KENNESAW STATE UNIVERSITY  
Course Syllabus For  
ENGL 1101  
Honors English Composition I  
Fall 2016  
TR 12:30 – 1:45 p.m., J216

**Faculty Information**

**Instructor**  
Nancy Reichert, Ph.D.

**Office**  
J335

**Office Hours**  
TR: 9:30 – 11:30 a.m.  
W: 11 a.m. – 2 p.m.  
Please make an appointment if you would like to meet at times not mentioned above. Simply talk to me before or after class or email me and we will set up an appointment.

**Email:** nreicher@kennesaw.edu (This is a great way to reach me. I'll get back to you within 24 hrs.)  
**Phone:** Work 470-578-3722; Home: 770-619-9336

**Website:** [http://facultyweb.kennesaw.edu/nreicher/](http://facultyweb.kennesaw.edu/nreicher/)  
**Class’s WordPress Site:** [https://reichertcomposition.wordpress.com](https://reichertcomposition.wordpress.com) (This is a private site so please know that you will need to create a WordPress account. Instructions for creating an account are in D2L)

**Class Location/Time and Catalogue Description**

**Class Location and Time**  
Fall 2016, ENGL 1101/H06  
Bldg. J, Room 216, 12:30 – 1:45 p.m., TR

**Catalogue Description**  
English 1101 focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. The course also includes introductory use of a variety of research skills.

**Honors:** The smaller class size of the honors section allows for greater professor-to-student and student-to-student interaction and in-depth treatment of course content. This is a discussion-based class. Come prepared to add your ideas to the group and to listen to the ideas of others. We are piloting a new participation method that will use some of the concepts of gamification. I will want your input and feedback throughout the semester.

**Credits**  
3 hours
**Policy for Retaking ENGL 1101**

Students must pass ENGL 1101 with a C or better in order to go on to ENGL 1102. If they do not earn a C or better, they will need to take ENGL 1101 again.

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**Textbook and Theme**

**Required Materials**

- Ensure you have a Storage Device such as a USB Flash Drive so you can save electronic documents when necessary
- You do not have to buy a textbook for the class. We will use the Internet for most of the readings and you will need to figure out resources on the Internet to help you understand research, MLA citations, as well as any grammatical issues you may be having. Thus, the Internet will be considered our primary “text” for our class.
- A WordPress Account (I will explain how to set this up and use it)

**Theme:** The theme for this class deals with digital literacies and the impact they have on us. Portfolio One examines how we have gained both print and digital literacy skills. Portfolio Two delves more deeply into issues of digital literacies. We assume that we know how to read and compose digital texts; however, such texts ask us to think deeply about their composition and the messages they send. Portfolio 3 is about putting our rhetorical knowledge of digital literacies to work in order to select modes, mediums, genre, and so on to best communicate an idea about an issue that is important to us. We will end by examining the ways in which multimodal documents are assessed. What differences may rise when grading multimodal texts vs. print texts?

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**Goals and Learning Outcomes**

**Purpose/Goal and Philosophy**

We all are developing composers of text, whether the text is visual, written, engineered, programmed, or spoken. At no point in time will our development cease unless we decide to no longer interact with others. Only we can limit our ability to understand, to use language, and to use communication skills well. *The purpose of this class is to help you strive to become better thinkers, readers, and composers.* Like the best athletes, programmers, musicians, engineers, and artists we cannot improve without practice. This class will provide you with many chances to interact with texts and to compose your own texts. Our goal is to interact with these texts in ways that help us to become more conscious of strategies that enable us to become more thoughtful in our reading and writing practices (for the Complete Purpose/Goal and Philosophy Statement, see the end of the syllabus).

Finally, even if we think something is impossible to understand (say certain types of writing or reading), functional Magnetic Resonance Imaging shows that our brains are quite plastic—if we put in the time and effort, the task will become easier to accomplish and our understanding will grow, and, yes, we will be able to think deeply and question ideas thoughtfully.

**General Education Learning Outcomes**

Composition One satisfies one of Kennesaw State University's general education program requirements. It addresses Area A1: Communication General Education Learning Outcomes. The Learning Outcomes state:
A. Written Communication: Students will write and communicate at a college level in various modes, media, and/or rhetorical contexts.

Course Outcome 1 below aligns with this General Education Learning Outcome

B. Reading Comprehension: Students will demonstrate an ability to comprehend, analyze, and interpret texts in various modes, genres, media, and/or contexts.

(Course Outcome 5 below aligns with this General Education Learning Outcome.)

For more information about KSU's General Education program requirements and associated learning outcomes, please visit: http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668.

Course Outcomes

The following course outcomes are adapted from the Council of Writing Program Administrators' (WPA) guidelines and will be used to ensure that students are learning appropriate material within their composition classes. To help you, the student, understand how our writing assignments and activities relate to the course outcomes, a parenthetical expression highlighted in yellow with a number and a brief explanation will follow each.

After completing ENGL 1101 and ENGL 1102, students will be able to do the following:

1. Compose a variety of texts using key rhetorical concepts
2. Use composing processes and tools to develop projects through multiple drafts
3. Locate and evaluate primary and secondary research material
4. Integrate appropriate source material for a variety of rhetorical contexts
5. Read and analyze a rhetorically diverse range of texts
6. Apply citation conventions.

