Digital Writing
English 101 | Composition I

Section 002
Indiana University of Pennsylvania
Fall 2020 | MWF 10:10-11:00
Monday: Zoom session
Wednesday: HSS 213 (face-to-face)
Team A: 10:10-10:35
Team B: 10:35-11:00
Friday: D2L activity.
Instructor: Professor Matthew Vetter
Office Location: 504-13
Email: mvetter@iup.edu

Office Zoom Hours: MWF 12:00-1:00pm or by appointment.

Course Description

Welcome to English 101: Composition I. This course is designed to help you gain an understanding of how digital writing allows writers to address multiple genres, tools, platforms, and audiences beyond text and print. Throughout the term, you will get the opportunity to effectively create digital content, as well as analyze and compose digital texts. More specifically, in this course, you will learn the writing processes of brainstorming, drafting, and revising by working on four major writing assignments: 1) a digital literacy narrative; 2) an analysis of a multimodal text; 3) a multimodal social advocacy campaign; 4) a reflective argument essay. This course will also prepare you to engage in multimodal composition and to write for public audiences through guided processes of research and design. The ultimate goal of this course is to make you a more capable and reflective writer, one who works in a number of forms and media, and one who understands writing as a social endeavor that can help you achieve other long-term ambitions. Whoever you want to be, and whatever you want to do in your life, writing can help you get there.

Who am I?

I am beginning my fifth year as Associate Professor of English at IUP. I live in Indiana, PA with my partner Stacy and three children. I study digital rhetoric and writing, and am a huge fan of Wikipedia.

IUP Course Catalogue Description

In this first-year writing course, students compose projects in multiple written genres that address specific rhetorical situations. Students use memory, observation, critical reading and viewing, analysis, and reflection as they draft, peer review, revise and edit their projects.

Course Objectives

At the conclusion of English 101, students should be able to:

➜Identify and apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to both short and more sustained writing tasks.

➜Write in a variety of genres in response to specific rhetorical situations (i.e., recognize the role of audience, purpose, and context in creating and analyzing text) that take place in diverse print and digital environments.

➜Analyze their own writing and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into their own writing.

➜Reflect critically on their own writing process, rhetorical effectiveness, and how learned skills and concepts can be applied in other writing contexts by cultivating effective habits of mind (e.g., curiosity, openness, metacognition).

➜Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own.

Required Course Texts and Materials

All readings will be available as PDFs or hyperlinks on D2L

1. Selected Essays from *Writing Spaces: Readings on Writing*. Eds. Dana Driscoll, Mary Stewart, Matthew Vetter. Anderson, SC: Parlor Press, 2020. Free Online Resource. http://writingspaces.org
2. Selected Essays from *Writing Spaces: Readings on Writing*. Eds. Charles Lowe and Pavel Zemliansky. Anderson, SC: Parlor Press, 2011. Free Online Resource. http://writingspaces.org
3. Purdue Owl Style Guide. Free Online Resource. http://owl.english.purdue.edu/owl/
4. Google Docs for collaborative projects and peer review.
5. Technology requirements: You will need internet access and computer access for this course. Outside of class, you can use the computer lab at HSS. The Kathleen Jones White Writing Center in Eicher 218.
6. Desire2Learn (D2L) for additional readings, forum posts, and other class management: https://d2l.iup.edu/d2l/home
   1) Go sign into your MyIUP account here: http://www.iup.edu/myiup/
   2) On the home page click "D2L."
   3) Scroll down to enter the course home page via "Fall 2020 ENGL101"

Major Projects

Here you can see a brief description of the major projects for this course. As the course unfolds, I will provide assignment sheets with more details for each assignment.

1. *Digital Literacy Narrative*

For this assignment, you will produce a multimodal essay in the genre of a digital literacy narrative. A literacy narrative is a reflective, personal story about learning how to read,

write, interact with technology and so on. It often focuses on particular events, texts, persons that influenced your literacy practices. Your assignment is to create a digital literacy narrative that provides a brief history in your literacy development and a few highlights that shaped you as a writer. You also need to include critical reflections on how your attitudes about literacy developed through your past experiences. You can incorporate footage, images (photos, scans of books, papers, report cars, etc.), voiceover, music, videos. You may (this part is optional) submit your final narrative for publication to the Digital Archive of Literacy Narratives (DALN - https://www.thedaln.org/), a public archive of literacy narratives, and share your work with the class. Some questions to consider as you begin drafting your narrative: What's your previous experience with writing? How might writing help you accomplish specific goals or ambitions? How did you learn to read? Who or what played an important role in your literacy development? Think of the following audiences for this essay: yourself; the professor and your classmates; the public audience of DALN (if you choose to submit your essay there). Length: 3-4 pages (900-1200 words; no source requirement; media, such as images or videos).

2. *Rhetorical Analysis of a Multimodal Text*

For this project, you'll write a (more academic) rhetorical genre analysis essay that explores and analyzes a multimodal text. What do I mean by multimodal text? A text, broadly interpreted can be anything used to communicate meaning. A stop sign, for instance, could be understood as a text. But I would like you to choose a *multimodal* text - this means that it should utilize more than one mode (think video, audio, image, written language, sound, etc.) to communicate meaning. There are various multimodal texts you can choose from: advertisements, websites, film, television, social media, photography, music, news articles, and visual art are all multimodal texts. You will first analyze a selected genre, focusing on (1) target audiences of the genre, (2) primary purposes of the genre, (3) rhetorical appeals employed in the genre, and (4) any relevant components and strategies that help core messages successfully be delivered to the target audience. Your audiences for this essay include yourself; other first year college writing students; the professor and your classmates. Keep in mind that this is a more traditional academic essay and should be structured and organized with a clear thesis, supporting evidence, and conclusion. 3-4 pages (900-1200 words; primary and secondary documents should be sourced in a Works Cited page).

