**INSTRUCTORS:**

**PLEASE MAKE SURE ALL GREEN HIGHLIGHTED AREAS ARE MODIFIED AND THE HIGHLIGHTS ARE REMOVED BEFORE PASSING THIS SYLLABUS TO YOUR STUDENTS**

**ENGL 1023: Composition II – [section number]**

**[meeting time and place]**

**Term:**

**Instructor:** XXXXXXXXXX

**Office:** [Please List Your Assigned Office Here]

**Office Hours:** [ALL INSTRUCTORS MUST LIST THREE HOURS PER WEEK]

**E-mail:** XXXXXXX

## Course Overview and Required Texts

### Course Description

In this course, you will build on the writing and rhetorical skills developed in Composition I to explore how you can use genre to shape your argument. You will develop a definition of what a genre is, and how it works with audience and purpose to shape the writing around you. You will also learn how following genre conventions (rules) and bending a genre (breaking the conventions) can affect the way your composition is perceived.

You will complete four major assignments to deepen your understanding of genre and rhetoric. First, in the **genre analysis assignment**, you will compare and analyze how genre remains the same across examples. Then, with **genre writing in context**, you will select a genre and define its conventions by creating your own composition of that genre. You will create your own **multi-genre advocacy campaign** where you will propose a topic to research and advocate for in different genres. Finally, you will curate all of your work – research, notes, drafts, revisions, etc. to create a reflective **portfolio**.

### Course Goals

By the end of this course, you will learn to:

1. Define what a genre is;
2. Explain how genres, audience, and purpose affect each other in composition;
3. Produce a composition that follows and/or bends the conventions of a genre you choose;
4. Justify why certain genres work well given the rhetorical situation;
5. Create a multi-genre campaign to advocate for a researched issue of your choice;
6. Develop a sense of critical and charitable feedback through peer review;
7. Revise your work so that your sentences and paragraphs follow logical punctuation and style; and
8. Use a consistent citation style to format the layout of your papers, document in-text citations, and organize references as guided by genre convention.

**Thinking Rhetorically about Audiences, Cultures, and Experiences**

Writers write for audiences, and those audiences are almost never made up of people who think in the exact same ways that they do. Part of being an effective writer is understanding who your audience is and what their expectations are. As the semester progresses, you will write in a range of genres and for a number of different audiences. To help you learn how to do so effectively, we will read and engage with texts written by authors with a variety of backgrounds, cultures, and experiences.

We will begin each major assignment with a reading that allows us to practice one or more of the skills we focus on in this course while also learning about the cultures and experiences of the author. For each of these texts, we’ll consider how the writer’s own experiences and their audiences’ expectations shape the decisions they make as writers. These texts will center cultural perspectives that help us better understand how all writing is grounded in lived experiences of the cultures we all come from and how those things impact our ability to communicate with our readers.

### Course Textbook

*The Bedford Book of Genres* (ISBN: 978-1-319-24508-5)

This text is available as inclusive access textbooks via BlackBoard. If you do not want inclusive access, please remember to “opt out’.

**Assignment List**

Assignment #1: Genre Analysis 20%

Assignment #2: Genre Writing in Context 20%

Assignment #3: Multi-Genre Advocacy Group Project 20%

Assignment #4: Curate and Reflect 20%

Weekly Assignments 20%

**Total Course Points: 100%**

#### Assignment 1: Genre Analysis

The purpose of this assignment is to demonstrate that you can define and analyze a genre. To do this, you’ll need to find three (3) examples of that genre; these examples should focus on similar topics. You will introduce and define the genre, compare the three examples, and discuss commonalities in the genre that exist among all of them. You can also discuss any differences that exist and explain why that might be.

#### Assignment 2: Genre Writing in Context

The purpose of this assignment is to demonstrate that you can explain a genre of your choice, compose your own example of that genre, and justify how your example conforms (or successfully bends) the genre conventions. To do this, you will choose a genre, define that genre, create an example of that genre, and explain why your text belongs to the genre you’ve chosen.

#### Assignment 3: Group Advocacy Campaign

The purpose of this assignment is to create a coherent advocacy campaign using a variety of texts and genres with a group of your peers. You will also compose a cover letter that introduces your group, your topic, your specific purpose, and your texts. This campaignwill be comprised of three (or four) texts from different genres that you create on a topic of your choice. Like any good campaign, the three (or four) texts will share the same general message in ways that make sense given the particular genres, audiences, and contexts. Each member of the group will choose their own genre and create a text within that genre that communicates the group’s shared message. Together, these texts should create a coherent, cohesive campaign.