Important Web Addresses

- Class Blog Site: https://reichertcomposition.wordpress.com
- KSU D2L Bright Space: http://d2l.kennesaw.edu
- KSU's Composition Program: https://web.kennesaw.edu/firstyearcomp/student-home
- Library: Marietta Campus: http://library.kennesaw.edu/locations/johnson.php
- Library: Kennesaw Campus: http://library.kennesaw.edu/locations/sturgis.php
- Library 101: http://libguides.kennesaw.edu/Library101

Course Policies

Attendance Expectations

- As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical and creative thinking skills, participation in the class discussions and activities is crucial.
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- Excellent or perfect attendance/participation will be rewarded as part of the Participation/Clan Life Game for the class. See the handout on the Clan Life Game for more information.
It is the policy of the English Department that students who miss six or more days of class—that is, 20% or more—should not receive credit for the class.

**Late Work**

Late work will be penalized in this class. All work is due at the beginning of class. I expect you to submit your work on time. My reasons are as follows:

1) This class operates under the assumption that knowledge making is a social, communal act. Therefore, we will share our written work and we will build knowledge as a community of learners. Do use the writing workshops as a chance to get feedback on your ideas and to analyze your writing in the context of what other students are doing. These activities will help you build on your writing and revision skills.

2) It’s unfair to students who consistently turn work in on time for me to extend deadlines for other students. In many ways we could all benefit from extended time to complete papers; however, courses are inherently limited by time since we only have a semester in which to work. Therefore, it’s necessary to hold students to the established deadlines.

3) It’s actually unfair to you as well for me to consistently excuse late work. Students who begin turning in late work often fail to catch up on the work load and end up failing the class because they weren’t able to turn in enough work to pass.

Computer problems will rarely work as an excuse for late work. Therefore, save frequently when you are working on your writing. Use the "save as" command and make sure you are saving to your disk when using the computers at school. Save more than one copy of your work. Hard drives do crash and USB drives can become corrupted. **When printed material is due, don’t wait to print before class. Printers do break down.** Make sure you get to class with work already printed and ready to go. Exceptional problems should be accompanied by doctor notes that indicate problems large enough to make it impossible to get a draft or blog submitted to class on time. **Address your problems in your letters of reflection/self-evaluation. I expect you to show problem-solving abilities for these incidents.** In other words, I want to see you overcome issues that might create late work. I will not excuse late work, but I will give minor breaks to people who find help by asking for it at the Writing Center.

**Emergency Plan**

If I am unable to make it to class, I will email all of you using the email addresses you supplied me at the beginning of class and I will place a news item in Desire2Learn. In some cases I will direct you to use the Desire2Learn site and you will want to ensure that you complete work using it.

**Student Conferences**

There will be two mandatory student/professor writing conference. I will cancel class for the student conferences. Come prepared with questions—take ownership of the session so that you can make the most of this opportunity to get oral feedback about your writing and your progress in the course. Being unprepared for your conference or missing it will impact your grade in this class.

**Statement on Resolving Conflict between Student and Professor**

Your success in my class is important to me. While each of you are asked to understand and carefully follow the guidelines set forth in this syllabus, I am happy to take calls, emails, and to meet with you one-on-one if you have questions about the course or if you want advice about homework. Please note that I have provided my home phone number. I am happy to take calls, especially on the weekend when I don't always check my email;

8/23/16
However, remember I have a chronic illness and go to bed around the time you probably get going on things 😊. Your best resources for this class are the documents on the WordPress Blog site and this syllabus. I have covered numerous items thoroughly. Since the syllabus is a long document, you can either run a find (Command + f) or look through the tabs at the WordPress blog site. I have more thorough information under each tab.

**Overall Structure of the Course**

This is first and foremost a writing course. It will be run as a writing workshop. We will read outside texts as well as each other's texts. We will use in-class time for face-to-face discussions, electronic discussions, researching, responding to each other's writing, and taking part in a number of writing activities. The classroom is a computer classroom so we will use computers for most of our work.

**Course Requirements and Evaluation Methods for Requirements**

The majority of the class grade will be based on your writing. It is my belief that great writers are also great readers and great thinkers; thus, I will also assign activities for which you will read and think about what you have read. You will read for at least two purposes: 1) to explore the ideas communicated in the readings, and 2) to read as a writer—to take on the "moves" of a writer and to use text in the way others have done so. Your grades for the class are as follows:

- **Three Writing Portfolios** (each made up of a major paper and its drafts, exploratory writings, in-class writings, and a letter of self-evaluation): 25% of the grade for each portfolio as well as a professional multimodal blogpost and its drafts.
- **Paper/Professional Blog Post**: Rhetorical Analysis of “What is a Grade?” by Pat Belanoff: 10%
- **Two Surprise Reading Quizzes**: 5% a piece
- **Participation/Guild Game**: 5% minimum

**Writing Portfolios**

Three portfolios that contain the material listed below will be the main course requirements. Portfolio evaluation is used in numerous ways, but for the purposes of this class, we will use contract portfolio grading for each portfolio. What this means is that you will be provided with a non-negotiable contract that will outline three types of expectations: 1) The effect of **timeliness** on your grade, 2) the effect of **quantity** of writing on your grade, and 3) the effect of **quality** of work on your grade.

