

COM 122: English Composition

Embry-Riddle Aeronautical University
Department of Humanities &
Communication
COM 122 | Section 11 | Fall 2021
Building P76 Rm. 105 | T/TH: 9:10-10:25
AM

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University Course Description

COM 122 focuses on the principles of using writing for thinking, as well as a tool for expressing ideas. It addresses the composing process, research and documentation, and rhetorical strategies for various audiences and purposes. Students develop their communicative, evaluative, critical thinking, and research writing abilities. A grade of a C or better is required to pass the course.

Prerequisites: Satisfactory completion of Basic Skills Requirements.

Course Overview

COM 122 is an introductory writing course that teaches all stages of the writing process to help students develop critical thinking and information literacy skills to communicate effectively in academic contexts. Since this is a writing-intensive course, students will compose across all stages of the writing process (inventing, prewriting, drafting, revising, editing) and will incorporate instructor and peer feedback to craft compositions for a specific rhetorical purpose and audience. Assignments are designed to cultivate students' abilities to evaluate, analyze and critically assess how diverse texts (written, visual, and performative rhetorics) remain responsive to larger rhetorical situations. Through classroom discussions, collaborative activities, research projects, and writing assignments, students are expected to gain information literacy skills to ethically conduct and evaluate research while also demonstrating an understanding of current citation styles to responsibly document research findings in academic writing.

The course is composed of three main units, each one focusing on helping students develop research skills and compose in a genre appropriate for a specific context. Students will choose an overarching topic or theme that they will pursue over the three units in order to best demonstrate how rhetorical analysis, research, and genre interconnect.

Learning Outcomes

At the conclusion of COM 122, students will achieve the following learning objectives:

- Respond orally and in writing to evaluate, analyze and critically assess the ideas and meanings of diverse texts.
- Compose reasoned responses to course readings, discussions, and visual prompts, by including a clear, engaging thesis statement and supporting that statement with well organized, detailed evidence.
- Make appropriate rhetorical decisions to achieve the purpose of a written work, based on an understanding of ethical issues and underlying assumptions and values in the argument.

- Deepen understanding of a topic by conducting research that leads to a documented paper with appropriate documentation.
- Revise their writings to improve clarity, content, tone, and style, addressing such issues as audience, structure, and voice.
- Edit writing so understanding is not impaired as a result of errors in grammar, mechanics, or sentence structure.
- Demonstrate their understanding of the interdependent relationship of reading, writing and thinking, and reflect on their thinking as part of a larger community of thinkers.

GOALS

This is a required course in every degree program. It is designed to help students learn to think critically, research ethically, and write clearly and effectively to achieve a variety of purposes.

REQUIRED MATERIALS

To fully participate in this class, students will be required to have access to the following:

- The Bedford Book of Genres, 3rd Edition. (ISBN-13: 978-1319245009.) Available via Amazon or the Campus Bookstore. Both print and ebook editions are acceptable.
- Canvas Login to access course readings and documents
- ERAU student email

ASSIGNMENTS & GRADING

Brief descriptions of the major course assignments are included below. Complete descriptions for Assignments 1-4 can be found starting on page 9 of the syllabus.

Assignment 1: Rhetorical Analysis Essay (~1000 words + a 250-word memo)

For Assignment 1, you will choose a visual/verbal/oral text to analyze using rhetorical theory including Lloyd Bitzer's "rhetorical situation" and the available means of persuasion. In this analysis, you will make a claim about whether your text constitutes a fitting response to the rhetor's exigence.

Assignment 2: Inquiry-Based Research Essay (~2000 words + a 250-word proposal, a 500-word research-in-progress report, and a 250-word memo)

Assignment 2 invites you to compose in another academic genre: the researched essay. Again, we'll examine and employ the rhetorical strategies and conventions unique to this particular genre. In addition to composing multiple drafts of the essay, students are asked to submit a research proposal and an annotated bibliography.

Assignment 3: Composition in 3 Genres (word count varies by genre + a 600-word memo)

Assignment 3 asks you to use the research conducted within your second project and re-present the argument you made in that essay across three genres. In addition, you are asked to write a rationale that explains the rhetorical choices you made in each genre and how you see those choices as rhetorically effective for their context and audience.

Assignment 4: Eportfolio

Our semester-long project for the semester is an eportfolio. You will create an eportfolio to showcase and reflect upon your writing. As the semester progresses, you will be asked to add specific elements to the eportfolio (including final drafts of Assignments 1-3, short additional writing selections, and a final semester reflection) and think rhetorically about web design.