3. *A Multimodal Social Advocacy Campaign - Collaborative Project*

For this assignment, you will create a multimodal collaborative project - a website that promotes a cause or social issue, framed around a group or individual at IUP. You will work in groups of three and four students to create a WIX website that has 3-4 webpages with written texts about your social advocacy campaign; its aim, background information, resources, etc. You can include videos, narratives, music, images, soundtracks with a Creative Common license. Various forms of visuals, hyperlinks, audio and video content needs to be centered around your topic and convey your audience about the importance of your campaign (i.e. rhetorical effectiveness). By working on this project, you will learn how to write for a specific audience, with a purpose and how to create a website. As a group, you will present your website to the class, and individually you will have to write a statement with your reflection on the project, group dynamics, as well as collaboration in general. As a

result, you will become a more skillful digital writer, learn how to create a website, work in collaboration with your peers and develop a social advocacy campaign that matters to you.

4. Reflective Argument Essay

As a culminating project for this course, you will write a reflective argument essay that looks back on course readings, projects, and discussions and makes realizations about what you've learned in the course in terms of digital literacies. The reflective argument essay should be 3-4 pages (900-1200 words) in length and should include quotes, summary, and/or paraphrase of at least three sources (which could include your own projects, as well as other course readings or even feedback from your me, your professor). Your integration of sources should support an overall point or argument about your growth and/or learning in the course. Finally, a Works Cited page in APA or MLA style is required for this essay.

Sample thesis/argument: Throughout my English 101 course, I have come to understand just how important it is for writers to be flexible in order to adapt to new tools and technologies for communicating their message. I first discovered this idea as I reflected on my own literacy upbringing, and the important role that social media played in my development as a writer. However, as I worked through the next two major assignments in our class, my understanding of this need for flexible digital literacy deepened as I made connections between our readings and the digital tools I was exploring. This essay is a reflection on those connections.

Reflective Cover Letters. For the first three of the major assignments, you will compose and submit a **cover letter** that reflects on 1) your process of writing the document, 2) what challenges you encountered and 3) what you learned from the assignment unit. I may provide more specific reflection prompts for individual assignments. Remember that these will be very helpful when you are working on Major Project 4! Approximately ½ -1 page long; submit as the first page of each assignment on D2L.

Weekly requirements

Every week you will have a reading assignment and/or video to watch, as well as discussion posts and peer response due that week. Occasionally, you will have to submit a draft of your projects, or a peer review, or come to a group or conference meetings. Therefore, it is important to keep in mind what are the basic weekly requirement for the class:

1. Complete assigned readings/videos
2. Contribute to our full-class discussion forum (due Fridays by 10:00am) and reply to a peer by Friday 11:59 pm.
3. Submit assignments for instructor review (due dates vary, more details in the course schedule)

Our Hyflex model of the courses require students to practice a great deal of self-discipline and responsibility. I encourage you to schedule in advance the time you will need to complete work for this class.

COVID-19 and Classroom Safety

In order to continue to provide the best possible in-class experience, and to limit the possible spread of COVID-19, you will be required to follow certain classroom policies.

These policies are in place not only for your safety but also the safety of the rest of the campus community. It is imperative that we each do our part so that on-campus instruction can continue in a safe and effective manner throughout the semester. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. Failure to follow instructions in the syllabus or given verbally by the instructor may result in a referral for a violation of the Academic Integrity Policy for classroom disruption.

There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. Students who are medically unable to wear a mask should present documentation from a physician to the Health Service. The Health Service will evaluate and if warranted, issue a letter to the student to present on campus, and copy Disability Access and Advising. Students unable to wear masks may be asked to sit further apart or in a special area of the classroom where ventilation is better. They also may, with instructor permission, participate remotely for most or all of the class sessions for their own safety and the safety of others. Students who experience ANY COVID-19 symptoms (including fever, cough, shortness of breath, fatigue, body aches, headache, sore throat, congestion or runny nose, etc.) should NOT attend class in person and should participate remotely. If symptoms persist be sure to seek medical assistance.

Zoom Etiquette
Think of a Zoom Meeting as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. In addition, there are some additional useful tips below to observe to help ensure the meeting goes smoothly for all involved:
- Join early – up to 5 minutes before the meeting start time.
- If you haven't used Zoom before, click the link to download Zoom prior to the first day of classes and familiarize yourself with any features you may need to use on the day – mute/unmute microphone, stop/start video, screenshare etc.
  For video tutorials visit: https://zoom.us/resources
- Find a quiet space without interruptions / background noise or consider using earbuds/headset with an incorporated microphone.
- Mute your microphone for entrance into the meeting and when not talking
- Try to avoid talking over / at the same time as other participants.

Best Practices
- Adjust your camera to be at around eye level if possible – especially take note of the angle of your laptop screen if using the built-in camera.
- Have your video on unless you are experiencing connection issues.
- Stage your video area - Keep in mind that people aren't just seeing you, they're also seeing whatever the camera is pointed at behind you.
- Have a plain background – avoid backlight from bright windows or other light sources.
- Have good lighting on your face so you can be seen clearly.

Instructor Participation in the Course

- I will read all of the discussion forums and will individually reply to approximately one-third of the posts each week. I will sometimes create a video response that I post as an announcement on D2L. You are responsible for viewing the content in those videos, and for reading my individual responses to your posts, so make sure you are reading/viewing them!
- I will always provide feedback to your individual assignments. This feedback will be attached to the D2L Assignment Folder to which you submit the work. The feedback will include recommendations for how you can move forward with your progress in the course, so please read my feedback carefully. If you can't find the feedback, please let me know. I am happy to help, and it will be difficult to do well in this class without viewing and applying my feedback, which is aimed to help you to develop your writing.
- If you have questions, you can email me, or schedule a phone call or video chat. I'm happy to meet with you individually or in small groups.