The rationale for portfolio grading is that it allows for the following things:

1) Student work to be viewed across the semester, looking at quality in a number of works vs. in one work at a time. Thus, you won't be unduly penalized for one poor piece of work.
2) You to examine all your work and to comment upon it; thus, you will become better critics of your own work, and, in the end, the work of others.
3) The composing process as part of the grade since the quality of drafting for the multimodal projects is reviewed as well. Since creating a strong composing process is important for your success as a writer, it is critical for you to come to an understanding concerning how the writing process shapes the final product.

You will post most of your work to the WordPress class site. Please ensure you understand how the site works before the first exploratory blogpost is due.

**Portfolios Contents**

- **In-class Electronic Discussions and Writings**: The electronic discussions will be used for brainstorming class content, analyzing text, and composing processes. It’s important to participate so we can have thoughtful discussions about why we believe certain things about ourselves as composers of text...
and to critically analyze our readings. In-class writings will help you explore different elements of the multimodal composing process.

- **Exploratory Blog Posts:** When you compose for exploratory texts, you will get the chance to compose informally—while you may revise for clarity of ideas and thoughtfulness, you do not need to worry about editing for spelling or grammar or for making your writing more academic. What you want to do instead is to be willing to think about the topic in numerous ways and to be willing to make a strong effort to compose using a new, mode, medium, convention, or genre.

- **Multimodal Professional Blog Posts:** There are three Multimodal Professional Blog Posts: Students will work through a number of drafts for each one. The students will need to consider the following issues as they write:
  - Traditional notions of literacy that deal with reading and writing as well as more current ideas that concern digital, visual, and oral literacies
  - Rhetoric and logical fallacies
  - Thinking, the brain, and the digital world
  - Genre, communication, and persuasion
  - The relationship of composing processes to final products
  - Proper citations for all texts borrowed—images as well as documents

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**Portfolio One--The Literacy Autobiography: 25% of your grade**

Portfolio One concerns ideas related to issues of literacy: especially as they relate to both traditional notions of literacy (print literacy) and digital literacies. The more I attempted to find one definition of digital literacies the more I realized that there are numerous ways in which digital literacy can be defined. Let's start with the definition found on the Internet at *Te@chthought*: “Digital literacy is the ability to interpret and design nuanced communication across fluid digital forms” ([http://www.teachthought.com/technology/the-definition-of-digital-literacy/](http://www.teachthought.com/technology/the-definition-of-digital-literacy/)). Digital literacy is not computer literacy; however, computer literacy is necessary for digital literacy. One could argue that digital literacy also includes an understanding as to how to “read” smartphones, tablets, and maybe even computer code. Let's assume for right now that digital literacy = an understanding of socially organized practices that use a symbol system (language, emojis, what have you) to communicate ideas to others using a digital platform. This communication can be achieved through a number of different mediums or modes on these digital platforms. For now let's consider all of the following as digital texts: blogs, video games, text messages, social networking systems, discussion forums, Internet memes, online search engines and their results, and so on. What we will do for this unit is to discuss composing, the rhetorical situation that guides writers, and our history of becoming literate as readers, writers, digital consumers, and digital communicators. We will also begin to consider the effect of such literacy on our brains and our thinking.

**Multimodal Professional Blog Post 1: Literacy/Digital Literacy Autobiography**

Most of us understand literacy as it pertains to reading and writing. To be literate means to move beyond the ability to simply decode words—*r-u-n = “run”—and to understand them within a context with other words. One can run fast or one can have a run in her hose. The more closely we read and the more thoroughly we use a variety of reading strategies, the more deeply we can understand the meaning that resides in a text. We can then bring these same strategies to our own composing as we write for different purposes to different audiences.

Reading and writing form only one type of literacy, however. We also "read" images, oral texts, and digital text. For this class we are going to focus on traditional ideas of print literacy as well as on digital literacy. If we compose/design images, oral texts, and digital texts, we perform tasks akin to composing/writing a text.

In the drafts for this unit you will explore your history of learning to read and write as well as your history of entering the digital world. Your history has created your attitude and beliefs about both types of literacy. If you love or hate reading and writing, how did this happen and why? Do you love browsing the Internet for fun, yet
hate to use it for writing a paper? What happened to create this attitude? Exploring your history may help you to change, evolve, and grow as a person.

Your purpose for this post is to reflect on your past as it intersects with print and digital literacy. You will want to share pertinent stories that help your audience to understand this history. Your audience consists mainly of teenagers who may share similar histories. Consider language and ideas appropriate to this audience.

Writing It Up

Please consider the following as you move from early drafts to later drafts:

1. **Your aim of discourse** (we can define discourse here as written communication) for this multimodal blog post is mostly expressive. It's your story so it's about your individuality and emotions. However, in the end you are also looking at yourself as a member of a peer group and drawing conclusions about this peer group. Your aim here is one of mixed purposes—to explore similarities and differences, to inform others of these things, and to persuade others of a reason for why these similarities and differences exist.

