**INSTRUCTORS:**

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

# ENGL 20003: Advanced Composition – [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

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

Over the course of the semester, students will

* Understand discourse communities and their own 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.

By the end of this course, students will be able to

* Create texts (including multimodal texts) that demonstrate a clear purpose, respond to specific context, and/or address a particular audience.
* Articulate their own writing and learning processes.
* Integrate, synthesize, and cite relevant and credible sources.

### 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. 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

*Advanced Composition*, Edited by Collette Bliss and Ashleigh Severson (This book is available for free via BlackBoard and via this [link](https://uark.pressbooks.pub/advancedcomposition/).)

### Assignment List

Pre-project Proposal 15%

Project 1: Provide Background 20%

Project 2: Tell a Story 25%

Project 3: Make an Argument 30%

Final Reflective Letter 10%

**100%**

#### Pre-project Proposal (15%)

This assignment will help you choose which community you want to write about throughout the semester. You'll select two communities that you are interested in, and write a proposal explaining what that community is like and why you might want to write about it. You'll need two to three sources for each community.

As you research each community, you'll need to find answers to the following questions:

* What shared activity, interest, and/or identity unites this community?
* What are the goals of this community?
* What specific vocabulary is associated with this community?\*
* What are some important events in the history of the community?
* Who are some of the leaders of the community? Why do they matter?
* What modes of communication does this community use? Which of these modes of communication are most important?
* Why would you be interested in researching and writing about the community?

Remember, this is the proposal for the assignment, not a full analysis. So while you should research and write with care, you don't need to know everything yet, as you will be doing more in-depth research on one of these communities in future assignments. The work you do at this stage will set you up for the rest of the semester.

#### Project 1: Provide Background (20%)

In this assignment you will use multiple modes of communication to create a profile of your chosen discourse community. First, you will write a 500-750 word description of your community, using the information from your proposal as a starting point. You should deepen that initial research, making sure to consult at least 4 sources, at least two of which should be written or compiled by members of that community. The written portion of this assignment will have a revision process, so you will be expected to make revisions from your first draft based on feedback given by your instructor and your peers. Secondly, you will create an infographic about your chosen community, consolidating and reimagining the information in your community profile in a visual way. The goal of the infographic is to show outsiders the most important things to understand about this community. This will require defining any community jargon, as your audience is members outside of the community

#### Project 2: Tell a Story (25%)

1. The purpose of this assignment is to tell a story about something important in the community researched for Project 1. This is a chance to engage in exploring the diverse tapestry of the community through narrative storytelling. This story can be about a person, thing, place, or event and should include background information from previous research to provide context for the audience. The goal of this story is to elicit empathy, interest, and/or investment in the community from those outside of the community. The narrative should aim to capture the essence of the subject and convey its significance within the larger context of your community. To accomplish these goals, you will compose a 1200-1500 word narrative that tells the story of an important person, thing, place, or event within the community you’ve been researching. You should use the background information you gathered in Project 1 to help provide context for the audience. You will then translate some part of your story into a podcast segment or other audio-based genre of no more than 5 minutes
2. Create a brief (no more than 5 minutes) podcast segment (or other audio element) that focuses your audience on the key parts of the story you want to tell.

#### Project 3: Make an Argument (30%)

1. Compose a 2000-2500 word argument that articulates the value of the community. This assignment will ask you to critically analyze the values and goals of your chosen community, argue for its value to those within and beyond the community, address potential criticism of the community, and provide a specific call to action for your reader. To get started, identify the core values that define your chosen community. Consider aspects such as traditions, beliefs, customs, social norms, and collective goals. Think about the principles and ideals that guide the actions and interactions of community members. Then you will list anticipated/potential criticisms or challenges that those outside of the community might find problematic. This could include perceptions of cultural insularity, ethical dilemmas, social injustices, or conflicts with mainstream values.
2. Create a 5-slide presentation to share your argument with the class.

#### Final Reflective Letter (10%)

Compose a letter of at least 750 words that demonstrates your growth as a writer over the course of the semester. For your letter, first make a list of approaches to writing and revising that you employed this semester. Then, from this list, choose one idea, approach, or strategy and examine the projects (and all their drafts) for evidence that you made progress as a writer. 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. It should be clear in your letter--through citation or otherwise--what projects you are citing. Please review the feedback you received in this course, including faculty comments, peer comments, and general comments to the class posted to Blackboard for ideas and evidence of the work you’ve done to improve your writing over the course of the semester.

### Course Grading

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 final reflective letter, you will receive an “A” in the course. Grades below a “B” failing to properly complete a major assignment. Absences may also affect your grade; please see the full grading contract for more details.

## 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 section 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 require 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: Modifications Needed for Remote Learning]

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

**[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

**Regular and Substantive Interaction policy [Required for Online Courses]**

Regarding [Academic Policy 1200.50](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fprovost.uark.edu%2Fpolicies%2F120050.php&data=05%7C02%7Cmm250%40uark.edu%7C8b96c83a3d3f46356d1d08dcdbe3b1a4%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638627018241550695%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=8NGHGaacWVknEJSY%2Fvi4F%2BeBf%2F6k7FCEHCQP9IBw6vw%3D&reserved=0), this course meets the regular and substantive interaction requirements for online courses. I will do the following:

* monitor your academic engagement and success and will contact you regarding your progress via your UARK email.
* post office hours in the syllabus and in the course along with the link to the online meeting room.
* post weekly announcements in the course regarding weekly course content and expectations.
* provide detailed and personalized feedback on your papers and projects. Feedback on assignments will be given within 7 days unless notified.
* respond to your questions via UARK email or other method in a timely manner. M-F within 24 hours and Sat. – Sun. within 48 hours.