Journal Responses: (10 responses of ~250 words)

These journal responses provide a space for ungraded, less formal writing that focuses on exploring and developing ideas, along with critical writing about assigned readings and classroom discussions. These posts will be roughly 250 words each. To receive credit, you must submit the journal assignment on time, meet the word requirement for the particular assignment, and demonstrate knowledge of and engagement with the assigned topic. Prompts for these assignments can be found on Canvas.

Final Reflection/Theory of Writing: (~500 words)

As part of your eportfolio, you will compose a final reflection that explores what you learned about genre and rhetorical situation and how the semester added to, challenged, or complicated your theories and practices of composing. A detailed prompt for this assignment can be found on Canvas.

GRADED WORK	PERCENTAGE
Assignment 1: Rhetorical Analysis Essay	20%
Assignment 2: Inquiry-Based Research Essay	30%
Assignment 3: Composition in 3 Genres	20%
Assignment 4: Eportfolio	15%
Journal Responses	10%
Final Reflection/Theory of Writing	5%

The lowest passing grade in COM 122 is a C. I grade on a 10-point scale (A 90-100; B 80-89; C 70-79; D 60-69; F 0-59). I am not obligated to round up grades. This means students who earn a 89.99% in the course will earn a B. In accordance with FERPA regulations, I am not allowed to discuss your grades via email or in public settings.

Similarly, I cannot discuss final grades via email once the semester concludes. These policies are in place to protect your privacy. If you have questions about your grade, please reach out to me to set up an in-person meeting in my office to discuss my evaluation of your performance in the class.

FINAL EXAM

Students will submit their eportfolios (including the final reflection and theory of writing) on Canvas as the final exam for the class. There will not be an in-person final exam. Final eportfolios are due by the end of our scheduled final exam period at 10:00 AM on Tuesday, December 14th.

COURSE POLICIES

Punctual submissions in the required format are expected for all assignments.

- Please come to class prepared to discuss the required reading for the day. Minor assignments (i.e. journals and individual portfolio components) will be due by the start of class that day. Major assignments will be due by 11:59 PM on the designated date.
- All work completed outside of class should be in APA format, typed and double spaced using 12-point typeface (e.g., Garamond or Times New Roman) with 1” margins all around. Students must include a title page and page header/running head, as well as appropriate page numbers. Students will learn to follow the APA guidelines to appropriately cite and reference.
- If you notify me at least 48 hours in advance of the final deadline that you need an extension, I will consider it. Things happen; however, communicating with me is key. You must let me know in advance in writing in order for me to consider offering an extension. The extension is only applicable for Major Assignments 1, 2, and 3.
- Your assignments must be uploaded to Canvas (unless otherwise stated); students must ensure that your paper is posted by the time of the required due date.

Contacting Me

I will primarily communicate with students individually via ERAU email. Some announcements and updates will also be posted on Canvas. Please check our classroom spaces and your email regularly so you don't miss any important updates or adjustments to our schedule. Please post any questions about the class or assignments in the appropriate forum in Canvas.

I will answer messages and emails during regular business hours (roughly 8am–5pm local time).

Keep these hours in mind when sending messages that may require a quick response.

I expect you to use a professional approach when communicating with your peers and with me. If you do not know what this means, please ask.

File Naming Conventions

When uploading and submitting any assignment, draft, memo, or other project, pay close attention to the name and format of the file. To make it easier for me to keep things organized, name all of your projects in this format:

FirstnameLastname_Com122_Assignment#_ProjectTitleorInformativeDescription.pdf

If your submissions arrive in a format other than the one specified, or without a file name that conforms to the pattern above, I may decline to accept your submission or count it automatically late.

Revision Policy

Our course is scaffolded to encourage revision. For each major assignment, you will work through a proposal with individual conference feedback from me, a rough draft with peer review, and a final draft with written or video instructor feedback. This class also uses an eportfolio model of assessment. You will include final drafts of each major assignment in your eportfolio. While not required, you are welcome to revise any of these drafts when submitting your final portfolio.

Attendance

In this course, attendance is considered a valuable mechanism for pushing forward class discussion. Please keep in mind that when you do miss class, you miss the chance to participate in class activities.

- Missing **three** classes will be cause for a 10% reduction of the final course grade.
- Missing **four** classes will be cause for a 20% reduction of the final course grade.
- Missing **five or more** classes will result in failing the course entirely.

You will sign up for a brief individual conference during the proposal stage for each unit (to be held in person or over Microsoft teams). Missing an individual conference will be counted as **two absences**.

Technology Use

Since the course meets in a computer lab, students are expected to use technology for class purposes.