2. You probably do not want to cover every detail in your life equally. Consider summing up parts that are not as important to you, and creating a full setting, characterization and so on for critical moments in your literacy history. For example, "reading such and such book made me realize…." For these critical scenes use concrete detail and vivid imagery.

3. You want to use some chronology within the text since it's a story; however, you can use move back and forth in time in order to cover both read/write literacy and digital literacy.

4. You will want to embed two modes of discourse within this paper: 1. Written, digital communication and 2. Visual communication—add images that help us understand your text. *Cite these images if you did not create them.*

5. There is no set length for your multimodal blog posts. Ensure that you have covered the topic thoroughly, thoughtfully, and vividly. Make your story come alive for your classmates since they are your audience for this post.

6. The information you share should be salient and in writing about it you should provide both logical reasons for it salience as well as emotional reasons. Why does it speak to you?

*Portfolio One addresses Course Outcome 1, 2, 5, and 6 since students will compose a variety of texts, one of which will ask students to use a composing process. Students will also read and analyze several texts, including those written by other students and students will need to apply pertinent writing and citation conventions.*

*Portfolio Two—Analyzing the Digital World: 25% of your grade*

When we first used a computer for a certain purpose, our only goal was to be able to do what we wanted to do. The computer was only a tool for achieving our goal. However, as our literacy developed, we may have begun to consider how the computer worked or how search engines worked or why certain graphics communicated certain ideas. While many of you are considered “digital natives” (just as I was a print native), that does not necessarily mean you are thoughtful, analytical readers of the digitized texts you are reading. This portfolio will allow us to analyze a variety of digital literacies in order to understand what it takes to become a savvy reader digitized text.

**Multimodal Professional Blog Post 2: Elements of the Digital Literacy**

As soon as we open a digitized document, we’re faced with a number of new literacy issues depending upon the document. However, whether we have opened a search engine, a “video” game, a website, an app, or a blogpost on the Internet or whether we have opened the same items on a smart phone, we now have to consider entire new readings than what we once considered for many print documents: Layout and design have become more important for the human reader and computer code and algorithms are now buried underneath the surface of the
text. A machine “reads” what is written and then displays text and image on screen. Human audiences now care whether the text they view has been coded in a “user friendly” manner.

Your **purpose** for this post is to explore, analyze and draw conclusions about what it means to be a savvy reader of some type of digitized text. Here are the topics you will want to consider for your text. Keep in mind that you don’t want to cover everything in a list—find a segment of special interest, focus on it, and use the insight you gained or a conclusion you were able to draw as your claim/thesis for your post. Your **audience** consists of anyone at any age who is interested in digitalized media/new media and its effect on human communication. You can determine if there is a particular age group you want to focus on. Doing so may help you decide what characteristics your audience members share.

- **Digital Page Design:** Consider how page design is used to communicate the type of genre: website, blog, forum, game or search engine. Consider how it changes depending upon device (computer vs. smartphone), upon audience, and so on. Consider how color and graphics play their role.

- **Digital Images:** One thing that was learned in the early days of the Internet, is that one would lose his/her audience if he/she simply created text in the same layout as adult books created text. Readers on the Internet have little patience for scrolling through a long document. What we began to learn as we added images is that visual literacy is as important as print literacy. Images also are rhetorical. We use them purposefully to send certain messages to certain audiences. We now can easily perform an image search. What are all of those images saying? When do we use photographs, clip art, or images that combine image and text (memes)? How are these items impacted by size and layout? How is message impacted? Are there image categories and rhetorics and what are the different ways image and text work together?

- **Digital Research:** When I was growing up, secondary research was done in the library using the library’s card catalog system. It was painful and slow, and if the library was small and poorly stocked, one had to do research on a popular topic in order to find any material. I would suggest not complaining about not being able to find anything as you conduct your research 😇 Data is now digitized, search engines use algorithms to help you find the materials for which you are searching, and many people have to figure out how to limit the number of hits instead of worrying about getting too few hits. One also has to consider source quality, “research remix,” and when one begins to compose one’s own work, one has to consider which modes (print, audio, video and so on) one will use to convey one’s research.

- **Digital Video:** Let’s face it, YouTube, Vimeo, and Vine currently compete with television as entertainment for wide audiences. They also have made it easier than ever to produce videos for a large audience (I created a basic video (no editing) of my cat sucking his toe on my Facebook page). What does one need to know to be both a savvy viewer and creator of videos? What types of video categories are there? What are the rhetorical terms that go with videos? What does one have to consider in terms of camera(s), methods for telling stories, and knowledge of screenplays, storyboards, editing, screen dimensions, frame rate and so on?

**Research:** You will want to do two types of research for this blog post. Like last time I will want you to conduct **primary research**. In this case I want you to actually conduct research. For example, if you’re looking at digital design, you may want to discuss design elements you used for your blogpost, the ways in which WordPress helped or hindered you as you designed your post, and so on. If your focus is on research, you could evaluate one search engine against another or analyze how mode affected your decisions on how to present your research to an audience. You may want to make your own video.

**Writing It Up**

Consider the following for your blog post:

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8/23/16
1. **Aim of Discourse:** Your main aim for discourse in this paper is to create referential discourse. While you do want to draw some conclusions and you do want to persuade your audience that your conclusions make sense, your main goal in your referential discourse for this post is to focus on the subject matter, to explore your topic using the guidelines, and to inform your audience about what you have learned. Many papers of this nature do not promote the use expressive discourse; however, in this case you can refer to your own beliefs and values concerning your topic—just keep in mind this is a minor part of your post.