Online Discussion Board

College-level readings support you in experimenting with discussing ideas, shaping response, developing writing projects, and composing. Completing assigned readings prepares you for effective learning. In this course, you will be held accountable for having done the reading. To demonstrate your understanding of the assigned reading, you will submit a discussion board post between 200-300 words. In your board post, you should include:

1) major take-aways from the reading
2) question(s) (if any) you would like to be answered by me and/or your classmates
3) Practice signal phrase and quote integration. For example:
   a) MLA: In his essay "How to Read Like a Writer," Mike Bunn discovers how "all writing consists of a series of choices" (72).
   b) APA: Bunn (2011), for instance, described writing as "a series of choices" (p. 72).

Your board posts are due by the date stated on the course schedule by 10:00 AM (usually Friday). You will also be responsible for reading and responding to at least 1 of your classmates' posts for each submission. Please do not respond to a post that has already received a response. Your response should be at least 50 words in length and posted by Friday 11:59 PM. Please avoid making fake comments and give a genuine response to the writer. Failure to submit and respond to each post will result in losing points.

The Grading Contract

Any student in this class is capable of earning the grade they want. Students will automatically begin with a B, and any student can earn an A either by doing extra work or through assessment of the quality of writing. So long as a student upholds the grading contract (details below), they maintain a B and can be considered for an A. Students can also earn C, D, and F grades if they choose to adhere to some but not all aspects of the grading contract. Details of how to earn each grade are spelled out in this contract. I encourage you to decide at the beginning of the semester which grade you would like to earn and to then perform the work required.

My reason for using a grading contract is based on a philosophy of learning that I feel is most appropriate for college-level work. Grades can be problematic, especially in a college writing class, where learning should be a process of discovery, curiosity, experimentation, and creativity. When we follow our curiosity and engage in the creative process, we are bound to make mistakes - mistakes are a necessary part of learning! However, the fear of grades can make us cautious, following what we "know works" rather than engaging in the messy process of learning. This is why, rather than traditional grades, we will use a grading contract in this course.

I hope you will see many advantages to a grading contract. The grading contract allows me to give you authentic feedback on your writing rather than to focus my comments on justifying a grade. It also allows you to rely on a wider audience for your writing than your instructor, including your self- assessment of your own writing, feedback from peers, etc. Further, the contract rewards your engagement with the course rather than your mastery of the course. We will discuss and sign the grading contract during the first week of class.

"A" Grades
Any student in this class is capable of earning an A grade. Students can be awarded A grades in the course if they fulfill all contract requirements and 1) completes additional labor (must complete three of the four items below) 2) and/or demonstrates A level writing in the course.

Extra Labor. In addition to the labor outlined in the assignment commitments and classroom commitments (those include discussion boards and peer responses), students who wish to earn an A in the class may do so by completing extra labor. Students can combine extra labor items or complete the same item three times:
1. **Writing Center:** Visit the writing center (online) and revise your paper using the tutor's feedback. To get credit for this labor, you must ask the writing tutor to send confirmation of the appointment to your instructor.
2. **Peer Review:** Give additional peer feedback on their writing. To get credit for this labor, please send me the feedback you sent to your peer. The peer may be a member of our class or a member of another class.
3. **Conference:** Attend a video or in-person conference with your instructor.
4. **Revise and Resubmit:** Revise and resubmit a major project. To get credit for this labor, you must revise and resubmit a project within 7 days of receiving feedback from your instructor. You must submit with it a reflective cover letter that outlines the changes you made to the new draft and how these changes have improved your writing/you as a writer.
5. **Friend/Family Paper Review:** Ask a friend or family member to give you feedback on your writing. To get credit for this labor, ask your friend/family to use Track Changes in Word or the Suggesting Mode in Google Documents, and to send their feedback to both you and your instructor from their own email address.

A-Level Writing. To assess A- level writing, I will evaluate the student's growth throughout the semester. For each assignment, you'll receive a complete or incomplete grade, as well as my feedback. At the end of the semester, I will carefully and thoughtfully reread each students' work in this course. As I read, I will ask three questions:
1. Did the student demonstrate a pattern of openness to feedback?

2. Has the student consistently applied feedback to improve their writing?
3. Does the student's writing typically demonstrate a strong grasp of the writing assignments and rhetorical situation (audience, purpose, context) and genre expectations?

"B" Grades
Students who fulfill the course contract are guaranteed at least a "B." If you do all that is asked of you in the manner and spirit of the grading contract, you will earn a "B" in the course. B grades are not based on an assessment of your writing, although I do expect that you will commit to composing the highest quality work you're capable of.

"C" Grades
C grades will be appointed to students who have 1) not fulfilled 1 assignment commitment or 2) not fulfilled 4-7 classroom commitments (discussion boards and peer reviews included). Any student who has a C grade can improve their grade by at least a full letter for every three extra labor credits earned and/or through the students' assessment of the writing quality.

"D" Grades
D grades will be appointed to students who have 1) not fulfilled 1 assignment commitment AND 4-7 classroom commitments, 2) not fulfilled 2 assignment commitments, or 3) not fulfilled 8-11 classroom commitments. Any student who has a D grade can improve their grade by at least a full letter for every three extra labor credits earned and/or through the students' assessment of the writing quality.

"F" Grades
Failing grades will be appointed to students who have 1) not fulfilled 2 assignment commitments AND 8-11 classroom commitments, 2) not fulfilled 3 assignment commitments, or 3) not fulfilled 12+ classroom commitments. Students who earn an F are eligible for extra labor credit but not for a higher grade through the quality of their writing.

Contract Commitments
Below is the contract that spells out the two kinds of commitments for this course: assignment commitments and classroom commitments. I hope that all students will choose to keep the contract commitments; A- and B-level students must adhere to the contract **in full**.

