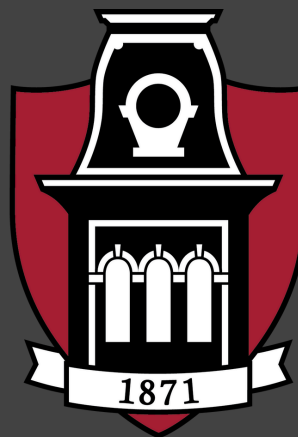# ENGLISH 20003 Advanced Composition

At a Glance

UNIVERSITY OF ARKANSAS

Course Overview

We are all members of communities, whether geographical, familial, hobbyist, academic, or professional. Every community we participate in has its own way of thinking, talking, and writing. Literacy is at the heart of every community practice, and digital literacies, including digital and multimodal writing, are important parts of any online community. This class will ask you to **explore the digital spaces that communities create and inhabit while honing your own digital and multimodal composing skills**.

Course Goals

- Understand discourse communities and your participation in them.
- Read and analyze a diverse set of texts, including multimodal texts.
- Develop a project via multiple drafts.
- Practice communicating in multiple mediums, modes, and genres.
- Learn to give and to act on productive feedback on works-in-progress.
- Reflect on individual writing processes, approaches, and choices
- Create texts (including multimodal texts) that demonstrate a clear purpose, respond to specific context, and/or address a particular audience.
- Articulate your own writing and learning processes.
- Integrate, synthesize, and cite relevant and credible sources.

Textbook

Advanced Composition.
Open Educational Resource; access here: https://tinyurl.com/3at8r8dx

Schedule

DO add/change

- due dates
- course updates
- additional readings
- important semester dates (breaks, drop/add, etc.)

DO NOT change

- overall course objectives
- weekly objectives (you can **move** these, but do not **change** them)
- number of assignments
- number of conferences

Assignments

Pre-Project Proposal (15%)

This assignment helps students choose which community to write about throughout the semester. Students select two communities they are interested in, and write a proposal explaining what that community is like and why they might want to write about it. Students need two to three sources for each community.

Tell a Story (25%)

Students tell a 1200-1500 word story about something important in the community they researched. This story can be about a person, thing, place, or event and should include background information to provide context. Students also create a brief (5-minute) podcast segment that focuses on the story's key aspects.

Provide Background (20%)

Students use multiple modes of communication to create a profile of a discourse community. Students write a 500-750 word description of their community, then deepen their initial research, consulting at least 4 sources, at least two of which should be written or compiled by members of that community. Then, students will create an infographic that consolidates and reimagines the information in a visual way.

Make an Argument (30%)

Students compose a 2000-2500 word argument that articulates the value of the community. Students critically analyze the values and goals of your chosen community, argue for its value to those within and beyond the community, address potential criticism, and provide a specific call to action for your reader. Create a 5-slide presentation to share your argument with the class.

Reflective Letter (10%)

Students create a letter of at least 750 words that demonstrates your growth as a writer over the course of the semester. The goal here is for you to make the case that your chosen idea or strategy productively informed your work in the course, citing evidence from your projects.

Policies

Your syllabus should include the following policies:

- Disability accommodations
- Discrimination & sexual harassment
- Course recording
- Academic integrity
  - Reusing classwork
  - ChatGPT
  - Providing materials to course sites
- Absences
- Religious accommodations
- Classroom disruptions
- Inclement weather
- Emergency procedures
- Communications
- Feedback

Please consult the 20003 syllabus for more details:
https://tinyurl.com/4a9tjjs5

Resources

20003 Materials:
https://tinyurl.com/2p8p7jsf

TA Handbook:
https://tinyurl.com/bddaap5u

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