2. You will want to draw some conclusions about your topic based on your research. This will create your **major claim or your thesis.** This claim should be descriptive instead of something that rules on advantages or disadvantages, pros or cons. Thus, you may have several findings that when pulled together reveal what it means to understand, read, and compose digital texts of a certain nature. Your major claim should be supported by major data (in this case this data will help set up categories that support your major claim). Within each category you will have subdata that supplies your facts, illustrations, and evidence that supports your major data.

3. Framing your ideas for the post can be set up in a couple of ways. You can use a ascending/descending sequence that indicates which ideas are most important, familiar or complex and order your ideas from one of those things to another. You can create a causal sequence: "This, this, and this, causes this." My favorite is a bit of an exploratory, reflective sequence. If you want to use "I," this is a good sequence since you can begin with your major questions, explore answers to them and place your major claim at the end. Finally, you can use a chronological sequence that tells the story of your search for answers. "I began by…, then I … and found….I then … and so on." I consider this the detective model for you are examining clues until you can finally deduce your answer.

4. Again, the blog post length is open. Realize your goal is to ensure that you fully work with the assignment in ways that thoughtfully develop your topic for the reader and that don't leave gaps in your discussion.

5. In most cases I will want to see both primary and secondary sources in your post. The secondary sources you will want to evaluate for credibility before you use them.

6. Images you did not create, Youtube video clips, Tedtalks, and so on are fine as sources and will help to create the multimodal effect important to your blog. Keep in mind that all are sources and must be cited.

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**Portfolio Two addresses Course Outcome 1-6 since students will compose a variety of texts, one of which will ask students to use a composing process. Students will also locate and evaluate research, integrate appropriate source material, read and analyze several texts, including those written by other students and students will need to apply pertinent writing and citation conventions.**

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**Portfolio Three—Opening Up Discourse Options: 25% of the grade**

New communication technologies are often referred to as "new media." Your last papers essentially began to explore some types of new media. New media continues to evolve, but here is a list that gets us started: social media, websites, wikis, blogs, and online newspapers. I would add that new media can also be seen as the digitalized photographs or videos you create with smart phones as well. New media often offers more interactive features than old media did. While you could write a letter to the editor of a newspaper and hope it would be published, blog sites and online newspapers often allow you to comment immediately about an article or blog post and other users can then comment on your comments. Some experts consider new media as "democratizing" communication since anyone can use it for publishing purposes. Recently police officers across the United States have had their actions caught by recording devices linked to smart phones; consider that the rebels during the Arab Spring in 2012 used social media to broadcast their concerns to the world since televised news and other forms of old media were controlled by the government. This final portfolio examines the ways in which we reach
others to communicate our most important ideas and concerns. For this final portfolio we will explore the rhetorical situation by examining the effect mode, medium, and genre have on audience members.

**Multimodal Professional Blog Post 3: Breaking Taboos, Creating Connection**

In this blog post, you want to write meaningfully on a taboo issue, using a genre or form that is usually taboo for a composition class while breaking or creating a grammar or punctuation rule that helps to communicate your ideas. Your **purpose** is to explore this taboo issue in a way that provides your readers with new insights on the topic and may change their minds about how this topic should be addressed. You have considerable freedom for genre selection, for language choice, and for topic choice. Your **audience** is a general audience. It is composed of people who agree with you and people who disagree with you. Your ideas need to be developed well enough that everyone fifteen and above can understand your post. With these rhetorical freedoms come great responsibilities: how do you use all of these choices to communicate in a thought-provoking manner?

**Writing it up**

Please consider the following as you move from early drafts to later drafts:

1. **Your aim of discourse** for this multimodal blog post is to use whatever tools you can to create a more literary post in the sense that you will carefully focus on genre and language to create a final product that best communicates your ideas. Your goal is to persuade your readers without using academic discourse: your story, poem, (what have you) should show your reader, not tell your readers why they should consider your perspective. Thus, it will be important that your post is also expressive and reflective. What emotions and thoughts do you want to elicit from your readers?
2. Our first three rough drafts will ask you to make radical revisions. Each will ask you to keep the same **purpose**, yet each will ask you to reconsider things such as genre and point of view. Realize that you will shift a great deal of content in order to revise—be open to change. The final drafts will ask you to choose one of these posts and to further develop it.
3. The final post can be multimodal or not. You decide. If you use images or text from a source, you will still want to cite your sources.
4. Consider conventions such as grammar and so on thoughtfully. You either need to break a grammar rule or you need to create a new rule that pertains to your text.
5. There is no set length for your final multimodal blog post. Ensure that you have covered the topic thoroughly, thoughtfully, and vividly.

*Portfolio three addresses Course Outcome 1, 2, 5, and 6. Students will especially explore the effect of genre and conventions on a piece of writing.*

**Letters of Self-Evaluation**

Each of your portfolios will contain a letter of self-evaluation. These letters will ask you to reflect on your progress in the course, your understanding of the readings and terms, and your assessment concerning the quality of your work. Your purpose for writing these letters is to come to know yourself better as a writer and to communicate this self-knowledge to another. Your audience is yourself as well as me, the teacher. Your letter will also help indicate whether the learning outcomes are being addressed within the course. For each item I have noted which course outcome(s) are being addressed.