Accessibility Accommodations

ERAU is committed to access for all students. It is University policy to provide reasonable accommodations to students with disabilities who qualify for services. Students with a documented (dis)ability should meet with me during the first two weeks of class to discuss possible accommodations through the Disability Support Services (DSS) office. However, if a student receives documentation of a (dis)ability later in the semester, I would still like to meet to discuss accommodations. Please feel free to speak with me privately, as I am happy to speak with you about making arrangements that will help you get the most out of this class. If you would like to discuss and/or request accommodations, please contact Disability Support Services. DSS is located on the first floor of Hazy Library, at the end of the hall. You may stop by, call 928.777.6750, or email the director at marcee.keller@erau.edu.

Classroom Civility

Students at ERAU are expected to exhibit professional and ethical behavior in the classroom. Respect for other students and instructors is required to contribute to a productive learning experience both in and out of the classroom. Students who do not cultivate a professional ethos in the classroom will receive either a warning or dismissal if the behavior is not corrected. Please be respectful of the different experiences, beliefs, and values expressed by everyone in this course. This class should be a safe space where everyone feels comfortable sharing perspectives, asking questions, and taking productive risks. Behaviors that threaten, harass, or discriminate against anyone will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Unacceptable, inappropriate behaviors include:

- making rude comments regarding students, me as the instructor, or the course material
- inhibiting the participation of other students or posting distracting remarks
- physically or verbally disrupting class spaces or activities
- abusing other students' contact information
- refusing to engage in scheduled learning activities.

Be a generous and kind colleague. Engage with each other respectfully at all times. This doesn't mean we have to always agree, but we should strive to interact with kindness and understanding.

If you at any time feel uncomfortable in our class spaces or are upset with any aspect of our course, please let me know privately in a mature, respectful way.

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will include the sanction imposed on students who commit the following academic violations, which may include a failing grade on the assignment, a failing grade for the course, suspension, or dismissal from the University.

1. Plagiarism: Presenting as one's own ideas, words, or products of another. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source.
2. Cheating: A broad term that includes the following:
 - a. Giving or receiving help from unauthorized persons or materials during examinations.
 - b. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
 - c. Collaboration on examinations or assignments expected to be individual work.
 - d. Fraud and deceit, which include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

My assumption will always be that your writing and other creative work is original and generated purposefully for this course during the Fall semester of 2021. There are many types of plagiarism—some more obvious than others, but there are subtle forms you may not be aware of. A good rule of thumb to live by: if you're not sure whether you're violating these rules, talk to me about it before turning in the work in question. We are here to learn, after all.

Privacy of Student Records

The University respects the rights and privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA). The University may disclose certain items of directory information without the consent of the student, unless the student submits a written non-disclosure request. Students are required to file requests for non-disclosure with the Office of the Registrar. Non-disclosure forms remain in place permanently, unless the office is notified otherwise.

Nondiscrimination Statement/Title IX

Embry-Riddle Aeronautical University continually strives to recognize, respect, and celebrate the differences and cultural identities among individuals as we recruit, support, and embrace our diverse community. We work to provide a safe environment where self-expression is welcome. We strive to create a campus climate that is free of discrimination so that networks, partnerships, and cultural competency can be fostered through leadership, integrity, and respect.

In so doing, Embry-Riddle does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status, or any other characteristic protected by University policy or state, local or federal law.

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive, or

limit the educational, employment, and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

If you have questions or need guidance regarding your Title IX rights, please contact the Title IX Coordinator at 928-777-3747.

Other Student Responsibilities

All Embry-Riddle students are responsible for knowing all academic regulations and procedures required for continued attendance at the University. These regulations and procedures are presented in University publications such as the catalog, the Student Handbook, the Flight Operations Manual, and the Academic Policies and Procedures Manual. These documents are available for reference either online or at the Office of the Registrar, student government offices, and academic departments throughout the University. A student who requires clarification of any policy or regulation should seek help from their academic advisor, program/department chair, or the Office of the Registrar. University regulations will not be waived because a student pleads ignorance of established policies and procedures.

The University reserves the right to change curricula and academic regulations and procedures without notice or obligation.

COVID-19 Policies

Barring unforeseen circumstances, all classes will be held in-person unless otherwise noted on the syllabus. In order to keep us all safe and healthy together, I encourage you to take advantage of ERAU's vaccination clinics and wear a face covering while in class. Per current university policy, vaccinated and masked students will not have to quarantine if exposed to COVID. In order to support community contact tracing, I am required to keep a seating chart for our class this fall. Finally, while I'm available to meet in person upon request, office hours and individual assignment conferences will primarily be held over Microsoft Teams (see the scheduling links in Canvas).

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

CAMPUS RESOURCES

Please feel free to drop by during my office hours, as this can be a productive opportunity to discuss questions, concerns, or to simply work through potential ideas for a project. If you are not available to meet during my scheduled office hours, I am happy to meet with you if you make other arrangements with me ahead of time. If you can't drop by, I make it a point to check my email regularly during the weekdays from 9:00 AM – 5:00 PM, so don't hesitate to send me a message if you have questions or concerns about the class. Of course, please remember that FERPA forbids the discussion of student grades over email.

