



<p>English 105, section (3 credit hours) <i>January 2020 InterSession</i> <i>Online class</i> <i>January 2-12</i> <i>Additional due dates following (see schedule)</i> Office Hours: by appointment (schedule via email)</p>	<p>Dr. Sarah Cash e-mail: s.cash1@umiami.edu University of Miami English Composition Center Ferre Building 321, 1000 Memorial Dr. (305) 284-4673</p>
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Writing Multiliteracy and Community, ENG 105, Writing I Online

5 Benefits of Writing 1

- Write and communicate more effectively and persuasively
- Increase understanding of audience, purpose, and genre in writing
- Enhance ability to analyze texts from diverse perspectives
 - Build writing skills for academic and life applications
 - Increase significance in writing – write with a purpose!

Course Welcome and Description:

Effective writing skills advance ideas efficiently and persuasively.

Welcome to English 105. This class aims to help you write more effectively in changing situations, analyze texts from multiple perspectives, and better apply rhetorical strategies to your written and multimodal (multimedia) communications. Whether you plan to be a nurse, engineer, lawyer, surgeon, or anything in between, writing and analysis will be important in your job and life. Studies have shown that the more effectively you can write, the more successful you will be in your academic *and* professional careers. This course will provide you with the skills you need to help you through the writing process and better prepare you for your future writing endeavors, both in and out of class. Additionally, I hope that this class will help prepare you as a future leader who will act in the world by turning thoughts and research into action.

Specifically, this class will focus on self-reflection and the way you position yourself in your community as we seek to re-define and expand our understandings of literacy and its role in society.

SYLLABUS

In this class, you will learn how to effectively initiate prewriting techniques, establish your purpose and audience, and learn to successfully formulate and articulate your ideas through various writing genres. Effective writing requires careful and critical thinking, and, therefore, we will also engage in critical reading of several texts to use and model in your own writing.

During this course, I hope that you will view your writing as a process rather than a finished product. Each of your essays will go through various stages of planning, drafting, and revising. Drafts of your paper, at any stage, may be duplicated and distributed as a text of the class, so you should not write anything so personal that you would not want everybody in class to read it.

Course Outcomes:

By the end of the course, you should be able to:

- Discuss writing metacognitively:
 - Write successfully with varying purposes that are appropriate for a chosen audience and assignment;
 - Recognize and employ effective and significant rhetorical strategies and appeals;
 - Develop ideas through a steadily improving process of writing, revising, and editing;
- Develop the ability to read text critically and use textual evidence to support a sophisticated written and multimodal (media) argument;
- Engage in critical questioning:
 - Generate research questions, which promote meaningful inquiry into the chosen topic;
 - Create an effective thesis, which you are able to support with reasons and evidence;
- Exhibit effective tone, organization, syntax, punctuation, and spelling;
- Gather information, synthesize data, compare points of view, and present your results.

Texts and Supporting Materials:

Books:

Lunsford, Andrea. *The Everyday Writer*. The University of Miami Edition/5th Ed. Bedford/St Martin's Custom Publishing, 2014.

Companion Website: http://bcs.bedfordstmartins.com/everydaywriter4e/default.asp#t_11472

Other:

Daily access to a computer with online capability
Excerpts and articles available on Blackboard

Policies:

Plagiarism:

All work must be your own original work composed for this class. You should not have anyone write a part or all an essay for you. Any help you receive writing an essay for this class should come from me, your class peer reviews/workshops, and/or the University Writing Center.

Plagiarism is the deliberate use and appropriation of another's work without any indication of the source. It is your responsibility as a student of writing to understand plagiarism and its consequences. You are expected to read UM's policies on plagiarism found at <https://doso.studentaffairs.miami.edu/units/undergraduate-honor-council/honor-code/>. Plagiarism can result in failure of the assignment, failure in the course, and could be brought to the UM honor council.

Late Work:

Drafts and Blackboard posts **will not** be accepted after the due date/time. Your homework/classwork will account for 30% of your total grade. Therefore, it is essential that you turn in all your work on time (this includes non-graded and peer review drafts and workshop material).

Graded drafts of papers will be reduced by half a letter grade for every day they are late. For example, if you turn in a paper that gets a score of 90, but you turn it in three days late, you will receive a grade of 75. Revisions of late papers retain the late policy. Thus, a paper turned in three days late cannot receive a grade higher than 85 after it has been revised for a higher grade. Non-submitted work will result in a zero for that assignment, draft, or essay, and will affect your blackboard/peer review grade as well as your final portfolio grade.