*All of the questions ask students to step back and to perform a meta-analysis of their portfolios. Within the letter students address the course outcomes by answering questions concerning writing and reading strategies.*

**In the letters of self-evaluation you should address the following questions:**
1. First consider the rhetorical situation and how you used it to create your professional multimodal blog post. Conditions concerning audience and purpose were set up for each multimodal blog post. How do you see your blog post addressing the audience and purpose? You will want to use actual examples from your post to show this. How does your tone and word choice match your audience’s needs? Consider what persona you created: how does word choice help to create this persona? Is this an ethical persona? Why or why not? Finally, how does your text show you using logos (logic) and pathos (emotions)? What sections are logical and what sections tug at the emotions? What type of emotions are these? For the Multimodal Professional Blog Post in Portfolio 2 what claim do you make and what do you do to support your claim?

2. We each have composing processes that we employ to write our papers. How would you describe the processes you used for your Multimodal Professional Blog Post? What did you do to get started? Where do you like to compose your work? When? What type of conditions do you need? Why? At which point in the drafting process do you do your best work? What strategies did you use for global revision? For editing? What actual changes did you make? Do your current composing processes help or hinder the quality of your final draft? Explain.

3. When you look at the bold words in the contract in connection with the professional multimodal blog post, which bold words speak to a strength in your writing? How so? Provide an example from your post. Which words speak to a weakness, especially in an early draft? Provide an example from a draft post. All of the bold words concerning the quality of your multimodal blog post should be addressed.

4. What did you do to make your writing “stick”?

5. Your portfolio is made up of several genres (story/memoir, essay, letter, exploratory), some of which are multimodal. For the professional multimodal blog posts, how did you determine which mode other than print to use? Why? Did you try to follow any design principals for setting the post up? If so, what did you do?

6. When you look at the bold words in the contract concerning in-class writing and exploratory blog posts, how do you see your writing meeting the conditions set up by the bold words? Use details or examples to explain.

7. When you look at the bold words in the contract in relationship to this letter, how do you see your letter meeting the conditions set up by the bold words? Provide examples from your letter.

8. When you look at the bold words in the contract in relationship to the comments you have written to others concerning D2L discussions and blog posts, how do you see your comments meeting the conditions set up by the bold words? Provide examples from your comments for evidence.

9. Finally, what grade do you deserve based on the conditions of the contract? (Your grade is based on the quantity of work, the timeliness of that work, and the quality of that work. Do address each of these issues fully.) You can address participation extra credit here if you believe you have met the conditions.

**Paper/Post Analyzing the Purposes of Grades in Relationship to "What is a Grade?" by Pat Belanoff**

Throughout the term we have discussed responding to each other's writings and we have talked about grades and what they communicate. As we close in on the end of the semester, I want us to consider the issue of grades one final time. Some questions to consider as you write this final post/paper are as follows: What are they and why do we receive them? Do you like receiving a grade? Do grades adequately sum up what we have learned in a course, how well we have performed, and how much effort we put into learning? Should grades do all three of these things?

There are two purposes to this assignment. Because the idea that grades measure learning, effort, and/or ability is common in our educational system, we will use this assignment to analyze our own beliefs about the usefulness of
grades especially in terms of composition grades, and we will conduct a rhetorical analysis of Pat Belanoff's essay "What is a Grade?" in order to explore and evaluate her ideas in relationship to our own ideas.

Discussion of Paper Evaluation
Your "What is a Grade Paper?" will be graded based on your ability to show that you comprehended the reading, that you developed a thesis/claim and that the thesis/claim is supported by evidence, and that you showed that you understood the conventions of print texts and citations, and that you used appropriate language. A rubric outlining the quality necessary for each of these characters to match each grade type will be used.

This writing most fully addresses Course Outcomes 1, 2, 5, and 6 since it asks you to demonstrate knowledge concerning how to conduct a rhetorical analysis through reading and composing, how to create your own claim concerning an issue while evaluating another's claims, how to use writing processes to generate your analysis, and how to use genre and citation conventions to further your aims of discourse.

Analyzing Grades (10%)
Throughout the term we have discussed responding to each other's writings as well as grades and what they communicate. As we close in on the end of the semester, I want us to consider the issue of grades one final time. Some questions to consider as you write this final post/paper are as follows: What are they and why do we receive them? Do you like receiving a grade? Do grades adequately sum up what we have learned in a course; how well we have performed, and how much effort we put into learning? Should grades do all three of these things?

Paper: "What is a Grade?"
This can be a multi-modal post/paper; however, you will rely mostly on written analysis for this post/paper. You will post drafts to your blog category, but I will also want a paper copy of each draft to be stapled together and to be turned in as your final work for the class. The final paper copy should use correct MLA format.

This paper/post has several components. Each is important to your grade for the paper.

1. We will begin by reading "What is a Grade?" by Pat Belanoff. As usual we will begin by getting some of your "gut" responses and why the text elicits these responses. These are often your more emotional responses to the text. Each of you will want a section in your paper that covers this emotional response.

