English 2010, Spring 2015

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Class Hashtag: #ENGL2010

Class Website: http://usuengl2010.weebly.com/

Class Facebook Page: "USU English 2010 – Spring 2015"

Course Purpose

In 2013, the Association of American Colleges and Universities surveyed 318 executives at private-sector and nonprofit organizations with 25 or more employees. This is what those organizations believe colleges and universities should be doing to prepare students:

- 82% said we need more emphasis on critical thinking/analytical reasoning
- 81% said we need more emphasis on the ability to analyze/solve complex problems
- 80% said we need more emphasis on effective oral communication
- 80% said we need more emphasis on effective written communication
- 72% said we need more emphasis on the ability to locate, organize, and evaluate information from multiple sources
- 71% said we need more emphasis on innovation and creativity
- 67% said we need more emphasis on teamwork/collaboration in diverse group settings

It seems like a lot to tackle all at once; however, this ENGL 2010 class is designed to help you improve in each of those areas. In this class you will learn:

- to demonstrate an understanding of audience and purpose
- to write logical, clear, and unique persuasive arguments that contain appropriate and sufficient evidence
- to locate, select, and evaluate appropriate sources and integrate information from sources in papers
- to cite and document sources using the MLA parenthetical documentation format
- to demonstrate a command of Standard English, including punctuation , grammar, and usage

It is my goal to help each student see that studying English is more than books and essays—studying English is understanding how you think, how others think, and how to communicate effectively with them.

Required Items

- *Writing Arguments: A Rhetoric with Readings*
- *Voices Anthology 2014-15*
- Readings provided throughout the semester on Canvas

- Facebook Account for class discussions
- Gmail Account for the writing, editing, and revising process

Course Description

This class will consist of two major components:

1) In-class and online participation (Facebook Group: "USU English 2010 – Spring 2015")
2) A group online magazine

In-class and Online Participation

Here is what an average week will look like:

- **Monday** – Complete readings from the textbook; two students post articles on FB before class
- **Tuesday** – Class; two students present Rhetorical Analysis with discussion questions; students begin discussing FB posts
- **Wednesday** – Students continues to comment on FB; two students review article's comments for logical fallacies; Comments due by midnight
- **Thursday** – Class; two students present logical fallacies to class
- **Friday** – Begin readings for next week

Each **Tuesday**, two students will present a rhetorical analysis on the article they each posted to the FB group. Each presentation will consist of a brief, 5-minute analysis of the argument: "To analyze an argument rhetorically means to examine closely how it is composed and what makes it an effective or ineffective piece of persuasion" (See chp. 8 of *Writing Arguments*). The students presenting the persuasive argument will also write a 500-word Rhetorical Analysis using the guidelines found on pages 132-3 in your text.

Then each student will comment on one of the posted articles for that week; students should make at least two comments of 100-125 words each. As you learn more about argumentation and persuasion, I expect the overall quality of your responses to increase. I hope that everyone will actively and intentionally use *pathos, ethos,* and *logos* in each response. This is meant to be a lively—and respectful—discussion (please see "Class Civility" policy below). Students' responses will be graded on content, organization, style, grammar, and mechanics.

Each **Thursday**, two different students will review the article's original comments looking for logical fallacies. Those students will present the two different logical fallacies they found to the class. (If the original article does not have any comments, look for logical fallacies in the article itself.)

Group Online Magazine

This assignment will span the entire semester and take up most of the class time during the last weeks. For the remainder of this description, students will be referred to as editors. The class will be divided into groups, each with an editor-in-chief.

Step 1: Each editor will submit a resume and cover letter to be considered for the editor-in-chief.
Step 2: After being grouped together, each group will devise a creative magazine purpose, title, and audience.
Step 3: Once agreed upon, each group will create and send out calls for proposals. These calls for proposals outline the type of writing needed for the magazine.
Step 4: Together, the group will select which proposals they will accept and notify the authors. Then each author will send a notification of confirmation.
Step 5: Each editor will begin to communicate with his or her authors during the writing, editing, and revising stages using the provided rubric.
Step 6: The group will simultaneously be designing the website for their selected content.
Step 7: Each group will present their completed magazine to the class.