Hazy Library and Learning Center

The Hazy Library and Learning Center is actively involved in promoting your academic success and enriching your learning experience and research. Ask a Librarian about any of our many services we offer for students, staff, and faculty, including:

- Course Reserves: course support materials
- Information Resources: Research and Course Guides (LibGuides), and Databases
- Materials: Borrowing, My Library Account, Interlibrary Loan (ILL), and Purchase Requests
- Research Assistance: ASK Desk, Faculty Research Support, and online reference assistance
- Space: Computers, Study areas, and Online Room Reservation
- Technology: Computers and other technology, Computer Commons, and Technology Lending Services

University Tutoring

The Tutoring Program at the Embry-Riddle Aeronautical University Prescott campus provides free tutoring for all students. Our experienced peer tutors have already taken the courses for which they tutor, provide specific and knowledgeable guidance, suggest effective study strategies, and encourage independence in learning. For more information, email prtutor@erau.edu.

Counseling Services

The mission of Counseling Services is to enhance the emotional well-being of ERAU students. We believe that good mental health is a key part of overall health, and good health is essential to academic success! We support students' academic experience by providing brief mental health counseling and consultation services that help them identify barriers, improve coping, and achieve personal and academic goals. For more information, call 928.777.3312 or email prcounsel@erau.edu.

Assignment 1: Rhetorical Analysis

Proposal Due: Thursday, September 9th

Rough Draft Due: Thursday, September 16th

Final Draft Due: Tuesday, September 23rd

Project Overview:

A rhetorical analysis evaluates how a rhetor attempts to reach, maybe even influence, an audience. Locate an interesting visual/oral/verbal text and analyze it according to the way the text uses rhetorical effects and strategies to make its argument. Use specific textual evidence to establish an argument (i.e., thesis) about how the text “works.” Your role is that of a critic, providing an audience of your peers a way of understanding the measure of persuasive effect by analyzing the rhetorical situation.

COM 122 Learning Outcomes:

- Respond orally and in writing to evaluate, analyze and critically assess the ideas and meanings of diverse texts.
- Compose reasoned responses to course readings, discussions, and visual prompts, by including a clear, engaging thesis statement and supporting that statement with well-organized, detailed evidence.
- Revise their writings to improve clarity, content, tone, and style, addressing such issues as audience, structure, and voice.

Deliverables:

Your final draft should be 3-4 pages (**minimum 1,000 words**) double-spaced, with 12-point font and 1” margins. When citing your outside source(s), follow APA format (see [Purdue OWL APA guide.](#))

A one-page memo (**minimum 250 words**) should explain your rhetorical decision-making; for this paper, it should include: (1) the exigence in response to why the rhetor composed this text, (2) the rhetorical audience for this text, and (3) the resources and constraints of this text’s rhetorical situation.

Strategies for Success:

As part of your *proposal*, submit a copy of your text for your instructor’s review and explain what makes this text an interesting subject for rhetorical analysis. A prompt will be provided on Canvas.

As you are *drafting*, consider carefully the organization and coherence of your piece. Your introduction should identify the text, the rhetor, the audience, and the message, along with any relevant background information. You should include a thesis statement that states whether the text constitutes a fitting response and why. The body of the essay should address how effectively the text appeals to its intended audience. Each paragraph should include a topic sentence. Refer to specific moments in the text (using quotes and other concrete details) as evidence of how the rhetor uses rhetorical strategies. Remember that your job is not to summarize the text for your readers. Your job is to evaluate the text by analyzing these details and making an argument about their rhetorical effect.

After drafting, you will switch drafts with a classmate and conduct a *peer review*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

Submission Instructions:

Upload your final draft to the Assignment 1 drop box on the course Canvas page by 11:59PM on Tuesday, September 23rd.

Criteria for Evaluation: Your essay should

- (1) make a claim (a thesis) about the effectiveness of an interesting, potentially persuasive text;
- (2) identify the rhetor, intended audience, message, and intended purpose of the text;
- (3) assess the text's employment of the available means of persuasion;
- (4) and evaluate the text as a fitting response through sufficient textual evidence and analysis.

Point Allocation:

Rhetorical Analysis Proposal	10
Rhetorical Analysis Draft	20
Peer Review Workshop	10
Rhetorical Analysis Final Draft	60

Campus Resources:

If you are having difficulty simply figuring out how to begin or have pressing questions about what the assignment is asking you to do, please visit with me during office hours. I am happy to talk with you about your projects.