2. We will then distance ourselves from the text in order to analyze the text. Each of you will then want to write a rhetorical analysis of this text. You will want to cover things such as the rhetorical situation; logos, pathos, and ethos; the claims Belanoff makes; the support she uses; and the strategies she uses to pull her readers into the text. You will also look for any obvious logical fallacies. You do not necessarily have to cover each of these things, but you want to give your audience a thoughtful rhetorical analysis.

3. Next, thoughtfully consider your own experiences with writing grades in English classes. What do you think they measure, and what do you believe is the best way to assess writing abilities?

4. Create a thesis/main claim for your paper and then write a paper that does two things: 1. supports your thesis/main claim, and 2. provides a thoughtful rhetorical analysis of the Belanoff reading. You can use research other than Belanoff's text if it helps you to clarify your ideas. Your purpose is to provoke thought in your audience's mind and to persuade your audience that the analysis is strong. Your audience is composed of English teachers.

Writing It Up
Consider the following for your blog post:
• **Aim of Discourse:** Your aim of discourse is **Persuasive (or rhetorical) Discourse.** You do want to persuade your audience that your rhetorical analysis is a strong reading of Pat Belanoff's text.
• You will want to examine the rhetoric Belanoff uses and to draw a conclusion. This will create your **major claim or your thesis.**
• Your major claim should be supported by major data (in this case this data will help set up categories that support your major claim). Within each category you will have subdata that supplies your facts, illustrations, and evidence that supports your major data.
• Framing your ideas for the post can be set up in a couple of ways. You can examine Belanoff's ideas first through the rhetorical situation and then in a chronological order or you can address them by examining different elements of the rhetorical situation followed by the rhetorical appeals of ethos, logos, and pathos. If you would like, you can introduce the idea of grades using your own experience and then move to your rhetorical analysis of Belanoff's paper. You can then pull back again into your own ideas at the end.
• You can use secondary sources if you like as a way to support or to illustrate gaps in Belanoff's coverage of grades.
• You can use images to support your analysis as well. Keep in mind that all are sources and must be cited.

### Two Pop Reading Quizzes

Each pop reading quiz will be worth 5% of your grade. Make sure you read assignments closely and make sure you analyze them for the purposes discussed with each reading. Quiz grades will be calculated on a point system.

*The quizzes most fully address Course Outcome 5 since they ask you to read and analyze texts used in the class.*

### Participation/Guild Game (5% at minimum)

I have been reading a bit about gamification and the benefits it is supposed to bring to a course (better learning and better participation). We’re going to experiment with this idea for this class. You’ll get numerous opportunities to provide feedback.

**Goals of the Game:** Students will work within a “guild” for the class and will work to help their clan to gain points; however, students also are able to score points as individuals and, thus, can up the final number of points they take away for course credit.

Your goals are to earn the number of points necessary to earn one of three medals: A Bronze medal, a Silver Medal, or a Gold Medal.

#### Bronze Medals: Earning a bronze medal will give you an “A” for the five-percent credit for your participation grade. To earn a Bronze Medal, your guild as a whole must meet the conditions for a bronze medal and your work as an individual must also meet the conditions of a bronze medal.

#### Silver Medals: Earning a silver medal will not only earn you an “A” for the five-percent credit for your participation grade, but it also allows you to bump your grade up by half a letter grade for any other grade item: a writing portfolio, a quiz grade, or the Analyzing Grades paper. To earn a silver medal, your guild must at least earn a bronze medal and your work for the individual category must meet the conditions of a silver medal.
Gold Medals: Earning a gold medal will not only earn you an “A” for the five-percent credit for your participation, but it also allows you to boost a writing portfolio grade by half a letter grade AND to replace both of your quiz grades with “A” grades. To earn a gold medal means that both your guild and you individually must meet the conditions of a gold medal.

Guild points will focus on creating an identification for your clan, working together to ensure that guild challenges are met (sometimes by one person and sometimes by the whole guild), and that your guild wins badges (in competitions or through completion of a task).

Individual points begin by ensuring strong attendance, timeliness to class, preparation for class, and participation in class activities. The individual points are also shared with the clan. Say a student never misses a day or is late for class. He earns those points for himself, AND his clan gets to place them in their point account. Individual points also encompass finding ways to help clan members succeed, especially if an individual wishes to earn a gold medal.

A full set of rules and guidelines for the Guild Game will be placed in D2L and at the WordPress site. However, all of you will be able to provide input before the final set of rules and guidelines will be determined.

The different tasks that will be set for the Guilds will ask students to deal with the outcomes in some way.

Calculation of Grades

For this class we will differentiate between the terms "evaluation" and "response."

These items will be evaluated:

- Three portfolios 75%
  - Portfolio One 25%
  - Portfolio Two 25%
  - Portfolio Three 25%
- One Paper/Blog Post 10%
- Two quizzes 10%
  - Quiz One 5%
  - Quiz Two 5%
- Guild Game/Participation 5% minimum

Evaluation will be posted in D2L.

Items such as exploratory posts and drafts will be entered in D2L using the following system:

- A "√" will be given for individual pieces of work that meet the conditions of the assignment and that are completed in a timely manner.
- An "L" for work turned in late.
- A "-√" and explanatory feedback if the work does not meet the conditions of the assignment.

