

9. Document sources according to MLA format.
10. Integrate their own ideas with those of others.

Required Text | Instructional Material

Everyone's an Author, 2nd edition. Andrea Lunsford et al. W. W. Norton & Company, 2017.

AND *Allyn and Bacon Guide*, 3rd edition or later.

Course Papers and Assessment

Unit I: Analysis of a Discourse Community – 3-5 pages, double-spaced, properly formatted

Write a personal narrative that explores a particular discourse community. Your goal is to analyze an event through thick description and a focus on the specific elements that define a discourse community. Choose a discourse community that you're very familiar with and comfortable discussing with your peers, one that you've actively joined, rather than one into which you were born. Consider the tensions and limitations of the rhetoric utilized in the discourse community. Show rather than just tell. Use sensory (visual, auditory, olfactory, tactile, kinesthetic) cues to describe details about the community.

Unit II - Summary and Review Essay – 2-3 pages, double-spaced, properly formatted

For this essay, you need to carefully read and understand a specific text. Keep in mind the characteristics of successful reviews. Write a review of the article by summarizing and analyzing a text. Remember that your purpose here is not to agree or disagree with the author. Rather, your purpose is to use careful reading strategies to understand what the article is trying to convey to the audience. Show your reader that you fully understand the content of a text.

Unit III: Rhetorical Analysis of a Genre/Medium - 5-6 pages alphabetical text

Come up with a topic that has likely been discussed in a variety of different ways and places. Almost anything timely, controversial, and debatable will do. Make sure your topic is suitably broad. If you're too specific, you might struggle to find the required pieces to do this assignment. You're not going to be focusing on the topic itself so much as focusing on how various genres and media discuss the topic.

Collect 3 pieces of media that all generally discuss the same topic. One of these pieces must be a scholarly, peer-reviewed article about the topic. Use the library databases and find one that seems to interest you. The other two pieces are your choice but should be selected from the following options:

- A documentary film about the topic
- A YouTube video about the topic
- A podcast about the topic
- An article from an internet site about the topic
- A collection of tweets from Twitter about the topic organized around an existing hashtag (at least five)
- A collection of internet memes about the topic (at least five)

Once you have your pieces selected, you should read, analyze, and study them with the following main question in mind: How do the authors' choices of genre and medium affect how they discuss/argue/present about the topic? Your essay will be a review of all three pieces. You're not taking a side on the topic you selected. You're not writing an argument about the topic itself. The focus of your essay is to analyze the possibilities and limitations of the genres and media. You are seeking to discuss the benefits of each genre/medium, the limitations of each genre/medium, and how those benefits and limitations lead to different ways to discuss the topic at hand.

For each of the three media you chose, you should first give a brief summary of what they are and their main points. Then, for each piece, the bulk of your essay will reflect/evaluate upon each of the following questions:

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- What are the defining features/components of the genre (scholarly article, documentary, meme, etc.)?
 - What are the defining features/components of the medium (written essay, film, social media post, etc.)?
 - What are the informative and/or persuasive advantages of the author(s) using this genre/medium?
 - What can this genre/medium not do very effectively? Put differently, what is lost or compromised by this choice of genre/medium?

You essay should also include the following elements:

- Make sure to reference the specifics of the individual piece and topic.
- Make sure to consider the questions posed above from the perspective of the potential audience.
- Make sure to use the specifics of the individual piece and topic to demonstrate/prove these evaluations.

After evaluating the genre and medium of all your selected pieces, your conclusion should make an argumentative claim (backed with reasoned support) about how a person's consumption of some of the genres/media over others would likely shape how they feel about the topic and ultimately form an opinion or position. Put differently, how does the choice to engage with certain genres/media while ignoring others potentially shape how someone comes to understand the stakes, nuance, and depth of your selected topic?

While this essay should use proper formatting for the alphabetic text, memes or tweets, if you chose these options, should be included as screenshots or some kind of image of them (inserted and justified into the text in a design savvy way). The inclusion of images will technically make your page count longer since they take up space.

Unit IV: Stasis Interrogation Essay - 5-7 pages, double-spaced, properly formatted

In classical terms, the word “*stasis*” (or stases) literally means a “slowing down” or a standstill. Similarly, in rhetoric, we use stasis to point to an issue that is controversial and needs a decision before the argument can move forward. Stasis theory, therefore, can be used to identify and work through impasses in an argument. Stasis theory is “a simple system for identifying the crux of an argument—what’s at stake in it.” And, we do this by asking four specific questions in sequence:

1. What are the facts?
2. How can the issue be defined?
3. How much does it matter and why?
4. What actions should be taken as a result?

For this essay, you will attempt to understand the complexity of an issue by using stasis theory to interrogate a single article. The goal is to discover the various points at which you could enter the conversation. After analyzing your primary text, you will then offer a supported argument on one of the many points of contention you discover through the stasis analysis, using a secondary source. Unlike a rhetorical analysis or genre/medium analysis, this essay will focus mostly on the content of the argument rather than *how* the argument is made.