As a member of the ENGL 101 course community in the Fall of 2020, I agree to:

Assignment Commitments:
1. **Assignments:** Complete **all** major assignments with commitment and engagement according to the criteria on the relevant assignment sheet, turn in all related parts of major assignments, which should also demonstrate commitment and engagement, and do so by the assigned due dates;
    a. For an assignment to be marked "complete," the student must complete a draft, peer review, revision, and reflective cover letter. The guidelines below must be followed.

b. Students may miss one draft or one peer review on an assignment this semester without resulting in an incomplete grade.

c. Follow the correct format: correct font size, citation guide, etc. Align your work correctly: make it presentable on the page. Use paragraph breaks. Double spaced. 1" margins.

d. Submit work on time to fulfill your contract responsibilities. The instructor will grant extensions when there is a legitimate and compelling excuse and the request is made *prior* to the original due date. Late work does not fulfill the contract.

e. Assignments may be completed using either APA or MLA format. If a student would like to use another style guide, please talk to the instructor. Write your style guide choice on each paper.

2. **Peer Review:** Write helpful, thoughtful, and clear responses to peer drafts according to the directions for individual projects, and by the assigned due dates;

a. All required peer reviews will take place during class time. If peer review or group meetings are required outside of class, class will be cancelled to accommodate.

b. An outside class member can review your paper for extra labor.

c. Peer review responses should use correct punctuation, readable font and alignment, and legible handwriting.

d. Give the writer feedback on what could be improved in their paper: react like a reader to your peer's writing.

e. Make suggestions for corrections to grammar and punctuation, but don't feel obligated to "correct" grammar. You're a reader, not an editor.

f. Return feedback to peers in a timely manner (before the due date).

g. Respond to your peer's texts/emails/etc. to coordinate peer review.

3. **Drafts:** Turn in drafts for Workshops/Peer Review for **all** Major Projects by the assigned due dates.

a. Use Microsoft Word, Times New Roman, 12-point font, double spaced. PDFs and pages documents don't allow the instructor to provide written feedback in the document.

b. A complete draft is required because complete drafts give students the opportunity for more thorough feedback on their writing from peers and the instructor.

c. Drafts should be a good faith effort -- they should be clear and understandable and should attend to the purpose and audience for the assignment.

Classroom Commitments

1. **Participation** in this class is crucial and will take a variety of forms: online learning activities in D2L, face to face meetings in small teams, and Zoom meetings of the whole class.

- Face to face team meetings will take place in our classroom in groups of 10 and 12. These meetings are an important opportunity to ask questions and confirm that you are on the right track! In the meetings, we will work on the learning activities and writing assignments collaboratively. The team meetings are also a great chance to get to know some of your classmates and your teacher. Health comes first, however, so while attendance at meetings is expected, there is no penalty if you cannot attend. Therefore, if a student may

need to miss more than three classes due to illness, personal emergency, active military duty, or another extenuating circumstance. If this applies to you, you must contact me immediately to fulfill the contract. Accommodations will be made on an individual basis.

- We will meet in Zoom as a whole class multiple times. Plan on logging in to these meetings 5 minutes ahead of schedule to make sure your video is on, audio is off, and you are in gallery view. I can record the Zoom meetings by request, so if you are going to miss a class, let me know ahead of time.
- Students are expected to engage in all class sessions, which will include both individual work and group discussions. Students who do not participate because they do not find the course format conducive to their learning should contact the professor so that the professor can make the class a positive learning environment that all students can participate in. To fulfill the contract, students should contact the instructor for help and not engage in class.

2. **Meeting Attendance:** Be on-time for and attend any appointments, whether with peers or the instructor, online or face-to-face;
   a. When meeting with peers for projects bring everything, you need and show up ready to get work done.
   b. Ask questions.
   c. Take notes during meetings.
   d. Give your peers feedback and be a good group member; don't just benefit from the group.
   e. Groups may determine how they'd like to meet: face-to-face, using video, using Google hangouts, using email, etc.

3. **Readings:** Complete all reading assignments and be prepared to discuss them in class, bringing all texts, articles, and other materials relevant to the reading (when applicable);
   a. Read the assigned texts before class.
   b. Take notes on readings.
   c. Annotate your readings by writing comments, questions, and unfamiliar vocabulary in the margins.
   d. Bring either a digital or print version of the reading, with your annotations/notes, to class.
   e. If you didn't get to the reading, say so.

4. **Discussion Board and Peer Response:** In total, you have to submit 10 discussion boards on D2L due assigned date, as well as one peer response to your classmate. Discussion Board requirements are posted above.

5. **Ethics:** Maintain high ethical standards of courteous and civil behavior toward all members of the class, including actively listening to others, asking questions, and using technology in ways that support the learning environment.
   a. Pay attention during class.
   b. Put technology away.
      ○ Students may tell the instructor (discreetly) if other students' technology use is a distraction; the instructor will intervene.
      ○ If a phone call or text is a necessity, excuse yourself from the classroom and then return upon completion.

- ○ Students may read/access assignments on their laptops, phones, or tablets.
  c. Treat others the way you want to be treated.
  d. Be respectful when participating in class discussions: Hand raising isn't required; you can call out your response. However, don't jump ahead or call out in front of someone else. The instructor will monitor this and make sure we are all taking turns without interrupting.
  e. Do talk during class discussions. It's one way to set a positive environment.
  f. Be respectful when addressing the instructor. Use "Professor Vetter or "Dr. Vetter"

Instructor Commitments

As Instructor, I will do my best to help students meet the outcomes and succeed in the course and to fulfill my own responsibilities as outlined in the syllabus. In addition to my responsibilities outlined in my student evaluation instrument, I will provide thoughtful and constructive feedback for all major work. I will be prepared to course meetings to lead discussion of course readings and to teach course material, and I will speak clearly and audibly during class. I will facilitate student interaction and class discussion to promote learning. I will also be available outside of class to meet with students one-on-one in person or via email, phone, or video chat. I am committed to creating an atmosphere in which all students have an equal opportunity to learn.