#### Assignment 4: Portfolio

The purpose of this assignment is to demonstrate how much you’ve grown as a writer throughout the semester. With guidance from your instructor, you will curate the content in your portfolio and reflect on your work this semester.

### Course Grading Scale

This course uses a grading contract so for an in-depth explanation of the course grading scale, please see the Grading Contract document. If you complete your major assignments, including the portfolio, and the majority of your weekly assignments (as discussed in the grading contract on the following page), you will receive an “A” in the course. Grades below a “A” are a result of not completing all weekly assignments or failing to properly complete a major assignment. Absences may also affect your grade; please see below.

## Course Policies

### Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access. Visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures, or contact them at [ada@uark.edu](mailto:ada@uark.edu) or 479-575-3104.

### Discrimination and Sexual Harassment

Anyone experiencing discrimination and/or sexual harassment while at the university may report it to The Equal Opportunity, Compliance, and Title IX office. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, follow this link: <https://oeoc.uark.edu/reporting/index.php>. You can also contact the Office of Equal Opportunity, Compliance, and Title IX at 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

### Course Recording Policy

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden without prior permission of the instructor.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.

If class goes remote temporarily, due to an emergency situation, a copy of the Zoom recording of that meeting will be posted to Blackboard.

### Academic Integrity

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <https://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

— Office of the Provost and Vice-Chancellor for Academic Affairs

*Policy Regarding Reusing Classwork*

The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the sanction rubric <<http://honesty.uark.edu/sanction-rubric/>> for a list of specific violations covered by the University’s Academic Integrity Policy.

[Instructors: Please **choose one** of the following policies (either “Use Prohibited” or “Use Permitted with Citation) for your syllabus. For more on ChatGPT, please see the TA and Instructor Handbook.]

(USE PROHIBITED)

*Using ChatGPT for Your Work in This Class*

This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. For this reason, I ask that you do not use artificial chatbots like ChatGPT to complete assignments for this class.

(USE PERMITTED WITH CITATION)

*Using ChatGPT for Your Work in This Class*

This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. However, writing and technology are inextricably connected to one another. For this reason, I ask that if you use ChatGPT or other artificial chatbots at any point in the process you identify the ways it was used and cite any chatbo-written content that you quote, paraphrase, or summarize.

[This sections should be in all syllabi]

*Providing Course Materials to Course Hero, ChatGPT, and Other Sites*

Please do not provide my course materials or your peers’ work to ChatGPT, Course Hero, Chegg, or similar sites. I also strongly recommend that you not provide your own work to any of these sites.

[You will need to modify the following policies (Attendance, Classroom Disruption, Inclement Weather, and Emergency Procedures) if you are teaching remotely. You will also need to add a Communication/Office Hours & Feedback Policy. See the Course Guide for samples.]

### Absence Policy

Absences that are recognized by university policy as excusable do not count towards your final absence total, so long as you inform your instructor of the absence and reason for the absence within a week. Students who will be missing class due to university events should provide a schedule of all planned absences at the start of the semester when possible. All other missed class meetings will count as an absence when tabulating your final grade. The following are considered excusable by the University of Arkansas’s official policy:

1. Illness of the student
2. Serious illness or death of a member of the student’s immediate family or other family crisis
3. University-sponsored activities for which the students’ attendance is required by virtue of scholarship or leadership/participation responsibilities
4. Religious observations as defined by the Students’ Religious Observances policy included below.
5. Jury duty or subpoena for court appearance
6. Military duty

#### Students’ Religious Observances Policy

“Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which the student’s religious observances are scheduled, to the extent possible.” (University of Arkansas Faculty Handbook, Section 2)

### [Classroom Disruption]

Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Abusive language directed towards others will not be tolerated in the classroom.

Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Academic Integrity and Student Conduct.

### [Inclement Weather: Modifications Needed for Remote Learning]

**[For face-to-face classes only.]**

When the university is closed, all classes are also canceled. If a weather delay affects university operations, then class will be canceled if it is scheduled before the university resumes operations.

**[For online or remote classes only.]**

When the university is closed, all classes are also canceled. Since we are online, this may not affect us in terms of attendance, but weather can affect power and access to the internet or U of A resources. In this case, deadlines may be extended as appropriate. If power or internet outages affect your area but not the university as a whole, let me know as soon as you are able. Often there will still be cell phone connection so you can email.