After interrogating of the issue, pick one of the stasis questions that you had the most disagreement with the author's position. Find a secondary source and write a short, but well-supported argument for your own perspective. Make sure that your argument has a claim and at least one reason to support it. Use your secondary source as evidence for your argument.

Unit V: Reflection Essay - 2-3 pages, double-spaced, properly formatted

This short essay, or reflection letter, is an opportunity to reflect on what you've accomplished and prepare the way for improvement in your future writing projects. Your style may be quite informal. However, you do want to make sure that your audience understands your answers to all required parts of the assignment.

This assignment will be one document split into two parts (invention and a reflective letter):

1. Invention: Begin thinking about the writing process by completing the following statements with at least two additional explanatory sentences:
 - “I believe writing is...”
 - “I believe revising is...”
 - “I feel that writing courses are...”
2. Reflective Letter: Write a short letter to your classmates and instructor about your writing progression this year. Use the following outline and questions to guide your thinking and writing; however, you do not need to include answers to every questions below.
 - Curiosity: How and in what way has this class been beneficial in creating a desire for you to learn more about your

world? Did you learn about yourself through your writing and where you fit within a certain discussion? Why or why not—and if so, what did you learn? Did a specific assignment aid in this change?

- Openness: How and in what way has this class asked you to consider new ways of thinking about a subject and your place in the world? Have you changed your mind about something discussed in class this semester or in your writing? Explain why or why not. Did a specific assignment aid in this change?
 - Engagement: To what degree did you feel invested in your writing this semester? In other words, was there ever a time where you felt like you were writing, not simply to get a good grade, but to express your opinion about a subject? Was there a specific assignment that you felt allowed you to do this?
 - Persistence: How and in what way has this class challenged your writing habits? Did you spend more time writing or revising this semester? Which one (writing or revising) was more difficult for you? Why? Did one specific writing assignment challenge your writing process more than others? If so, please explain how and why.
 - Responsibility: How and in what way has this class allowed you to take charge of your ideas as a writer? Do you feel your writing can or should have an impact on your social environment? Why or why not? How might you use your writing in future classes or in your daily life?
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Grading Scale

A = 100-94	B - = 83-80	D+ = 69-67
A - = 93-90	C+ = 79-77	D = 66-64
B+ = 89-87	C = 76-74	D - = 63-60
B = 86-84	C - = 73-70	F = 59-0

Grades and Credit

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect college acceptance and scholarship eligibility.

Grades will be factored through total points. The UVU grade will be calculated by averaging each term grade along with the final portfolio. Each assignment will be one of five categories, but no category will be weighted. Assignments worth extra weight will just be worth more points. There will be 5 main class categories: Essays, Process Assignments, Homework, Classwork, Quizzes/Tests. Essays will always be worth the most, and students will have a chance to revise these assignments. Other assignments (i.e. Process Points) are only earnable at the due dates and will not have options for make up.

Revision is possible after a student fills out a Rappel Assignment on the essay and meets with Mrs. Teemant. Revisions will not be accepted without a meeting with Mrs. Teemant first. Students have 10 days to revise after they received a grade for the assignment.

University Policies

Academic Integrity

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college. **Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense.** A second offense can result in failing the course and will entail being reported to Student Advising. Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source. Additional information on this topic is published in the student handbook and is available on the UVU website.

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented.
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade.
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the office of the Dean of Student Services to document a violation of the Student code of Utah Valley University, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

Student Code of Conduct

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to obey the law, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment. The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them. It can be found at <http://www.uvu.edu/studentconduct/students/>

Students with Disabilities

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

Dropping the Class

OCTOBER 20 is the last day to drop the course without it showing on your transcript.

NOVEMBER 20 is the last day to withdraw from the class.

If you drop the high school class, you must also withdraw from the UVU class to avoid receiving an E or UW (unofficial withdrawal).

Attendance and Late Work Policy

Students in this course will be held responsible for their own attendance. Please refer to Timpview's new attendance policy for questions. Students with valid excused absences will have the opportunity to make up work or make arrangements for work to be turned in promptly. However, unexcused absences and truancies will not be accepted as excuses for late or incomplete work. Being absent does not excuse a deadline (except for extenuating circumstances), meaning if you are absent the day something is due and you knew about the deadline prior to your absence, your assignment deadline will not change. Please give adequate warning for absences that are known.

Students are allowed one late assignment a term. Late work must be turned in within 10 days of the original deadline (doesn't include weekends, but does include holidays), and will not be eligible for revision.

Requirements for 2010 Enrollment

Students of this course must be aware that **they must earn a B- or better in this course in order to be eligible for Spring Semester English 2010**. UVU accepts no exceptions, and students must be eligible to enroll in the class to attend the class. If a student earns below a B-, the student will need to enroll in the full year 1010 course or a different English course in order to earn their senior English credit.