Commitment Fulfillment Agreement

If and when the Student has fulfilled all commitments as specified above, the Instructor will submit the Student's grade for the course as no lower than a B. The Instructor may submit a grade higher than a B if the Student's writing and fulfillment of course objectives and outcomes have been of superior quality, as determined by a holistic assessment of the student's work, and/or through the student's extra labor. Superior writing, as assessed by the Instructor, and extra labor, may improve grades by up to one full grade except an F. The Instructor may submit a grade lower than a B if the Student fails to meet the terms of the contract in full. In that case, the Instructor will submit grades according to the following stipulations:

- One failure to meet an Assignment Commitment will lower the Student's course grade from a B to a C; or 4-7 failures to meet Classroom Commitments will lower the Student's course grade from a B to a C.
- Two failures to meet any Assignment Commitment will lower the grade to a D; or 1 failure to meet an Assignment Commitment and 4-7 failures to meet Classroom Commitments will lower the Student's course grade to a D; or 8-11 failures to meet Classroom Commitments will lower the Student's course grade to a D.
- Three failures to meet of any Assignment Commitment will result in an automatic F for the course; or two failures to meet any Assignment Commitment and 8-11 failures to meet Classroom Commitments will lower the Student's course grade to an F; or 12+ failures to meet Classroom Commitments will lower the Student's course grade to an F.

If you are missing classes and behind in work, please stay in touch with me about your chances of passing the course. (I would like to credit Matt Vetter, Peter Elbow, Krista Sarraf, and Emily Wierszewski for the language in this contract.)

Signatures
[Please sign the grading contract using this link](). By signing the contract, Student and Instructor assert that they understand and agree to all provisions of the Contract.

Assessing Your Writing

The grading contract allows us to focus less on a quantitative (numbers) judgment of your writing, and more on qualitative feedback. It might seem strange at first to not receive a grade on your essay, but remember that one of the goals of this course is to have a complex discussion about your writing and that we'll accomplish that goal through meta-commentary about how each of your projects succeeds and what you can work on in the future. I'll spend a lot of time thinking about and commenting on your work, and I expect you engage equally with my comments and to be constantly reflecting on your growth as a writer. I'll use Microsoft Word's comment feature to provide feedback and will also write a short letter at the end of your essay discussing what could be improved. If grammatical errors are numerous/distracting, I may ask you to rewrite the essay for credit. Furthermore, if your essay is not meeting the criteria of the assignment in terms of content, length, etc., I may ask you to rewrite the essay. For some of the essays, you will also be responsible for a review of a peer's project. I expect a high level of critical review here, one that earnestly attempts to help improve your partner's writing. If you fail to offer substantial advice, you won't receive credit for these (major) obligations.
Audio feedback: When I want to give you summative or holistic feedback on your work, rather than line by line feedback, I record an audio comment on D2L. You are expected to listen to the audio comment in full, take notes as you listen, and use the feedback to improve your writing. Sometimes the feedback will be audio + video; I find videos effective in hybrid classes so we can build rapport.

Other Course Policies

Style and Format: In this class, all major projects (with the exception of Project 3) should be formatted with the following in mind. Please use Times New Roman, 12-pt. font size, and double-space your writing. Each essay should include an APA or MLA style header with the following information: your name, my name (Prof. Vetter), the class, and the assignment title. Example:

Jane Doe
Professor Vetter
English 101
Project 1
Digital Literacy Narrative

All projects should include an original title (**not the assignment title**). All projects (excepting the first) should also include an APA or MLA-style Works Cited page (or section in the case of Project 3)
For specific rules on APA or MLA formatting, including how to format your reference page, please visit https://owl.english.purdue.edu/owl/.

Late Work: Drafts of major projects must be submitted on time to avoid a major violation. If you are ill or have to miss a peer review class, please contact me before the class to set up an alternate peer review activity and to turn in your draft for credit. Final drafts of projects may be turned in any time during the "turn-in window" I have specified in our schedule. These are typically 3-4-day periods. I will only accept late work **if we have talked and come to some agreement**. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due. It's really important that work for peer review or workshop is finished on time. Late Discussion posts will only be accepted with a valid excused absence (e.g. documentation of illness, emergency, or approved extracurricular activity). Email me and let me know what is going on before the due date. **Communication is essential.**

Communication: I use email to communicate important information about the class. You are responsible for checking your school account regularly. You should also check D2L often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu and I will do my best to respond within 24 hours. I normally do not check emails after 6:00PM, and I will not respond to emails on the weekends, unless it is for an emergency.

Email Etiquette: Email is a frequently used mode of communication, but it is surprisingly complex to get the tone right in email. At the very least, when communicating with via email, please be sure to use a salutation ("Dear Prof. Template" or "Hello Template,"), a signature ("Sincerely, [Your Name]" or "Have a Good Day, [Your Name]"), and complete sentences. For example:

> Dear Prof. Vetter,
> Would you be able to meet via Zoom at 11:45 this coming Wednesday, January 28th?
> Thanks much for your time,
> Jane Doe

Ethics and Responsibilities: As a college student, you are responsible for your own learning. As your instructor, I am responsible for designing materials and activities that will, hopefully, support your learning. If you feel you are unable to take responsibility for your own learning in my class, please come talk to me. I want you to succeed! Ours is a classroom of mutual respect. I'd also like our classroom to be a place of free and critical exchange of ideas. This means that diverse viewpoints are welcome. However, I also welcome critical analysis and challenge of viewpoints. I'd like to facilitate a community in which we all feel comfortable exchanging ideas, respectfully challenging one another, and openly receiving feedback. Because our class is a small community, each class member's behavior affects everyone else in the group. To that extent, let's behave in a professional, collegial manner.

