpts from *Never Whistle at Night: An Indigenous Dark Fiction Anthology* and "Haunt" by Carmen Maria Machado
- Thursday, October 31: Writing Lab 7

Week 11: Visual Storytelling and Visual Rhetoric

- Tuesday, November 5: Reading TBD
- Thursday, November 7: Writing Lab 8

Week 12: Writer's Portfolio / "Design is Storytelling"

- Tuesday, November 12: Digication and Digital Portfolios
- Thursday, November 14: Excerpts from "Design is Storytelling" by Ellen Lupton; In-class work on Writer's Portfolio

Week 13: Writer's Portfolio/ Reflection and Transfer

- Tuesday, November 19: In-class work on Writer's Portfolio

- Thursday, November 21: In-class work on Writer's Portfolio

Week 14: Wild Card Week/Thanksgiving Break

- Tuesday, November 26: Wildcard Topic
- Thursday, November 28: Thanksgiving Holiday (no class)

Week 15: Presentations/Final Reflection

- Tuesday, December 3: Small Group Portfolio Presentations
- Thursday, December 5: Course Wrap-up

Week 16: Finals

- No class this week. Please ensure all missing assignments are submitted by Sunday, December 8th.