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Office Hours: MTWR 3:45pm-4:45pm

(and by appointment)

**ENC 2135-19 / Summer 2018
Research, Genre, and Context:
Field Discourse Community & Genre
MTWR 4:45-6:15 in WMS217**

COURSE DESCRIPTION

ENC 2135 fulfills the second of two required composition courses at Florida State University. While continuing to stress the importance of **critical reading, writing, and thinking** skills emphasized in ENC 1101, as well as the importance of using writing as a recursive process involving **invention, drafting, collaboration, revision, rereading, and editing** to clearly and effectively communicate ideas for specific purposes, occasions, and audiences, ENC 2135 focuses on teaching you **research skills** that allow you to effectively incorporate outside sources in your writing and to **compose in a variety of genres** for specific contexts.

This section of 2135 will have you focus on your field of study. The projects will each focus on the discourse community, writing conventions, genres, and rhetorical strategies used in your field. This gives you the unique opportunity to explore your field from a writing and rhetorical perspective, which will help you in your career at Florida State University and beyond. This class will require you to reach out to professors and professionals in your field, and you are encouraged to use this opportunity to develop connections.

If you do not yet know what you want to study while at FSU, this is a great chance to look into a field you are interested in. You do not have to focus your projects on the field you declared while entering FSU, but you are required to focus on only one field while you are in this class—for example, if you compose your investigative field essay on the field of Communication Studies, you will complete both the rhetorical analysis and multimodal project on the field of Communication Studies.

COURSE OBJECTIVES

By the end of the course, you will demonstrate the ability to:

- articulate, identify and compose assemblages in a variety of composing contexts
- convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience.
- understand that writing is a process involving practice, drafting, revision, and editing.
- analyze and interpret complex texts and representations of meaning in a variety of formats.
- gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and structure
- locate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.
- gain experience negotiating variations such as structure, paragraphing, tone, and mechanics in genre conventions
- practice applying citation conventions systematically in their own work.

COURSE GOALS

This course aims to help you think about the different ways you can use **different kinds of writing to solve new problems** in new contexts and to develop an understanding of writing and its relationships with key terms that we'll spend the semester reading about, writing with, and discussing. Using these key terms, you will write and recursively revise your own theory of writing, reflecting on what writing is and what it enables you to do within particular contexts. You will also complete the following:

- compose an annotated bibliography and literature review
- compose one research report that focuses on your field of study, the discourse community of your field, and the writing conventions and genre of your field
- create a final argumentative multi-genre project, which includes a proposal and rationale
- compose a final course reflection
- write sustained exploratory journals and reflections

COURSE MATERIALS

- *The Bedford Book of Genres: A Guide and Reader, Second FSU edition*, by Amy Braziller and Elizabeth Kleinfeld; Bedford/St. Martin, 2018.
- PDFs, videos and webtexts that you can find on our Canvas Page.
- Access to a computer with Internet access; email; and printer (University printing services and computer access are sufficient)

WRITING REQUIREMENTS

All of the formal written assignments below, including all drafts for each, must be turned in to pass the course:

- Four Major Assignments, including multiple drafts and revisions for each assignment (see full descriptions under Major Assignments)
- 8 exploratory writing journals, can be composed through alphabetic text, voice recording, or video recording
- 2 conferences with instructor (see weekly schedule for dates)
- Thoughtful, active, and responsible engagement in class discussion, whether face-to-face or online; preparation for class; and in-class informal writing and mapping.

COURSE GRADING

Evaluation of work in this course is based not only on the products of your composing but also on the processes in which you engage. Your work will receive detailed responses in the form of descriptive comments on drafts, suggestions to guide revision work, individual conferences focused on particular aspects of composing, opportunities to collaboratively generate ideas and receive feedback in class, and extensive evaluative responses on final submissions. **Active participation in class discussion, journals, conferences, workshops, and preparedness for class all factor into the final course grade and will be an integral part of the work for each of the four major assignments.** Your grade for the course will be based on 550 possible points. See the breakdown below:

Annotated Bibliography:	25
Literature Review:	25
Investigative Field Essay:	100
Rhetorical Analysis:	100
Genre Project Proposal:	25
Genre Project:	50
Genre Project Rationale:	25
Course Reflection:	100
<u>Journal Entries</u>	<u>100</u>
Total Points:	550

MAJOR ASSIGNMENTS

Investigative Field Essay (1700 words; Annotated Bib 500; Lit Review 500)

This written essay will combine primary research--in the form of interviews and observations--and secondary research--scholarly journals and professional resources--to present to your audience an overview of the discourse community of your field of study, job opportunities in your field, or what your life will look like in the major while at FSU. It should be presented in a research-paper format and should be documented in the documentation style of your field. There will be 3 total drafts of this essay and will also include an annotated bibliography and literature review.