Privacy: Work on major projects is always public. Don't submit writing you can't let other students see. Drafts of papers must be polished and ready for classmates' feedback on the assigned dates to get credit for peer review. Journals are semi-private. I will never ask you to share with classmates if you are not comfortable doing so.

Academic Integrity: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information

(fabrication). Intentional plagiarism will result in a course grade of F and a report to the office of the Provost. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing. As a writing teacher, I also acknowledge that the conventional and ethical treatment of sources is a skill that must be learned. At some time in the learning process, students may inadvertently fail to correctly credit a source. I will use my own judgement to identify plagiarism and determine the best course of action. Typically, I will ask a student to re-write the project or essay and devote more time in class to conventions for borrowing from and crediting sources.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Atmosphere: Everyone in our class, including the instructor, must remain civil and courteous at all times. We will often have the opportunity to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated. I also expect civil behavior and respect toward any visitors or observers to our class.

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom when they are being used for class activities (referencing an assigned reading, or in a course activity or discussion). Cell phones should be in the silent or vibrate mode during class. Also, you are **PROHIBITED** from any type of recording—either audio or visual—of the class without explicit permission; this is illegal in the state of Pennsylvania. Keep in mind that IUP is required to enforce laws to protect privacy. We will use a variety of technologies in this class, including D2L, Microsoft Word, Google Apps, and Zoom. You are responsible for ensuring that you are proficient with the course tools. There are multiple resources available to you through IUP to help you succeed with the technology requirements of this course, including The Writing Center, IUP Libraries, and IT Support Center. That said, I am happy to meet with you if you need assistance--just email me and schedule an appointment!

Assessment: The Liberal Studies English Program is undergoing programmatic evaluation. Please be advised that your work may be randomly chosen for program assessment purposes. LSE Program assessment activities **will have no bearing on your course grade** and, should your work be selected, your name will not be attached to it. If you have any questions about LSE Program Assessment, please contact the LSE Assessment Coordinator, Dr. Bryna Siegel Finer Bryna.SiegelFiner@iup.edu or Director of LSE, Dr. Lynn Shelly (lynn.shelly@iup.edu)

Cancellations: If it is necessary for me to cancel class unexpectedly, I will send an email to the class through IUP email, post a revised D2L agenda for the day. Even if class is cancelled, there may be alternative assignments to complete, so be sure to read your email and D2L agenda carefully.

Writing Center: Trained peer and graduate tutors at the Kathleen Jones White Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. Tutors are available to help you with any genre of writing for any course as well as applications, employment documents, and more. The Writing Center is available online and for limited walk-in tutorials in the Fall 2020 term. For in person, socially-distant tutoring, visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor most evenings. You can also make an appointment for an online tutoring session (at least 24 hours in advance). Visit the KJW Writing Center Website for our hours and appointments: www.iup.edu/writingcenter.

IUP Sexual Violence Policy: Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet with commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (under the age of 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy**.

Learning Differences Support and Reasonable Accommodations: Indiana University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Department for Disability Access and Advising (D^2A^2). If you have any kind of disability, whether apparent or non-apparent, learning emotional, physical, or cognitive, chronic or short-term, please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your access needs. All discussions will remain confidential.
You must be registered with D^2A^2 and have requested them to provide your accommodation letter to me, before I can accommodate you. If you have not yet contacted D^2A^2, and would like to request accommodations or have questions, you can make an appointment by emailing (preferred) D^2A^2 at disability-access@iup.edu or calling 724-357-4067. The office is located in Pratt Hall, Room 216, 201 Pratt Drive. All services are confidential.

FAQ & Tips for Success
Below is a list of common questions and answers.
What if I am sick when an assignment is due? If you are ill, you should still make sure that your work is submitted on time. This includes in-class work such as peer review.

Find out what you missed and complete the work on time. Ask for an extension in the case of a major illness or emergency.

What if I have computer trouble when an assignment is due? Generally speaking, computer problems do not excuse being late with assignments in college. There are computer labs throughout the campus that you can use. Backing up and saving your work frequently will usually prevent accidentally losing your work. If, after trying to get help through ihelp or D2L tech support, you are unable to submit in D2L, attach your work to an email to me and send it by the deadline.

Below are tips for success.

In my years as an educator and my experience as a student, I've accumulated tips for success in college:

- **Take notes in class.** Taking notes will help to remind you of what you need to work on as you complete your assignments.
- **Go to the Writing Center** for feedback. At the end of your session, the tutor will ask if you want the writing center to send me a report. Say yes, and be sure to send a copy to yourself, too, just in case. I'll need these reports if you're aiming for an A grade. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.
- **Eliminate learning distractions.** Go to Google.com/scholar and type in "texting college social media classroom distraction" and you'll find compelling research that suggests that texting and social media use can negatively affect learning.
- **Check your syllabus regularly** to know when assignments are due. At the beginning of the semester, I add syllabus due dates in three places: my Google calendar, my phone's calendar and my paper planner. Also, do not wait till the last minute to write your papers. Work gradually, so you don't have to pull an all-nighter before the assignment is due.
- **Keep track of your progress** in the class by checking D2L regularly for feedback, making appointments with your instructor, and using the student log and checklist.
- **Print and update your grading contract student log**. Add a weekly reminder to your calendar to review and update your log.
- **Take care of yourself!** Get plenty of sleep and exercise, eat healthy foods, drink water, and take time for hobbies, friends, and self-care. Schedule your work sessions ahead of time so you don't have to cram.
- **The Counseling Center is a great resource**. https://www.iup.edu/counselingcenter/

Let's discover digital writing, together!