While each student will be acting as an editor for other authors, each student will also be an author. Authors will be required to write three articles to various magazines. Students will write their long articles for their own magazines and their medium and short articles for other magazines.

- 1 long article (MLA format; 1,500 – 1,800 words with 5 sources)
- 1 medium article (MLA format; 1,000 – 1,200 words with 4 sources)
- 1 short article (MLA format; 700 – 800 words with 3 sources)

Professionalism is an asset of incredible value both inside and outside of the workplace. Emails sent between editors and authors should be professional in nature and create a positive working environment (part of your grade depends on how professional you are in your emails with each other). You will CC me on every email using ENGL2010Professionalism@gmail.com.

Twitter Extra Credit

As part of the course, I want to encourage the use of social media in the classroom. I will offer extra credit for every tweet you make relevant to the class and its content.

Obviously, it will be difficult for me to track everyone's tweets, so I created a spreadsheet to help you keep track of your tweets. It is on Canvas. If you tweet something relevant to class and use **#ENGL2010**, you can earn .5 extra credit points (**up to 10/month**); if you use **@USUEnglish** in the same tweet, you can earn an extra .5 points (**up to 5/month**); if you use **@USUAggies** in the same tweet, you can earn an extra .5 points (**up to 5/month**). *You can earn up to 20 points per month*.

Please save the spreadsheet (LastName_Month_Twitter) and email it to me (eric.stephens@usu.edu) by the end of the month to receive the extra credit.

Course Policies

Attendance

Please note: This is not an online class. If you prefer to miss class, then please sign-up for ENGL 2010 online. Otherwise, you should plan on coming to class. You are allowed three absences. **After that, your final grade will drop 2.5% for each additional day of absence.** If you are more than ten minutes late, you will lose participation points.

Participation

You need to be an active member of class during discussions, workshops, and online discussions (FB posts due Wednesday nights at midnight) since they are a huge part of our learning process. If you actively participate, you will earn 10 points for each day. If you do not participate, you lose points. If you miss class, are late to class, or are disruptive in class, you will earn 0 points for the day. This includes, but is not limited to, talking during instruction and presentations, and getting distracted by electronics.

Class Civility

There are many different kinds of people in our class, all with different "cultural eyes," and we will be discussing some controversial topics. My class civility policy is simple: be respectful and disagree politely.

Quizzes and Free Writes

Most days we will have a short quiz or free write at the beginning of class to ensure students keep up with the reading. They are worth 5 points. You cannot make-up quizzes or free writes.

Late Work

All assignments should be turned in during class the day they are due. I will accept late work on the same day if you forget to bring it to class. After that, I will not accept late work. I do, however, accept early work.

Grading

A	100–93%	C+	79–77%
A-	92–90%	C	76–73%
B+	89–87%	C-	72–70%
B	86–83%	D	69–60%
B-	82–80%	F	Below 60%

Your grade will be weighted as follows:

Student Writing - 45%	
Long Article (1,500 – 1,800 words with 5 sources)	20%
Medium Article (1,000 – 1,200 words with 4 sources)	15%
Short Article (700 – 800 words with 3 sources)	10%
Participation - 30%	
Facebook Participation	15%
In-Class Participation	15%
Group Magazines - 15%	
Final Product	5%
Group Evaluation	5%
Other (CFP, submissions, timeliness)	5%
Other - 10%	
Rhetorical Analysis	5%
Logical Fallacies	3%
Professionalism (Email Etiquette)	2%
Total	**100%**

Disabilities:

Students with ADA-documented impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. Accommodations are coordinated through DRC in Room 101 of the University Inn, 7-2444 voice, 7-0740 TTY, or toll free at 1-800-259-2966. Please contact DRC as early as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

USU Plagiarism Policy:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. Please refer to The Code of Policies and Procedures for Students at Utah State University, Article VI., http://www.usu.edu/studentservices/studentcode/. **Note**: This includes self-plagiarism.

Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Opportunity Office, located in Old Main, Room 161, or call the office at 797-1266.

Course Fees:

As a student enrolled in this course, you have paid a course fee of $50.00 which supports the English Department Computer Labs in Ray B. West 101 and 102 exclusively. The course fee permits the purchase and maintenance of all the computers and equipment for both labs, specialized software required for this course, servers, printers and toner, peripherals, furnishings, and the cost of the consultants and technicians who maintain the labs and provide assistance to you. It also entitles you to 400 single-sided black and white prints from these labs (color printing is available, but will be prorated). Please note that these prints do not carry over to the next semester, nor can they be transferred to any other campus lab. Unfortunately, the course fee cannot guarantee that all computers and printers will be available at any given time, especially 5 minutes before class, often the busiest time of the day. Please plan your print jobs well ahead of the beginning of class, especially on days when assignments are due.

Assignments

The Group Magazine

Step 1: Each editor will submit a resume and cover letter to be considered for the editor-in-chief position.

Before I assign groups, I will first need to pick the group leader, or in this case the editor-in-chief. Every student needs to do the assignment and apply to the position, but if you are not interested in being the editor-in-chief you can indicate that in your opening paragraph of your cover letter. Below you will find the job description.

Job Title: Editor-in-Chief

Job Description: As the EIC, it will be your responsibility to ensure the proper flow of your class online magazine. These responsibilities include, but are not limited to:

- Have excellent attendance;
- Making sure each author has an editor assigned;
- Properly delegating tasks to each editor that best fits the needs of the magazine, the editors, and the authors;
- Working with editors and the final edits before publication;
- Keeping a keen eye for plagiarism;
- Working well with your own authors;
- Maintaining a professional attitude;
- Cross-checking facts and analysis of accepted final drafts;
- Listening to ideas from other editors—especially concerning the designing of the website;
- Meeting and communicating efficiently and effectively with each editor; and
- Communicating with the instructor on the group's behalf.

It should be highlighted that the role of EIC is to properly delegate responsibility. This does not mean the EIC is responsible for the entire final product or all the tasks; an EIC leads the group.

Job Benefits: This will look great on a resume and provide excellent work experience.

Resources for completion:

OWL Purdue Resumes - https://owl.english.purdue.edu/owl/resource/719/1/

OWL Purdue Cover Letters - https://owl.english.purdue.edu/owl/resource/549/01/

You can also visit the USU Career Services Center (Univ Inn 102) and the USU Writing Center (RWST 104).

Step 2: After being grouped together, each group will devise a creative magazine purpose, title, and audience.

Magazine Topics: When discussing the type of magazine you'd like to create think of some of the current events happening around the Utah State campus, in Logan, in Utah, in the United States, or in the world.

Try to pick something that is relevant but isn't trivial either. As creators of the magazine, you want to pick a topic that is compelling enough to draw multiple people in to write for it and then read it.

These topics are fairly open, but I do want to try to prevent overlap of magazine topics between groups. If you find a compelling topic, try to narrow it down by adding another component. For example, if a group picked technology, then narrowing it down to how technology is used in teaching would be narrower. Even more narrow is how technology is used in the classroom at USU.

Try to push your thinking as a group and don't just settle for the first thing that comes to mind. Remember that your magazine will be making an overall arching argument, so look for something that has a touch of controversy.

Title: Perhaps one of the most important things about your magazine is the title. People make quick decisions and really do judge books by their covers. Try to create a title that reflects your magazine's purpose and is catchy. Look to other magazines for inspiration.

Audience: It is difficult to have a purpose without having an audience. These magazines are ultimately meant to persuade. How can you persuade someone if you don't know who you are trying to persuade? Your audience should be broad enough to provide guidance to your authors so they can address a more specific portion of that audience.