### [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:

| **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/> |

## Approximate Course Schedule

| Week | Unit | | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| --- | --- | --- | --- | --- |
| 1  [MM-DD] | | Introduction | * Identify where to find important information in the syllabus. * Define community, discourse community, and digital community | * *Advanced Composition*, “Unit 1 Introduction” |
| 2  [MM-DD] | | Understanding Discourse Communities | * Explore what makes a discourse community * Practice digital research skills | * *Advanced Composition*, “Chapter 1: What is a Discourse Community?” * Pre-Project Proposal Due |
| 3  [MM-DD] | | Understanding Digital Communities | * Practice summary and description | * *Advanced Composition*, “Chapter 2: Identifying your Discourse Community” |
| 4  [MM-DD] | | Visual Rhetoric | * Give feedback to peers * Reflect on and apply feedback from peers and your instructor * Discuss the principles of visual design | * Draft of Project 1: Community Profile Due * Peer Review of Draft of Project 1: Community Profile * *Advanced Composition*, “Chapter 6: Basic Design Principles” |
| 5  [MM-DD] | | Infographics | * Practice translating complex information into infographics | * *Advanced Composition*, “Chapter 7: Accessibility and Inclusion” * [INFOGRAPHIC EXAMPLES FOR DISCUSSION; See Visme’s “[Best Infographic Examples about Infographics](https://visme.co/blog/best-infographic-examples/#infographics),” Visme’s “[Best Infographic Examples on History](https://visme.co/blog/best-infographic-examples/#history)” or Canva’s [Templates](https://www.canva.com/infographics/templates/simple/) for some choices] * [IF YOU WANT TO ASK FOR A DRAFT OF THE INFOGRAPHIC, ADD THAT DUE DATE HERE.] |
| 6  [MM-DD] | | Composing Narratives | * Reflect on and apply feedback from peers and your instructor * Define the key components of effective narratives | * *Advanced Composition*, “Unit 2 Introduction” * *Advanced Composition*, “Chapter 9: Writing a Narrative” * Final Draft of Project 1: Community Profile Due |
| 7  [MM-DD] | | Crafting Podcasts | * Identify effective practices for creating engaging audio storytelling | * *Advanced Composition*, “Chapter 10: Podcast Scripting, Opens, Bumpers, Endings” |
| 8  [MM-DD] | | Peer Review | * Give feedback to peers * Reflect on and apply feedback from peers and your instructor * Identify effective practices for creating engaging audio storytelling | * Draft of Project 2: Tell a Story Narrative Due * Peer Review of Project 2: Tell a Story Narrative |

| Week | Unit | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| --- | --- | --- | --- |
| 9  [MM-DD] | Conferences | **Conferences!** | * Draft of Project 2: Tell a Story Podcast Script and Plan for Recording/Producing your podcast segment |
| 10  [MM-DD] | Feedback and Revision | * Reflect on and apply feedback from peers and your instructor * Identify the characteristics of arguments | * Final Draft of Project 2: Tell a Story Due * *Advanced Composition*, “Unit 3 Introduction” * *Advanced Composition,* “Chapter 29: Revising and Editing” * *Advanced Composition,* [CHOOSE ONE CHAPTER FROM CHAPTERS 11-14] |
| 11  [MM-DD] | Creating Arguments | * Identify effective argumentative practices * Practice using evidence to support an argument | * *Advanced Composition,* [CHOOSE ONE OR TWO CHAPTERS FROM CHAPTERS 11-14] |
| 12  [MM-DD] | Drafting and Revising Arguments | * Give feedback to peers * Reflect on and apply feedback from peers and your instructor | * *Advanced Composition*, “Chapter 26: Persuasive Essay Examples” * Draft of Project 3: Make an Argument Due * Peer Review of Project 3: Make an Argument |
| 13  [MM-DD] | Conferences | **Conferences!** |  |
| 14  [MM-DD] | Crafting Presentations | * Reflect on and apply feedback from peers and your instructor * Develop appropriate slides and speaker’s notes for oral presentations | * Arnett, “[Audiovisual Presentations Made Easy(-ier): Tips for Creating an Effective PowerPoint, Prezi, or Keynote](https://writingcommons.org/article/audiovisual-presentations-made-easy-ier-tips-for-creating-an-effective-powerpoint-prezi-or-keynote/)” * Final Draft of Project 3: Make an Argument Due |
| 15  [MM-DD] | Writing Reflectively | * Identify key elements of reflective writing * Practice writing reflectively | * *Advanced Composition*, “Unit 4 Introduction” * Draft of Reflective Letter Due * Peer Review of Reflective Letter |
| 16  [MM-DD] | Presentations and Wrap Up | * Reflect on and apply feedback from peers and your instructor * Deliver your presentation | * *Advanced Composition*, “Chapter 16: Reflective Writing” * Final Reflective Letter Due |