Important Academic Deadlines:
https://www.iup.edu/news-events/calendar/academic/fall-2020/

Please note the following important dates:

Aug 31	Drop period ends at the end of the day
Aug 31	Add period ends at the end of the day
Oct 5	Midterm grades available
Nov 2	Individual course withdrawal deadline
Nov 9	Total semester withdrawal deadline
Dec 8-11	Final exams
Dec 18	Final grades available

Course Schedule

***Note:** This calendar is a subject to change. You will be notified of any changes that impact assignment due dates. The timeline for this course may be adjusted for unforeseen circumstances.
***Abbreviations**: M-Monday; W-Wednesday; F-Friday
F2F - face-to-face class in teams format
DB - discussion board

Date	Class Discussion Topic & Activity	Assignment Due (before class)
Week 1: Reading Strategies & the Rhetorical Situation		
M 8/24 Zoom	**Discussion:** Class icebreaker & syllabus review; Overview of D2L and other course formats **Activity:** Writing exercise: What have other teachers said about your writing? In-class essay: What kind of writer are you?	**Read:** English 101 syllabus on D2L
W 8/26 F2F	**Discussion:** Tips for successful Discussion boards	**Complete** "Getting to know you" survey **Sign** the grading contract
F 8/28 D2L	D2L discussion post and response to a peer	**Read:** Bunn, How to Read Like a Writer **Write:** Discussion Board #1 on Bunn **Due:** Discussion Board #1, response to 1 peer, Signed grading

		contract
Week 2: Digital Literacy Narrative		
M 8/31 Zoom	**Community builder:** Two truths and a lie: Where do you see yourself in 5 years? **Discussion:** Introduce Project #1: Digital Literacy Narrative; Writing and identity; -Introduction of DALN (Digital Archive of Literacy Narratives) Cindy Selfe on Power of Literacy Narratives https://www.youtube.com/watch?v=zNRHjb6-KI4	**Read or watch** 3 literacy narratives on DALN
W 9/2 F2F	**Q/A on Project #1.** **Discussion:** discussion of personal essays/literacy narratives; Literacy as life-changing	**Read**: Kamenetz, The Writing Assignment that Changes Lives
F 9/4 D2L		**Write:** DB#2 on Kamenetz and response to 1 peer **Due:** DB # 2
Week 3: Show, Don't Tell – Narrative Writing		
M 9/7	Labor Day - no Zoom class	Labor Day - no Zoom class
W 9/9 F2F	**Discussion:** Narrative theory and practice; Transferring storytelling beyond the classroom;	**Read:** Bedford Ch. 2 "Narrative Genres: Literacy Narratives" (pp. 48-56) Start collecting media for your Project #1 (pictures, videos, screencast).
F 9/11 D2L		**Write:** DB#3 on Bedford Ch.7 **Due:** DB#3 and response
Week 4: Shitty First Drafts		
M 9/14 Zoom	**Discussion:** Writing process; **Activity:** Drafting Project #1	**Read:** LaMott, Shitty First Drafts

W 9/16 F2F	**Activity:** "Beyond the Red Ink" viewing	
F 9/18 D2L		**Write:** DB #4 on LaMott **Due**: DB #4 and peer response **Write:** Full draft of Project #1 **Due:** Full draft of Project #1
Week 5: Peer review		
M 9/21 Zoom	**Discussion:** Peer Review Workshop Introduce Project #2	**Read:** DePeter, <u>How to Write Meaningful Peer Response Praise</u>
W 9/23 F2F	Q&A, final revisions to Project #1.	**Due: Peer Review** of Project #1
F 9/25 D2L		**Write:** DB #5 on DePeter **Due:** DB#5 and peer response **Due:** Final project #1 due to D2L (Turn-in window is 8am 9/25 through 8am 9/28)
Week 6: Rhetorical Analysis and Multimodal Texts		
M 9/28 Zoom	**Discussion:** Reading Strategies and the rhetorical situation **Activity:** Applying reading strategies to a sample genre **Activity:** Locate a multimodal text that is representative of a specific community (advertisements, websites, film, television, social media, photography, music, news articles, and visual art) and do an initial review of its style and form	**Watch the video on rhetorical analysis:** https://www.youtube.com/watch?v=9s0LqAdqkV0 **Read:** <u>Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis</u> by Laura Bolin Caroll
W 9/30 F2F	**Q&A: project #2**	**Due:** Post your digital artifact that exemplifies the multimodal type of writing Post on D2L Discussion Board, Project 2 Process Work
F 10/2 D2L		**Read:** <u>Understanding Visual Rhetoric</u> by Cohn **Write:** DB #6 on Cohn **Due:** DB #6 and response to the peer Work on your Project #2 draft

Week 7: Project #2 Conferences		
M 10/5	Individual Conferences-No Class	Individual Conferences
W 10/7	Individual Conferences-No Class	Individual Conferences
F 10/9	Individual Conferences-No Class	Individual Conferences
Week 8: Working with Sources		
M 10/12 Zoom	**Discussion**: Integrating sources **Activity:** Practice quoting and/or summarizing for Project #2; Works Cited Guide and Activity	**Due:** First draft of Project #2 is due on D2L, Read: Purdue OWL on MLA and APA
W 10/14 F2F	In-class Peer-review	
F 10/16 D2L		**Read:** Stedman, Annoying Ways People Use Sources **Write:** DB #7 on Stedman **Due:** DB #7 and peer response
Week 9: Multimodal Composition and Visual design		
M 10/19 Zoom	**Discussion:** Introduce Project #3; Show examples of Project #3; Discuss multimodal composition and visual design	**Due:** Project #2 Final due to D2L (Turn-in window is 8am 10/16 through 8am 10/23);
W 10/21 F2F	**Activity:** Organizing collaborative projects; Individual and group roles; Expectations and methods for collaboration.	
F 10/23 D2L		**Read:** Gagich, An Introduction to and Strategies for Multimodal Composing **Write:** DB #8 on Gagich and peer response **Due:** Project #2 final day for submission - 8 am 10/23
Week 10: Multimodal Social Advocacy Campaign Project		