Assignment 2: Inquiry-Based Research Essay

Proposal Due: Thursday, September 30th

Research-in-Progress Report Due: Thursday, October 7th

Rough Draft Due: Thursday, October 21st

Final Draft Due: Thursday, October 28th

Project Overview:

Inquiry-based research is a fundamental aspect of academic writing. Based on what you've noticed so far in your analysis and preliminary research of a topic of your choice (perhaps one prompted by issues that arose in your rhetorical analysis), you will begin by generating an exploratory research question that you want your essay to answer. You will use primary and secondary research methods to generate evidence to support, develop, contradict, or expand on your ideas, and your essay must include extensive analysis around the question you explore. Your role is that of a scholar, providing an audience of your fellow academic subject matter experts a way of better understanding an aspect of your discipline.

COM 122 Learning Outcomes:

- Deepen understanding of a topic by conducting research that leads to a documented paper with appropriate documentation.
- Revise their writings to improve clarity, content, tone, and style, addressing such issues as audience, structure, and voice.
- Edit writing so understanding is not impaired as a result of errors in grammar, mechanics, or sentence structure.

Deliverables:

A one-page research proposal (**minimum 250 words**) designed to help you organize your ideas and intentions. This proposal will be based on your exploration of your topic and your initial research. You should reflect on how you became interested in your topic, how you came up with your research question, why you think it's important, and how you plan to explore the question in your research.

Your Research-in-Progress Report (**minimum 500 words**) should include three sections: your **final research question**, an **annotated bibliography**, and a statement of **what's missing in your research** at this point. You will need to annotate **twelve** potential sources, **eight** of which must be academic, scholarly, and/or peer-reviewed sources, examining credibility, relevance, potential incorporation, and potential connections to your research questions. This report should also identify what's missing in your research—any information you're still searching for. You should write annotations for each of the twelve sources, and each annotation should

1. Briefly summarize the source and its main ideas.
2. Tell how the source relates to the research topic.
3. Tell how the source relates/does not relate to the other sources.

Your final draft should be 8-10 pages (**minimum 2,000 words**) double-spaced, with 12-point font and 1" margins. When citing your outside source(s), follow APA format (see *Purdue OWL APA guide*.) Your final draft should include no fewer than **ten** sources, **eight** of which should be academic, scholarly, and/or peer-reviewed sources.

A one-page memo (**minimum 250 words**) should explain your rhetorical decision-making; for this paper, it should include: (1) your exigence for addressing this research question, (2) the discourse community you are intervening in, and (3) the resources and constraints of your research practices.

Strategies for Success:

As part of your *proposal*, you will explain why you are interested in this topic and what you hope to learn through your research.

After spending some time exploring possible topics and deciding on one in particular, you will generate an **exploratory research question** that you want your essay to answer. This research question is the cornerstone of your essay, providing a guideline for you to follow your research wherever the information takes you. You are investigating and possibly raising additional questions rather than providing a definitive answer or arguing for one side or another.

Once your research question is finalized, you will conduct extensive inquiry seeking connections between the information you discover during your research and the potential significance to your topic and your audience. Your thorough research of multiple sources and full analysis of your findings will be the foundation from which you develop your essay. This is your chance to create a sophisticated and original analysis—go beyond just saying what many, many others have said before you and say something that demonstrates depth of thought.

After drafting, you will switch drafts with a classmate and conduct a *peer review*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

Submission Instructions:

Upload your final draft to the Assignment 2 drop box on the course Canvas page by 11:59 PM on Thursday, October 28th.

Criteria for Evaluation: Your essay should

- (1) articulate a specific, well-defined research question;
- (2) use primary and secondary research to support your analysis; and
- (3) follow the genre conventions of your specific academic discourse community, including citation practices.

Point Allocation:

Research Essay Proposal	5
Research-in-Progress Report	10
Research Essay Draft	15
Peer Review Workshop	10
Research Essay Final Draft	60

Campus Resources:

If you are having difficulty simply figuring out how to begin or have pressing questions about what the assignment is asking you to do, please visit with me during office hours. I am happy to talk with you about your projects.

Assignment 3: Composition in Three Genres

Proposal Due: Thursday, November 4th

Rough Draft Due: Thursday, November 18th

Final Draft Due: Tuesday, December 12th

Project Overview:

The third project for our class asks you to use the research conducted within your second project—the inquiry-based research essay—to create a composition that uses different genres to communicate to different targeted audience about that same topic. In other words, you need to create three new pieces that relate to the claims you made in your Research Essay. You will use your previous research, along with new sources, to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. In this assignment, you will be relating your topic to audience even further than you did in your research essay, incorporating additional evidence and new arguments designed for audience expectations.