Step 3: Once agreed upon, each group will create and send out calls for proposals (CFP). These calls for proposals outline the type of writing needed for the magazine.

This process is meant to mimic what happens in academia, and in academia journals send out calls for proposals for their content.

Each editor in your group is responsible for creating two CFPs: one medium and one short. The CFPs need to follow this *exact* format, which will make it easier for me to post on the class website.

> **Article Length**: (Medium or Short)
>
> **Article Research Question**: (This is the research question that you want the writer to pursue. Remember that it needs to have a research component.)
>
> **Article's Editor**: (The name of the article's editor and email address.)

Here are some questions to consider while creating your CFP:

- Which style of argumentation would you prefer? Rogerian, Traditional, Toulmin, Proposal, Ethical?
- Which level of Stasis should the article focus on? Fact, Definition, Cause/Effect, Value, Policy?
- How should the article lean while still maintaining effective use of *ethos*?
- Should the article include any personal anecdotes or anecdotes from others to have an effective balance of *pathos*?
- Who is the audience for the article? (Be specific. Remember the cultural eye.)
- What kind of rhetorically effective evidence should the author use?

Remember that these articles need to be on the scholarly side of the scale of writing. Make sure that each article can be written in a way that will require research equal to your level as sophomores at a university.

Each editor needs to submit their CFPs on Canvas by **January 29th before class**.

Step 4: Together, the group will select which proposals they will accept and notify the authors. Then each author will send a notification of confirmation.

I cannot stress enough the importance of timeliness with this assignment. While students will be writing their long articles for their respective magazines, the other two articles will be for other magazines in either class--*you are not limited to the magazine topics in your own class*.

As you know from the syllabus, you need to be professional in your emails to each other as authors and editors. Here is a helpful link that will help you when you create these emails to each other. Remember to CC the class email address: ENGL2010Professionalism@gmail.com. Professional emails are worth 2% of your final grade. The subject line should be your last name, the length of the article, the editor's last name, and the magazine name. For example: "Stephens – Medium – Lange – Equality".

In order for this to work efficiently, every student must meet each deadline with precision (each assignment is due before class on the dates below):

> **Thursday, Jan 29**: Calls for Proposals submitted on Canvas. My TA and I will post these on the class website.

> **Tuesday, Feb 3**: Search for two short and two medium articles you would be interested in writing. Write a 200-250 word proposal for that article. You will write a total of four proposals (for two short and two medium articles). Each proposal must be in MLA format (12-pt. font, Times New Roman, double-spaced).

> **Thursday, Feb 5**: Submit each proposal *to Canvas and the respective editors* (emails will be found on the class website). Some editors will receive more than one proposal.

> **Tuesday, Feb 10**: Editors will read through proposals and select which ones would work best for their magazines. Once each is selected, editors will send authors either an acceptance email or a polite rejection email.

> **Thursday, Feb 12**: Authors will send a confirmation email to their respective editors to accept or reject their magazine. Since some authors may receive two acceptance letters, they will need to choose which one they'd prefer.

> **By Tuesday, Feb 17**: My TA and I will post the official who's writing for who list on the class website. From there authors can begin researching.

Step 5: Each editor will begin to communicate with his or her authors during the writing, editing, and revising stages using the provided rubric.

This portion will take up the bulk of the remainder of the class. Beginning on February 24th, authors will communicate with their editors about the type of research being conducted. Remember when you email each other to be as professional as possible.

On March 5th, all of the research for the articles will need to be submitted to your editors and on Canvas.

From March 19th to April 14th, authors and editors will work with each other using Google Docs, which is integrated into Canvas, to submit and edit writing. Each article must be in proper MLA format (12-pt. font, Times New Roman, double-spaced).

My TA and I will be reading through the articles during the four week period offering our advice on the writing.

We will discuss in class about the writing process and how to provide constructive criticism. We will also have instruction about how to use Google Docs effectively.