M 10/26 Zoom	**Discussion:** Review Project #3; Using digital software for multimodal design. Digital tools workshop – working with WIX.com	**Read:** [Collaboration]
W 10/28 F2F	**Q&A about Project #3** **Activity:** Organize a meeting with your group outside of class	
F 10/30 D2L		**Read:** "What Are Multimodal Projects?" (in D2L) **Write**: DB #9 and peer response **Due:** DB #9 and peer response
Week 11: Multimodal Project and Individual Reflections		
M 11/2 Zoom	Group meetings to work on Project #3; Individual reflections for each group member	**Read:** Writer/Designer "How does Rhetoric work in multimodal projects?" (pp. 147-166)
W 11/4 F2F		**Due:** Out-of-class meeting with your group
F 11/6 D2L		**Write:** Full draft of Project #3 **Due:** Full draft of Project #3 **Write:** DB #10 on Writer/Designer **Due:** DB #10 and peer response
Week 12: Project #3 Presentations		
M 11/9 Zoom	Group 1, Group 2, Group 3 - presentations	**Due:** Project #3 Final + individual reflections are due to D2L (Turn-in window is 8am 11/9 through 8am 11/13)
W 11/11 Zoom	Group 4, Group 5, Group 6- presentations	
F 11/13 D2L		Last day to submit Project #3 final and individual reflections 8 am.
Week 13: Reflection and Argument		
M 11/16 Zoom	**Discussion:** Introduce Project #4 **Activity:** Reflect, brainstorm, and outline an approach to the Reflective	**Read:** Student sample of Reflective Argument

	Essay assignment **Discussion:** Integrating sources into academic writing; Working with your own writing as a source **Activity:** Quoting from your own writing; Quoting from course readings writing	
W 11/18 Zoom	**Writing Center Workshop:** Integrating Sources (MLA and APA)	
F 11/20 D2L		**Read:** Review course readings, DBs, and your course work (projects) **EVALUATIONS**
Week 14: Thanksgiving Break		
M 11/23	No Classes – Thanksgiving break	No Classes – Thanksgiving break
W 11/25	No Classes – Thanksgiving break	No Classes – Thanksgiving break
F 11/27	No Classes – Thanksgiving break	No Classes – Thanksgiving break
Week 15: End-of-semester Conferences		
M 11/30	Individual Conferences, No Class	Individual Conferences, No Class
W 12/2	Individual Conferences, No Class	Individual Conferences, No Class
F 12/4	Individual Conference, No Class	Individual Conferences, No Class
Week 16: Finals		
Finals	WEDNESDAY, December 9	Project #4 due to D2L (Turn-in window is 8am 12/8 through 8am 12/11)

English 101 Grading Contract Student Checklist

It's highly recommended that you "check off" all major and minor assignments as you complete them. This will help you make sure you're completing all the requirements of the course and fulfilling the expectations of the contract.

*Note: Completing all major in addition to consistent attendance and participation, will help you ensure you are maintaining your side of the contract, and the promised "B" grade.

Assignment Commitments:

- **Digital Literacy Narrative**
  - ❏ Draft
  - ❏ Peer Review
  - ❏ Revision
  - ❏ Cover Letter
- **Rhetorical Analysis of a Multimodal Text**
  - ❏ Draft
  - ❏ Peer Review
  - ❏ Revision
  - ❏ Individual Conference
  - ❏ Cover Letter

- **Multimodal Advocacy Campaign:**
  - ❏ Draft
  - ❏ Group meeting
  - ❏ Individual Reflection
  - ❏ Presentation
- **Reflective Argument Essay**
  - ❏ Draft
  - ❏ Revision
  - ❏ Individual Conference

Grade:_____(2 unchecked boxes = no change. 3 unchecked boxes = minus one letter, etc.)

Class Commitments:

- ❏ Bunn "How to Read Like a Writer"
- ❏ Read or watch 3 literacy narratives on DALN
- ❏ Kamenetz, The Writing Assignment that Changes Lives
- ❏ Bedford Ch. 2 "Narrative Genres: Literacy Narratives"
- ❏ LaMott, Shitty First Drafts
- ❏ DePeter, How to Write Meaningful Peer Response Praise
- ❏ Youtube Video on Rhetorical Analysis
- ❏ Understanding Visual Rhetoric by Cohn
- ❏ Stedman, Annoying Ways People Use Sources
- ❏ Gagich, An Introduction to and Strategies for Multimodal Composing
- ❏ "What Are Multimodal Projects?"
- ❏ Writer/Designer "How does Rhetoric work in multimodal projects?"
- ❏ Student Examples of Reflective Argument Essay

Grade:_____

Discussion Board Posts + Peer Responses

- ❏ Discussion Board 1+ Peer Response
- ❏ Discussion Board 2+ Peer Response

- ❏ Discussion Board 3+ Peer Response
- ❏ Discussion Board 4+ Peer Response
- ❏ Discussion Board 5+ Peer Response
- ❏ Discussion Board 6+ Peer Response
- ❏ Discussion Board 7+ Peer Response
- ❏ Discussion Board 8+ Peer Response
- ❏ Discussion Board 9 + Peer Response
- ❏ Discussion Board 10+ Peer Response

Grade: _____

Extra Labor

- ❏ Writing Center Tutor Visit

- ❏ Peer Review (beyond the required)

- ❏ Student-Teacher Conference (beyond the required)

- ❏ Revise and resubmit paper (beyond the required)

- ❏ Other

Grade:_____3 labor items = +1 letter grade

Total Grade:

Assignments:_____
Readings:_____
Discussion Posts+Peer Responses: _____
Extra Labor:_____

MIDTERM GRADE:_____   FINAL GRADE:_____