COM 122 Learning Outcomes:

- Deepen understanding of a topic by conducting research that leads to a documented paper with appropriate documentation.
- Revise their writings to improve clarity, content, tone, and style, addressing such issues as audience, structure, and voice.
- Edit writing so understanding is not impaired as a result of errors in grammar, mechanics, or sentence structure.

Deliverables:

Your final drafts will include three genres crafted for three different audiences. Your genres are your choice, based on your analysis of the rhetorical situation learned in the research process. Each genre should include multimodal elements. While one genre should use written text (minimum 500 words), none of the three should be a lengthy paper. Please consult the Index of Genres at the back of *Bedford Book of Genres* for ideas. Some possibilities include: complaint letter, comic strip, original song, Youtube presentation, infomercial, twitter campaign, map, how-to guide, news article, satirical article (a la *The Onion*), press release, celebrity profile, Wikipedia entry, propaganda poster, flash fiction, inspirational speech, or lab report.

A two-page (**minimum 600 words**) memo should explain the rhetorical choices you made in each genre and how you see those choices as rhetorically effective for your context and audience. In other words, for each of your creations, you'll write a 200-word explanation (minimum of 600 words in all) of why you did what you did and how well you think it works or doesn't work for your intended purpose and audience.

Strategies for Success:

As part of your *proposal*, you will spend some time exploring what genres you'd like to create and craft a statement that details what you're thinking about doing, why, and how (that is, describe the three creations you have decided upon).

As an example, let's say I researched the existence of Bigfoot for my academic essay. For Assignment 3, I could choose to write any of the following:

- a tabloid-style news article in which I report a recent sighting
- a how-to guide for Bigfoot enthusiasts who hope to get a glimpse of this elusive creature
- a photo essay with a series of blurry apelike images
- a pamphlet that promotes a luxury Bigfoot expedition geared toward wealthy retirees
- a news report that discredits the Bigfoot photo essay
- an angry letter to the editor of the journal that published the photo essay
- a passionate plea on a crowd-funding site in which I attempt to raise the attorney's fees I accumulated after being charged with perpetuating a hoax and defrauding seniors.

As you are drafting, you will create storyboards and wireframes to sketch out elements of your particular genres and receive instructor feedback.

After drafting, you will switch drafts with a classmate and conduct a *peer review*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

Submission Instructions:

Upload your final drafts to the Assignment 3 drop box on the course Canvas page by 11:59PM on Tuesday, December 7th.

Criteria for Evaluation:

As a class, we will use our semester-long discussions on genre and rhetoric to collaboratively construct criteria for evaluation for the genres that you are composing.

Point Allocation:

Composition in 3 Genres Proposal	5
Composition in 3 Genres Storyboards	5
Composition in 3 Genres Draft	20
Peer Review Workshop	10
Composition in 3 Genres Final Draft	60

Campus Resources:

If you are having difficulty simply figuring out how to begin or have pressing questions about what the assignment is asking you to do, please visit with me during office hours. I am happy to talk with you about your projects.

Assignment 4: EportfolioEportfolio Shell Due: Tuesday, September 14thEportfolio Bio Page Due: Thursday, September 30thAdditional Writing Selection 1 Due: Tuesday, October 12thAdditional Writing Selection 2 Due: Tuesday, October 26thAdditional Writing Selection 3 Due: Thursday, November 11thOutside Artifact Due: Tuesday, December 2ndFinal Draft Due: Tuesday, December 12th**Project Overview:**

Your semester-long project is a digital portfolio: a compilation of the work you've done throughout the semester, comprising samples of your formal and informal writing, along with reflections on that work. Eportfolios allow you to expand your online audiences beyond your instructor and classmates, including potential employers. Eportfolios use the resources of web pages, including the principles of design (contrast, repetition, alignment, and proximity), organization, and navigation to showcase your work and establish your professional identity.

COM 122 Learning Outcomes:

- Demonstrate their understanding of the interdependent relationship of reading, writing and thinking, and reflect on their thinking as part of a larger community of thinkers.

Deliverables:

Your final eportfolio should include

1. Personal bio page
2. Rhetorical Analysis final submission
3. Inquiry-based Research Essay final submission
4. Composition in Three Genres final submission
5. Three additional writing selections (these can be journals, pre-writing, in-class assignments, revision plans, etc.)
6. Outside artifact (a piece of writing or multimedia composition from another course or from a nonacademic context)
7. Final Reflection/Theory of Writing (

Strategies for Success:

For your final course assignment (worth 15% of your course grade), you will design an eportfolio using Adobe Portfolio or Spark (or a website creation tool like Wix, Weebly, etc). Your eportfolio will include a brief personal bio page introducing you to your potential audiences (in 100-200 words), your *final* submissions for each of the major writing assignments, along with selections from your in-class writings and an outside artifact (a writing or media composition you have composed this semester either for another class or for a non-academic purpose). In addition to these in-class and out-of-class final projects, you will include a final reflection, which serves to unify your portfolio. For example, in your final reflection, you might make connections among the artifacts you include in your eportfolio and discuss both your challenges and successes as a writer this semester. A prompt for the final reflection will be provided on Canvas.