**Emergency Procedures: [PLEASE DELETE THIS POLICY IF YOU ARE TEACHING AN ONLINE CLASSES.]**

Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at **emergency.uark.edu**, if a weather emergency occurs during our class:

* Always follow the directions of the instructor or emergency personnel.
* If told to evacuate, do so immediately.
* If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
* If you cannot get to the lowest floor, pick a hallway in the center of the building.

In the event of an armed assailant or physical attack (CADD):

* **C**ALL—9-1-1
* **A**VOID—If possible, self-evacuate to a safe area outside of the building.
* **D**ENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.
* **D**EFEND- Use chairs, desks, cell phones or whatever is immediately available to distract

### [Insert Communications Policy: Consult Course Guide]

### [Feedback Policy: Consult Course Guide]

**Your Well-Being**

I respect the fullness of your lives and responsibilities outside of this class. If you experience something that impedes your ability to learn in this class, I invite you to discuss this with me. You absolutely **do not**have to disclose the details of your circumstances, but you are welcome to approach me so we might locate resources or other guidance for you.

Here is a list of campus resources that you might find useful in your time here:

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| **Jane B. Gearhart Full Circle Food Pantry**  324 Stadium Drive | WAHR C204 | Bud Walton Hall  M 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693  Student-led food assistance program. They serve anyone with a U of A or a UAMS ID and their household, providing a three-day supply of groceries and personal care items, up to 2x/week.  <https://service.uark.edu/services/pantry/index.php> |
| **Center for Educational Access**  209 ARKU, University of Arkansas  479-575-3104  <https://cea.uark.edu/> |
| **RESPECT (Rape Education by Peers Encouraging Conscious Thought)**  Pat Walker Health Center, University of Arkansas  (479) 575-7252  <https://respect.uark.edu/resources/> |
| **STAR Central Web**  Location: Pat Walker Health Center | Second Floor - Room 2129 | M-F 8am-5pm  479-575-7252  The office of STAR Central offers Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence. STAR Central serves the university community through education programs, professional consultations and victim advocacy services. STAR Central is located on the second floor of the new addition of the health center in room 2129. All contacts and survivor services are confidential. |
| **Center for Multicultural and Diversity Education**  ARKU 404  479-575-8405  <https://multicultural.uark.edu/about-us/index.php> |
| **Veteran and Military-Affiliated Student Center**  GACS Suites 115-116  640 N. Garland Avenue  Fayetteville, AR 72701  479-575-8742  <https://vmsc.uark.edu/> |
| **Women’s Clinic (serving patients of all genders)**  Pat Walker Health Center  525 N. Garland Ave.  479-575-4478  <https://health.uark.edu/medical-health/womensclinic.php> |
| **Counseling and Psychological Services (CAPS)**  Pat Walker Health Center  525 N. Garland Ave.  479-575-5276  <https://health.uark.edu/mental-health/index.php>    CAPS also offers drop-in, informal consultations. For updated hours see:<https://health.uark.edu/mental-health/letstalk.php> |
| **Office of International Students and Scholars**  104 Holcombe Hall  479-575-5003  <https://international-students.uark.edu/index.php> |
| **LGBTQIA+ Mentoring**  479-575-8405  Contact: Adrain Smith atsmith@uark.edu  <https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php> |
| **La Oficina Latina**  Contact: Magdalena Arroyo arroyo@uark.edu  <https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php> |
| **Academic Enrichment Program (AEP)**  Designed to enhance the college experience of first-generation, low-income and other underrepresented students by providing a combination of effective advisement and mentorship, student development opportunities, academic coaching, and different learning experiences.  (479) 575-5014  Contact: Brande Flack: bmflack@uark.edu |
| **Student Support Services Web**  Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pm  Student Support Services provides a combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities.  <https://sss.uark.edu/index.php> |
| **College of Arts & Sciences Programs**  African and African American Studies | 230 Memorial Hall  [https://fulbright.uark.edu/area-studies/african-and-african-american-studies/](https://fulbright.uark.edu/area-studies/african-and-african-american-studies/about-the-program/index.php)  Asian Studies | Old Main 428  <https://fulbright.uark.edu/area-studies/asian-studies/>  Indigenous Studies Program | Kimpel Hall 714  <https://fulbright.uark.edu/area-studies/indigenous-studies/>  Latin American Studies Program | Kimpel Hall 723  <https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/> |
| Student Success (Tutoring Center for all subjects)  <https://success.uark.edu/> |

(updated July 2023)