Step 6: The group will simultaneously be designing the website for their selected content.

Together as a group, you will create a website for your magazine using [Weebly](#). Once the editor-in-chief creates the website, he or she will need to allow each editor to edit the website. This is done by clicking on Settings>Editors>Add Editors.

Step 7: Each group will present their completed magazine to the class.

Details to come.

Facebook Assignments

Initial Posts – Due Tuesdays before Class

Two students each week will find an article on the internet that makes an argument. Students will post the article before class on Tuesdays with an engaging question.

Each student will write a 500-word rhetorical analysis (in MLA format) to be handed in on Canvas. See instructions above and your text for help.

Then, in class, the students who posted the articles to the Facebook group will present their article and their rhetorical analysis to the class. The analysis and presentation is 5% of your grade.

Discussions – Due Wednesdays at Midnight

Each student will comment twice each week on at least one discussion thread (100-125 words each). Comments need to be intellectually engaging and *must be a response*.

Do not simply make a comment. You should read the posted article and respond to the question or to another student. Your comment cannot be made in isolation. *Each comment should end in an engaging question. When you respond to someone, be sure to tag the person you are responding to as well*.

Each post is worth five points. This portion is worth 15% of your grade.

Logical Fallacies – Due Thursdays before Class

Two other students will review the original article's comment section for two separate logical fallacies (if the original article does not have comments, find two logical fallacies in the article itself). Those students will submit a document with the comment (cut and pasted), which logical fallacy it is, with a specific explanation as to why, and whether or not it was used effectively. (While logical fallacies are indeed illogical, they are often successfully persuasive).

Students will present their findings to the class and submit the document (in MLA format) on Canvas. The analysis and presentation is worth 3% of your grade.

Citizen Scholar Conference

The Citizen Scholar Conference is a conference for students of English 2010. Modeled on conferences that graduate students and professors attend, this conference is an opportunity to present and listen to current work being done by others in the English 2010 course at USU.

Benefits for Students:

- Try out ideas and research on an actual audience.
- Hear the work your peers are doing.
- See the value of the tools of persuasion you study in the classroom in action, including: rhetorical strategies, importance of credible research, examples of introductions and conclusions.
- Experience an academic conference in a low-stakes environment.
- The conference supports USU's citizen scholar objectives.

How to participate:

- If you are interested in submitting to the conference, work with your instructor as you write an abstract on your PRE topic and then turn it in to csc.usu@gmail.com by March 16 at midnight.
- Successful proposals will be announced for inclusion in the conference by March 26.
- Attend the Citizen Scholar Conference on Apr 2 during your regularly scheduled English 2010 class time. If your paper was accepted for presentation, present your work during your class time on that day at the Eccles Conference Center. (Audio-Visuals with the presentations are highly encouraged at the conference.)

All students chosen to present at the conference can submit their final papers to csc.usu@gmail.com by April 24 at midnight to have their papers considered for publication in next year's *Voices* Anthology.

Syllabus Agreement

Name: _____

Date: _____

Initials   **Policy**

_____   Attendance (Three absences; **every absence after means a 2.5% drop in our final grade**)

_____   Class Civility (Be polite and disagree politely)

_____   Participation (10 points for participating, lose points for not participating, 0 points for missing class, being late, or being disruptive in class (using cell phones, talking, etc.)

_____   Grading Scale

_____   Quizzes/Free Writes cannot be made up

_____   Late Work (All assignments due in class. I will accept early work)

_____   Disabilities (Report ADA-documented disabilities to DRC)

_____   Plagiarism (This will not be tolerated and can result in failing the class or even expulsion. This includes **self-plagiarism**.)

_____   Sexual Harassment (Any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature" will not be tolerated.)

_____   Course Fees (You paid $50, but it pays for the Writing Center/Writing Lab and 400 prints in the Writing Lab located in the basement of the Ray B. West building).

By signing this document, you acknowledge that you have read and understood the syllabus. You also agree to follow its policies.

Signed: _____