Rhetorical Analysis (1200 words)

In a written essay, you will compare and contrast the rhetorical appeals and strategies used for two different artifacts in your field: a journal article and an image/video. This rhetorical analysis will also compare the functions of the genres of the two artifacts and how they function differently for their intended audiences. There will be 3 total drafts of this essay.

Genre Persuasive Project (Proposal 450 words; Project 500; Rationale 350)

This assignment requires you to investigate a debate that is taking place within your field and will ask you to take a stance on the topic. There will be writing-to-learn elements of this project, but the final version will be presented across two genres to two different audiences. (PowerPoint Presentations are prohibited). Examples of genres include websites, videos, blogs, and advertisements. The drafts of this project will include a written proposal and a rationale.

Final Course Reflection (800 words)

At the end of the semester, you will write a reflection letter that covers how you met the goals and outcomes of this course. You will use examples of your own writing to create an argument for how you successfully reached our listed-achievements.

THE PROCESS OF WRITING

The expectations for each of the three levels of drafting are as follows:

- **Draft 1:** This draft is in the early stages of writing. It is where your ideas come from and the plan for your text begins to emerge. It will include everything you produce as you struggle and wrestle with developing a topic. Use this draft to get everything down, and do not let your writing challenges frustrate you. In comparison to other drafts, this one is relatively informal; much of it will simply be free-writing and your first attempt (even if fragmented) at getting your ideas on the page. Although this material is informal, it must reflect your engagement in the process and show an effort at beginning to tie all these parts together in a paper. It must meet the page requirement.

- **Draft 2:** This draft works toward a more solid and structured communication and should meet the word-count of the final project. Here you will reflect upon the input offered to you by me and your classmates on the first draft and develop a coherent—not perfect—paper.
- **Final Draft:** While this course really emphasizes writing as a *process*, the ability to create *effective* texts is our goal. In these drafts, I will value authoritative style and presentation, originality of thought, strong structure and development, organization, source usage, polished grammar and mechanics, etc. These "final" drafts will be given a grade, but you will have the opportunity to revise. If you choose to revise, you have two weeks after the original grade was given, and you have to write a 300-word revision memo that outlines your changes. A higher grade is not guaranteed in the revision.

LATE WORK

As noted above, all work must be submitted by the due date to earn an A for the course. Drafts need to be completed by the due date in order for you to receive feedback, both from your peers and from me, so that you can progress to the next draft. Drafts that are late are not guaranteed to receive timely, detailed feedback and are subjected to losing points for being late. Journal posts that are completed one day late are eligible for half-credit. After three days, students cannot earn credit for late journal posts. **Students' grades for the course will be penalized for late submission of final drafts. Five points will be deducted from the final grade for each day a final draft is turned in late.**

FINAL GRADES

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	0 – 59

College-level Writing Requirement

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

ATTENDANCE

FSU’s Composition Program maintains a strict attendance policy to which this course adheres: **an excess of three (3) absences is grounds for failure.** You are required to be an active member of the ENC 2135 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor, ahead of time when possible, about why you miss class. Save your absences for when you get sick or for family emergencies. **Not showing up for a conference counts as two absences.**

- If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850 644 2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.
- Important Note: FSU’s Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the “University Policies” section in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

LATE POLICY

If you are more than 10 minutes late to class, you will be counted for half an absence. Attendance is taken promptly at the beginning of class.

CIVILITY POLICY

This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior

includes the use of cell phones, pagers or any other form of electronic communication during the class session (email, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

UNIVERSITY POLICIES

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Liberal Studies for the 21st Century

The *Liberal Studies for the 21st Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the **Liberal Studies** requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

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.

OTHER INFORMATION**Reading/Writing Center (RWC)**

The Reading/Writing Center offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas.

During the Fall and Spring semesters, the RWC operates in three locations on campus: Williams (Room 222C), Strozier Library, and Johnston Ground. During Summer C, students can visit the Williams RWC Monday – Thursday.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <http://fsu.mywconline.com/>

The Digital Studio

The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects, such as designing an electronic portfolio, designing a website, creating a blog, composing a visual essay, selecting images to embed in a text, adding audio and/or video into a text, and creating a presentation. Students who attend the Digital Studio are not required to work with a tutor: The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended.

During the Fall and Spring semesters, the Digital Studio offers consultation at two locations, Williams 222B and Johnston G0062. During Summer C, students are welcome to visit the Williams location.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <http://fsu.mywconline.com/>

Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

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Weekly Schedule*

Subject to change with notice—for the most current schedule, please refer to the class Canvas

Date	Class Activities	Assignments/Readings
Week 1		
Mon 6/25	Class Introduction; Syllabus / Expectations; Discourse Communities Introduction	Read Malcolm X's "Learning to Read" Compose journal entry answering the following questions: Start mulling over the term discourse community--how was Malcolm X both included and excluded from the various discourse communities? How did he bridge the gap to the discourse community he was excluded from, and how did closing that gap affect his life and life goals? Blog posts should be around 250 words and should include at least 1 image, song, or video. Come to class ready to share your journal.