You will have assistance with creating your eportfolio in early in the semester and will upload final submissions and additional in-class writings throughout the semester. The last unit of the course will

focus on designing an eportfolio rhetorically, including the principles of design, organization, and navigation.

Submission Instructions:

Upload your final draft link to the Assignment 4 drop box on the course Canvas page by 10:00 AM on Tuesday, December 12th.

Criteria for Evaluation:

Your eportfolio will be assessed according to the following standards:

A (Excellent): The eportfolio includes all the required elements in the right order. You have fully engaged with the resources of the eportfolio genre, showing a clear understanding of how design, navigation, and organization can be used rhetorically to address your rhetorical audience. Your reflection not only considers your progress throughout the course and draws connections among the artifacts in the eportfolio but you also demonstrate an understanding of the transferability of the course content to other courses.

B (Good): The eportfolio includes all the required elements. Although you have thoughtfully engaged with the resources of the eportfolio genre, you don't explicitly demonstrate your understanding of how design, navigation, and organization can be used rhetorically to address the rhetorical audience. Your thoughtful and sustained reflection considers your progress in the course and draws connections among the artifacts in the eportfolio, but your reflection is not fully developed in ways that demonstrate your awareness of transferability of the course content.

C (Satisfactory): The eportfolio includes all the required elements. You have made an effort to engage with the resources of the eportfolio genre (i.e., elements of design, navigation, and organization.) You attempt to identify and address an intended rhetorical audience interested in your work. Your reflection considers your progress throughout the course and attempts to draw connections among the artifacts in the eportfolio, but the reflection itself is superficial or obvious.

D (Poor): The eportfolio falls short of all the required elements in one or more of the following ways: (1) it lacks at least one of the required elements; (2) it fails to show a rhetorical awareness of design, navigation, and organization; (3) there is no clear rhetorical audience for the eportfolio; and/or (4) the final reflection lacks depth of thought or sustained attention to connecting the artifacts in the portfolio and your progress in the course.

F (Failure): The eportfolio is incomplete and lacks most of the required elements.

Campus Resources:

If you are having difficulty simply figuring out how to begin or have pressing questions about what the assignment is asking you to do, please visit with me during office hours. I am happy to talk with you about your projects.

COURSE SCHEDULEKey: *BBG*—*Bedford Book of Genres*

Mode of Delivery: In person classroom instruction (unless otherwise noted)

Week 1

Date	Day	Topic	Reading Due	Writing Due
8/31	T	Why write? Syllabus Overview; Class Introductions		Journal 1: Share your story (Prompt in Canvas)
9/2	R	Rhetorical Situation; Introduce Assignment 1	Read “10 Ways to Think About Writing” (Canvas)	Introduction Letter (Prompt in Canvas)

Week 2

Date	Day	Topic	Reading Due	Writing Due
9/7	T	Responding to the Rhetorical Situation; Initial “Theory of Writing” Maps	Read BBG “Rhetorical Situations and Choices,” p.6-17	Journal 2: Thinking about Purpose, Context, and Audience (Prompt in Canvas)
9/9	R	Class Cancelled for Individual Conferences. (Sign up on Canvas)	Read BBG “Genres,” p.19-27	Assignment 1 Proposal

Week 3

Date	Day	Topic	Reading Due	Writing Due
9/14	T	Analyzing Multimedia Arguments; Creating an Eportfolio	Read BBG “Reading as a Writer: Rhetorical Situations & Genres Together,” p.28-44	Eportfolio Site Shell Journal 3: Analyzing the Rhetorical Situation
9/16	R	Understanding the Writing Process; Peer Review Workshop	Read “Responding, Really Responding to Student Writing” (Canvas)	Assignment 1 Rough Draft

Week 4

Date	Day	Topic	Reading Due	Writing Due
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9/21	T	Understanding Genre and Discourse Community	Read BBG “Revising & Remixing,” p.72-95	Journal 4: Unpacking Your Discourse Communities (Prompt in Canvas)
9/23	R	Asynchronous Class on Canvas. (No in-person class today.) Introduction to Unit II	Watch Introduction to Unit II Video Read “Understanding Discourse Communities” (Canvas)	Respond to Asynchronous Class Discussion Assignment 1 Final Draft