- All required drafts must be submitted on time.
- All graded papers must show evidence of revision. Any graded paper submitted without the appropriate drafting may receive a zero.
- All papers/projects are required; failure to submit may result in failure of the course.

Format:

Unless otherwise specified, all assignments must follow MLA formatting and citation guidelines. Refer to *The Everyday Writer* or the Purdue OWL online for detailed MLA guidelines. According to MLA guidelines, all work should be typed, double spaced, with a font no larger than 12 point Times New Roman.

Resources

Grievances:

SYLLABUS

If at any point in the semester you have any questions or concerns about your grade or your standing in class, please come see me. Addressing your questions and concerns is part of my job. I will always listen to you and consider your arguments before deciding.

Please note that according to the guidelines set by FERPA, I cannot discuss grades via email, phone, or with parents or other parties. I am, however, available and willing to discuss grades and concerns during office hours or by appointment.

Accessibility Resources:

Please speak to me if you need accommodation for a documented disability. If you are not sure of your status, contact accessibility resources at 305-284-2374. Resources are also available at <http://umarc.miami.edu/arc/ODS.html>.

Counseling Center

If you or anyone you know feels overwhelmed or needs help managing challenges or stress, please contact the Counseling Center at 305-284-5511 or visit online at <https://counseling.studentaffairs.miami.edu>.

Writing Center:

The writing center (located in the Learning Commons, Richter Library) is an on-campus resource for all writers. If you feel like you need extra help with a paper or want to go over your ideas or draft, please call (305) 284-2956 to schedule an appointment or visit <http://www.as.miami.edu/writingcenter/>.

Grading Policies:

Grading breakdown:

Major Writing Portfolio – your portfolio and paper grades include ALL drafts and revisions. Missing/late drafts will affect final paper grades.

(70% of final grade)

<i>Paper 1, Literacy Narrative</i>	10%
<i>Paper 2, Narrative Interview</i>	20%
<i>Observation Project</i>	30%
<i>Final Portfolio Revision Reflections</i>	10%

Other Grades (30%):

<i>Peer Reviews and Workshops</i>	10%
<i>Class Participation</i> (includes all reading assessment journals, group responses, and online class discussions)	20%

A 94-100%	C 74-76%
A- 90-93%	C- 70-73%

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B+ 87-89%	D+ 67-69%
B 84-86%	D 64-66%
B- 80-83%	D- 60-63%
C+ 77-79%	F less than 60%

All grades will be available through Blackboard.

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Class Schedule

(Subject to change)

- Participation (class discussion, paying attention {eye contact}, in class group work, reading assessments): 200 points
- Peer Review: 100 points
- Papers and Drafts: *(all missing required drafts will have their point values subtracted from final paper grades)*
 1. Literacy Narrative: 100 points
 2. Interview: 200 points
 3. Observation Project: 300 points
 4. Portfolio Reflections: 100 points

Semester total: 1000 points

UNIT 1: Personal Narrative: Your relationship with language

CLASS 1:

1. Read the syllabus, post any questions, and sign electronic acknowledgment form
2. Read the [Assignment sheet \(LITERACY NARRATIVE, Paper 1 with paper sample\)](#) available under the assignments tab
3. Read the sample essays, "Berkeley Blues" and "The Stolen Watch," (course documents)
4. Read The Everyday Writer (EDW) Section 6, pages 58-63 (Exploring Ideas) and review companion PREZI
5. Write and post reading assessment journal 1 (Post in discussion board) (see prompt in assignment sheets, open and closed forms; story vs and/then chronology)
6. Participate in online discussion, time TBA

CLASS 2:

1. Read the PREZI on narrative and descriptive language (course documents)
2. Read the sample essay, "The First Day" (course documents)
3. Watch the ted talk, "The Danger of the Single Story" (link in course documents)
4. Read EDW Section 5, Rhetorical situations (pgs 48-57)
5. Write and post reading assessment journal 2 (Post in discussion board) (see prompt in assignment sheets, analyzing audience, purpose and genre and descriptive language in sample essays)
6. Brainstorm and post your narrative topic (based on assignment sheet criteria)
7. Participate in online discussion, time TBA

CLASS 3:

1. Write literacy narrative based on assignment sheet criteria and instructor feedback of narrative topics – Post online, time TBA
2. Review MLA formatting and grammatical concerns PREZI

UNIT 2: Narrative Interview: Multiplying Perspectives

CLASS 4:

1. Read Interview Assignment Sheet, paper 2 with paper sample (assignments sheets)
2. Read "How to Write an Interview" (course documents)
3. Read "The Privilege of not having to think about Race" (course documents)
4. Write and post reading assessment journal 3 (post in discussion board) (see prompt in assignment sheets, interview analysis)
5. Conduct sample peer interview
6. Post a peer review of 2 classmates' literacy narratives (guided questions on blackboard)
7. Participate in online class discussion, time TBA

CLASS 5:

1. Choose and contact someone to interview for your own paper (see assignment sheet for criteria)
2. Brainstorm and post sample interview questions
3. Read and watch PREZI on Effective Introductions and Conclusions and Paragraph/Paper Unity
4. Revise literacy narrative based on peer feedback

Weekend Assignment: Conduct Interview and write peer draft

Unit 3: Observation Project with Interview and Narrative: Multiliteracy and Community

CLASS 6:

1. Post interview paper peer draft
2. Post revised literacy narrative (graded draft)
3. Read EDW Section 14, pgs. 151-167 with companion PREZI (Constructing Arguments)
4. Use critical reading skills to read: "Learning to Serve: The Language and Literacy of Food Service Workers" by Tony Mirabelli (course documents)
5. View Discourse Community and Multiliteracy PREZI (course documents)
6. Write and post reading assessment journal 4 (post in discussion board) (see prompt in assignment sheets, discourse community and multiliteracy)
7. Participate in online class discussion, time TBA

CLASS 7:

1. Read assignment sheet Observation Project with project sample (assignment sheets)
2. Read handout on how to observe effectively (course documents)
3. Watch/read PREZI on writing strong thesis statements

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4. Write and post reading assessment journal 5 (post in discussion board) (see prompt in assignment sheets)
5. Post potential observation communities and explain why you think they would be effective for your paper based on assignment sheet criteria
6. Peer review 2 classmates' interview papers
7. Participate in class online discussion, time TBA

CLASS 8:

1. Choose observation community based on instructor feedback and begin observations
2. Log onto Adobe Spark using instructions in announcements
3. Participate in Adobe Spark online tutorial
4. Revise Literacy narrative based on instructor feedback
5. Revise Interview paper based on peer feedback

CLASS 9:

1. Continue to observe chosen discourse community
2. Craft working thesis and argument direction based on observations and assignment sheet criteria, post to blackboard
3. Continue revisions of Literacy narrative and Interview paper

CLASS 10:

1. Continue to observe chosen discourse community
2. Begin to draft observation project as storyboard and in Adobe Spark (see assignment sheet for instructions and details)
3. Post Interview paper graded draft

Later class dates, TBA

- Post peer draft of Observation essay in Adobe Spark (publish link)
- Conduct peer review of 2 classmates' observation essays using the guided peer review

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-Post revised, graded draft of Observation project following peer review

Final Portfolio, due date TBA

-Final Literacy Narrative Paper Due

-Final Interview Paper Due

-Final Observation Project Link Due

-Final reflection paper due (see portfolio assignment sheet for prompt)

Supplementary Bibliography

Horner, B. (2012). The WPA as broker: Globalization and the composition program. In D. Payne & D. Desser (Eds.), *Teaching writing in globalization: Remapping disciplinary work* (pp. 57-78). New York: Lexington. Horner, B., & Lu, M. (2011). The logic of listening to global Englishes. In V.A.

Young & A.Y. Martinez (Eds.), *Code-meshing as world English: Pedagogy, policy, performance*(pp. 99-114).

Urbana, IL: National Council of Teachers of English. Horner, B., Lu, M., Royster, J. J., & Trimbur, J. (2011). Language difference in writing: Toward a translangual approach. *College English*, 73(3), 303-321.

Khalaf, S. (2006). *Heart of Beirut: Reclaiming the Bourj*. London: Saqi.

Mead, G. H. (1993). *Mind, self, and society*. Chicago: University of Chicago Press. Payne, D. (2012). Pedagogies of the globalized: Education as a practice of intervention. In D. Payne & D. Desser (Eds.), *Teaching writing in globalization: Remapping disciplinary work* (pp. 1-16). New York: Lexington.

Literacy Narratives Across Borders: Beirut and Dearborn as Twenty-First Century Transnational Spaces <https://wac.colostate.edu/docs/books/mena/chapter10.pdf>

Lisa R. Arnold

North Dakota State University (US)

William DeGenaro

University of Michigan-Dearborn (US)

Rima Iskandarani

American University of Beirut (Lebanon)

Malakeh Houry

American University of Beirut (Lebanon)

Zane Sinno

American University of Beirut (Lebanon)

Margaret Willard-Traub

University of Michigan-Dearborn (US)