Date	Class Activities	Assignments/Readings
Tues 6/26	Malcom X Discussion; Introduction to Investigative Field Essay and Research	Read pages 87-100 in Bedford Book of Genres. Read one of the student examples of the investigative field essay. Narrow your focus to one of the following: life within your field of study; job opportunities post college; or discourse community within field. Come prepared on Wednesday to discuss your focus and why that focus interests you the most. Compose 300 word invention essay about your field of study and the discourse community you're entering into with your major. Use this as a time to ask questions, uncover new elements about your field, and as a writing-to-learn process that goes into depth of your field to better your holistic understanding.
Wed 6/27	Introduction to Annotated Bibliography and Literature Review	PDF on Annotated Bibliographies and MLA format
Thurs 6/28	Introduction to interviews, observations, and other primary research. Figure out who to interview and send out interview requests (BCC my email).	Read pages 441-447 in Bedford Book of Genres as a how-to guide for writing annotations. Use the guide in the book to annotate three sources. Have a total of six sources found (only need to annotate 3).
Week 2		
Mon 7/2	Annotation Guide; Work on locating articles and annotating in class; Literature Review Activity; Plagiarism Activity	Continue annotating sources. Annotated Bibliography and Literature Review due Wednesday at noon on Canvas. Continue conducting interviews
Tues 7/3	Connect primary and secondary research. Outline IFE: Intro, Methods, Results, Conclusion. Develop interview questions in class.	Annotated bib and Literature Review due tomorrow at noon
Wed 7/4	July 4th--no class	
Thurs 7/5	Process versus Product: "Shitty First Drafts;" IFE process activities and continue composing draft; Sign up for conferences	Draft 1 due Saturday at noon. Peer Review over weekend with writing group and revise for Draft 2 due at conference Continue conducting Interviews must be completed by Tuesday

Date	Class Activities	Assignments/Readings
Week 3		
Mon 7/9	Conferences: Draft 2 due	Continue drafting and finishing up interviews
Tues 7/10	Conferences: Draft 2 due	Continue drafting and finishing up interviews
Wed 7/11	Introduction to Rhetorical Analysis	Draft 3 of IFE due Friday at noon; Read pages 4-16 in Bedford Book of Genres (come to class ready to discuss these pages). Read Obama's Howard speech and the RA of his speech. Compose Journal Entry: What were some rhetorical appeals you noticed when first reading Obama's speech? (Think about the ethos, pathos, logos, & rhetorical situations we've discussed in class.) Give us your first impression: what do you feel Obama was trying to accomplish with his audience, and what were some of the ways he went about doing that? (It will be good to remember that you, in this moment, are not Obama's audience--the people at Howard University were). Then read Maria Post's RA--what appeals did she focus on? How did she break down Obama's speech rhetorically? What were her findings? Do you agree with them? Why or why not? Please include at least one image or video. This entry can either be written (300 words) or recorded.
Thurs 7/12	Discuss Obama reading; Go over assignment sheet, Fight Club Rhetoric Activity and Reflection writing. Start looking for artifacts in class.	Finalize topic and two artifacts. Free write about both artifacts: how do they address (or communicate) the topic? What stance does each artifact take on the topic? Who is the speaker? Who is the audience? This will act as draft 1
Week 4		
Mon 7/16	Smokey the Bear Activity; Compose T-Chart for your artifacts	Compose Draft 2 of Rhetorical Analysis
Tues 7/17	Peer Review and Group Conferences	Draft 3 of Rhetorical Analysis due Friday at noon.

Date	Class Activities	Assignments/Readings
Wed 7/18	Introduction to Three Genres Project	Follow the prompt and investigate different topics in your field of study (can be the same issue you focused your RA on) and take a side. You should have a clear topic, a stance on that topic, and two different audiences you're communicating to.
Thurs 7/19	Invention activity and analysis. Use page 368 of Everything's an Argument to analyze your own multimedia argument. Writing a Proposal Activity.	Compose 500 word proposal. Upload to Canvas by Sunday at 10pm.
	Week 5	
Mon 7/23	Group conferences. Bring hard copy of proposal to conference. Missing conference counts as two absences.	Begin composing prototypes
Tues 7/24	Group conferences. Bring hard copy of proposal to conference. Missing conference counts as two absences.	
Wed 7/25	In-class Drafting Day	Continue composing Genre Project. Look for examples in the Bedford Book of Genres.
Thurs 7/26	TBD	Continue composing Genre Project
	Week 6	
Mon 7/30	Peer Review Genre Project	Genre Project and Reflection due Tuesday
Tues 7/31	Introduction to Course Reflection	Use T-Chart to start composing reflection letter. Bring draft to class on Wednesday
Wed 8/2	Peer Review Course Reflection	Final Course Reflection due Friday by noon.
Thurs 8/3	Last Day of Class	Congratulations, you are finished!

Date	Class Activities	Assignments/Readings