All portfolios, quizzes, and the "What is a Grade" Blog Post/Paper will receive letter grades.

Quizzes must be taken on the day they are given.

The pie chart below provides a visual graphic of the worth of each requirement:
Grading Scale
We will use the same 4-point system that the university uses to calculate GPA: A = 4 pts., A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, D- = .7, F = .1. These grades will then be multiplied by their correct percentage set above for each item (35% for the journal portfolio, 20% for Annotated Bibliography, 10% a piece for the first 2 quizzes, 20% for the final quiz, and 5% for participation.
Example:

A for Portfolio 1 = 3.7 x .25 = .925
B for Portfolio 2 = 3 x .25 = .75
A for Portfolio 3 = 4 x .25 = 1
A for "What is a Grade?" = 4 x .10 = .4
B for Quiz 1 = 3 x .05 = .15
B for Quiz 2 = 3 x .05 = .15
A for Guild Game (Bronze) = 4 x .05 = .2

If you add each of the final numbers together, your answer is 3.575. A 3.6 falls in the B+ zone. Note that if this student had earned a Silver Medal, he could have bumped his B for Portfolio 2 up to a B+. The student would have then earned a 3.65, placing him on the edge of an A-. A Gold Medal would have earned this student an easy A.

Response to Ideas
Response will most often occur at the WordPress classroom site in the comment section for exploratory posts. Each of your blog posts will be visible to other students. I will respond to Exploratory Blog Posts using most of the following response types for each post, and I will expect you to do so as well:

• What did your fellow student say in the post that you found to be thoughtful? Why?
• What did your fellow student say that elicited some type of emotional response from you as a reader and what type of response did you have—joy, laughter, empathy, sadness? Because?
• Ask one open-ended question concerning the post (this is a type of question you cannot answer in one word).
• Reflect on the totality of what your fellow student said or on what image, digital source, or oral source he/she added to the text. Tell him/her why you think he/she said or included what he said or included in the post. You may be wrong, but that’s okay. It may give him/her a different perspective that is helpful.

Notice that none of these types of response evaluates the text. Exploratory Blog Posts are about trying new genres, modes, and mediums or about exploring certain ideas. We won’t feel free to try new things if we believe we will be penalized for doing so.
Response to Drafts of Professional Multimodal Blog Posts will also occur at the WordPress classroom site in the comment section for each post. Because I want you to depend on each other for responses, I will rarely respond individually to the early drafts. I will conference one-on-one with each of you on a draft before the final is due for two of the portfolios, and you may always make an appointment to see me if you want additional feedback on drafts. I will often provide feedback to the class concerning what I am seeing in the drafts and we will participate in revising and editing workshops.

As peer respondents you will respond to each other on early drafts. The responses for drafts will vary depending on the assignment and whether it’s an early or late draft. Prompts for these responses can be found in the Guild Game Guidelines since your guild will get points for thoughtful responses to each other.

Departmental and University Policies

KSU’s Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Office of Student Conduct and Academic Integrity, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Academic Dishonesty

According to the Council of Writing Program Administrators, plagiarism occurs in an instructional setting when a "writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." As some of you know, Melania Trump was in the news for plagiarizing material from a speech by Michelle Obama. The wordcloud on the left was created using Tricklar at http://tricklar.com. Tricklar uses a search engine to find terms on a particular date or dates and it then searches reputable print news sources to see what is in the news. The image to the left was created shortly after Melania Trump’s speech using the term “plagiarism.” I then conducted a similar search for July 15 – 17, 2016, and the word “plagiarism” came back with no hits.

It’s easy to think plagiarism has no real victim, but in the United States we not only give people credit for their language, we also give them credit for their ideas. In fact, you can plagiarize your own work in academic settings in the United States. Submitting a paper for a current class that you already used in a different class is called “Self-Plagiarism” and is not permitted. Plagiarism is not the only type of academic dishonesty that occurs in writing classrooms. You should also be careful not to cheat off of another student, to make up quotations for a source, or to list sources you never consulted on your works cited page.

Disruption of Campus Life Statement

It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/ or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.
Disabilities Statement
If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Student Disability Services office and obtain a list of approved accommodations.

Writing Center:  http://writingcenter.kennesaw.edu/index.php
The following blurb comes to you from your friendly writing center staff, whose motto is "not because you can't write, but because you do write."

The KSU Writing Center helps students in all disciplines and at all levels of ability improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit www.kennesaw.edu/writingcenter or stop by English Building, Room 242 (Kennesaw campus) or the Johnson Library, Room 121 (Marietta campus).

General Use Computer Lab: The Knowledge Commons, Library
The IT General Use Computer Lab known as the Knowledge Commons is located in the library and is available for students who need access to computers. If you plan to print in the library, realize the printers do break down so do not wait until the last minute to print.

KSU Libraries
Reference librarians on both campuses are able to help you with your research, including using library databases to find articles, accessing books and other materials in catalog, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, for one-on-one research appointments, and can be contacted 24/7 via the library chat. For more information on library locations, hours, and how to access library services please visit http://library.kennesaw.edu/. Your fees pay for these services, get your money's worth!