Week 5

Date	Day	Topic	Reading Due	Writing Due
9/28	T	Developing a Research Question; Pitching Research Topic	Read BBG “Exploring Topics & Creating a Research Proposal” p.317-323	Journal 5: Entering into a Scholarly Discourse Community (Prompt in Canvas) Sign up for Individual Conferences! (Canvas)
9/30	R	Class Cancelled for Individual Conferences. (Sign up on Canvas)	Read BBG “Academic Genres,” p.114-117 & 122- 126	Assignment 2 Proposal Eportfolio Bio

Week 6

Date	Day	Topic	Reading Due	Writing Due
10/5	T	Library Research Presentation	Read BBG “Evaluating & Choosing Sources,” p.339-350	Journal 6: Research Strategies (Prompt in Canvas)
10/7	R	Annotated Bibliography; Introduction to APA; Mid-Semester Survey (Canvas)	Read “Creating an Annotated Bibliography” (Canvas) Optional: Read BBG “APA Style,” p.414-432	Research Report

Week 7

Date	Day	Topic	Reading Due	Writing Due
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10/12	T	Primary Research Methods (Possible URI Workshop); Evaluating Sources	Read “Introduction to Primary Research: Observations, Surveys, and Interviews” (Canvas)	Journal 7: Deciding on Primary Research Methods (Prompt in Canvas)
10/14	R	Fall Break! No Class Today.		Eportfolio (Additional Writing Selection 1)

Week 8

Date	Day	Topic	Reading Due	Writing Due
10/19	T	Writing Paragraphs with Sources: Quoting, Paraphrasing, and Summarizing	Read “Annoying Ways People Use Sources” (Canvas)	Journal 8: Secondary Research Strategies (Prompt in Canvas)
10/21	R	Peer Review Workshop	Read BBG “Integrating & Documenting Sources,” p.373-390	Assignment 2 Rough Draft Due

Week 9

Date	Day	Topic	Reading Due	Writing Due
10/26	T	Claims and Evidence Workshop; Arrangement	Read “Provide Metalanguage to Highlight Your Organization” (Canvas)	Eportfolio (Additional Writing Selection 2)
10/28	R	Introductions & Conclusions	Read “How to Writing an Engaging Introduction” (Canvas) Read “How to Write a Compelling Conclusion” (Canvas)	Assignment 2 Final Draft Due

Week 10

Date	Day	Topic	Reading Due	Writing Due
11/2	T	Introduction to Unit III; Remediation & Remix Review; "Theory of Writing" Revised Map	Read BBG "Choosing a Genre to Compose In," p.53-56	Journal 9: Remediation & Remix (Prompt in Canvas) Sign up for Individual Conferences! (Canvas)
11/4	R	Class Cancelled for Individual Conferences. (Sign up on Canvas)	Read "An Introduction to and Strategies for Multimodal Composing" (Canvas)	Assignment 3 Proposal Due

Week 11

Date	Day	Topic	Reading Due	Writing Due
11/9	T	Composing Across Genres; Fair Use and Copyright	Read "Plagiarism, Copyright Infringement, and Intellectual Property" (Canvas)	Assignment 3 Storyboards Due
11/11	R	Veteran's Day. No Class.		Eportfolio (Additional Writing Selection 3)

Week 12

Date	Day	Topic	Reading Due	Writing Due
11/16	T	Assembling a Multigenre Project	Read BBG "Assembling a Multigenre Project," p.299-303	Find 3 notable examples of the genres you are composing in—Bring in to class or have links accessible
11/18	R	Peer Review Workshop; Genre Conventions Check	Read BBG "Composing Your Genre Piece," p.60-64	Assignment 3 Rough Drafts

Week 13

Date	Day	Topic	Reading Due	Writing Due

11/23	T	Introduction to Eportfolio Design; Analyzing Example Eportfolios	Reading TBA (Canvas)	Journal 10: Principles of Digital Design (Prompt in Canvas)
11/25	R	Thanksgiving Break. No Class.		

Week 14

Date	Day	Topic	Reading Due	Writing Due
11/30	T	Thinking Rhetorically About Web Design	Reading TBA (Canvas)	Journal 11: Writing and Reflection (Prompt in Canvas)
12/2	R	Peer Review Workshop; Genre and Reflection	Read BBG "Reflection," p.100-104	Eportfolio (Outside Artifact)

Week 15

Date	Day	Topic	Reading Due	Writing Due
12/7	T	Rhetorical Rationales; Final Presentations		Assignment 3 Final Draft
12/9	R	Final Presentations; Course Wrap-Up		

Finals Week

Date	Day		Writing Due
12/14	T	<i>There are no in-person class meetings during Finals Week. Instead, your final draft of your eportfolio (including the semester reflection and theory of writing) is due on Canvas by the end of our exam period.</i>	Final Draft of Eportfolio due by 10:00 AM on Tuesday, December 14 th