### Approximate Course Overview

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| Week | Unit | | Weekly Objectives  By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| 1  [MM-DD] | | Genre Analysis: Rhetorical Situations & Choices | * Identify the components of a rhetorical situation. * Explain how the rhetorical situation affects the choices you make in writing. * Use the rhetorical situation to deepen the way you read and annotate a text. | * Syllabus & Labor-Based Grading Contract * Bedford Book of Genres  Ch. 1 |
| 2  [MM-DD] | | Genre Analysis: Rhetorical Genres | * Define genre(s). * Identify the conventions used to categorize a genre. * Explain how rhetorical situations and genres work together.. | * Bedford Book of Genres Ch. 2 & 3 |
| 3  [MM-DD] | | Genre Analysis: Reading Rhetoric in Genres | * Explain how the rhetorical situations affect the way genres are composed in academic, workplace, and public environments. * Identify genre conventions and explain how they reflect contexts, audiences, and/or communities. | * Bedford Book of Genres Ch. 5 * Genre Analysis Draft 1 |
| 4  [MM-DD] | | Genre Analysis: Peer Review  Revision and Reflection | * Provide useful feedback for your peers’ drafts. * Revise your first draft for organization and structure. * Compose a reflection that considers the revisions you’ve made to your first draft | * Sandra Giles, “[Reflective Writing and the Revision Process: What Were You Thinking?](https://writingspaces.org/past-volumes/reflective-writing-and-the-revision-process-what-were-you-thinking/) * Peer Review of Analysis * **Genre Analysis Due!** |
| 5  [MM-DD] | | Genre Writing: [NAME OF GENRE THAT CORRESPONDS TO CHAPTER YOU CHOSE] | * Analyze additional genres for genre convention * Practice using genre conventions to compose examples of a genre | Bedford Book of Genres Ch. 4  Bedford Book of Genres Ch. [SELECT A CHAPTER ON A GENRE YOU’LL USE AS A MODEL WITH STUDENTS] |
| 6  [MM-DD] | | Genre Writing: Conferences | * Draft Genre example * Attend one-on-one conference | * Draft of Genre Writing * Conferences |
| 7  [MM-DD] | | Genre Writing: Peer Review | * Compose your genre text explanation, as part of Assignment 2. * Provide useful feedback for your peers’ drafts. | * Daniel Richards, “[In-Class Peer Review](https://writingcommons.org/article/in-class-peer-review-2/)” * Peer Review of Genre Writing |
| 8  [MM-DD] | | Genre Writing: Revision | * Revise your first draft for organization and structure. * Submit final draft. | * **Genre Writing Due!** |

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| Week | Unit | Weekly Objectives  By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| 9  [MM-DD] | Genre Advocacy: Research and Sources | * Analyze a sample research-based genre project. * Explain the necessity of evaluating and annotating sources for research. * Explain why and how to incorporate sources into a multi-genre project. * Evaluate a sample multi-genre project to identify its effectiveness | * Bedford Book of Genres Ch.14 & 15 * Weekly Writing: Topic for Group Advocacy Campaign |
| 10  [MM-DD] | Genre Advocacy: Conferences | Group Conferences. After your conference, you will be able to:   * Select the most appropriate genres for the project’s rhetorical situation * Coordinate the genres so that they present a cohesive campaign * Collect and format sources from your research | * Raquel Corona, Kami Day, & Michele Eodice, “[Writing with Your Peers](https://writingspaces.org/past-volumes/writing-with-your-peers/)” |
| 11  [MM-DD] | Genre Advocacy: Group Work | * Reflect on how genres reflect their specific contexts * Research information and evidence for your campaign * Work in small groups to compose your campaign | * Bedford Book of Genres Ch. 17 & 18 * Advocacy Draft |
| 12  [MM-DD] | Genre Advocacy: Development | * Develop your draft for organization and structure. * Work in small groups to maintain a cohesive campaign. | * Megan McIntyre, “[Working Through Revision: Rethink, Revise, Reflect](https://writingcommons.org/article/working-through-revision-rethink-revise-reflect/)” |
| 13  [MM-DD] | Genre Advocacy:  Revision | * Provide useful feedback for your peers’ drafts. * Complete revisions on your first draft for organization and structure. | * Peer Review of Advocacy * **Advocacy Due!** |
| 14  [MM-DD] | Portfolio:  Reflection | * Curate (select and clean up) material for your final portfolio * Draft a self-assessment of your work to include in your final portfolio | * Kristen Gay, “[Reflection Essay](https://writingcommons.org/article/writing-an-academic-reflection-essay/)” * Portfolio Reflection Draft |
| 15  [MM-DD] | Portfolio:  Reflection revision | * Peer Review of self-assessment * Revise self-assessment in response to feedback | * Feedback & revision of reflection draft * **Portfolio Due!** |