

# ENGLISH 3330.D10: Advanced Composition

SPRING 2022

LOCATION: ENTIRELY ONLINE THROUGH BLACKBOARD

## Professor



*Dr. Mellisa Huffman*

Phone: 325-486-6368

Email: mhuffman@angelo.edu

### Virtual Office Hours

I am available to answer questions over the phone or through Blackboard Collaborate at the following:

MW: 1-3PM

TR: 11AM-1PM

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.



**Course Description:** Advanced technique and practice in writing processes as well as in rhetorical, literary, and stylistic analysis.

### Learning Outcomes:

This class will explore how “threshold” or foundational concepts in the field of Writing Studies might enhance or even radically change your personal concepts about what makes good writing and how to go about producing it. This course aims to help you learn the following:

- To gain a deeper understanding of how writing works in various contexts;
- To demonstrate, through close analysis, how a rhetor adapts a text to a given context;
- To gain a deeper understanding of how groups collaborate to get things done with writing;
- To demonstrate, through close analysis, how a group adapts its rhetoric; and
- To reflect on how your identity and prior experiences shape your literacy acquisition.

## Required Text



Wardle, Elizabeth and Doug Downs. *Writing About Writing: A College Reader*, 4th edition. Boston: Bedford/St. Martin, 2020.

We will read and discuss several selections from this text (not all of them), but I will also supplement the textbook with other relevant readings and concrete examples to illustrate textbook material and to help you complete major writing assignments. I will post supplemental readings (PDFs and web links) in Blackboard.



## Weekly Learning Modules

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Each week I will release a learning module that details learning goals, contains pre-recorded instructional videos, identifies assignment guidelines and due dates, and includes homework/writing assignment submission links.

Think of the learning module like a folder that contains all the resources for that week.

Weekly modules will be available the Friday prior at 11:59PM so you will have time to read through them and prepare for the following week. The Learning Modules page is set as our Blackboard page's point of entry, so it is this first thing you will encounter when you log in.

I recommend getting into the routine of checking the learning module early in the week so you are aware of weekly deadlines.



## Weekly Course Structure

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This class will be delivered in an asynchronous format, which means you will **not** need to be virtually present in Blackboard at designated times during the week.

Common assignments and activities will have consistent due dates each week so they become routine.

- **Reading Responses:** Submit by 11:59PM on Wednesday
- **Initial Discussion Board/Blog Postings:** Post Thursday by 11:59PM, if assigned
- **Discussion Replies:** Post Saturday by 11:59PM, if assigned
- **Weekly Learning Module:** I will post each week's learning module at 11:59PM on Fridays.
- **Major Writing Assignments:** Major writing assignments will be due on Sundays at 11:59PM, if assigned for the week.

The table below provides a visual summary of weekly activities and due dates. However, these may change slightly to adjust for course needs, but I will try to keep them as routine as possible. Please see the weekly modules for assignment specifics for each week.

### Weekly Format

Day	Assignment/Activity Due
<b>Wednesday</b>	Complete <b>reading responses</b> by 11:59PM
<b>Thursday</b>	<b>Initial</b> discussion board/blog <b>post</b> due by 11:59PM, if assigned
<b>Friday</b>	The following week's discussion forum will be available at 11:59PM so you can prepare for the following week's work.
<b>Saturday</b>	<b>Discussion replies</b> due by 11:59PM, if assigned
<b>Sunday</b>	If assigned, <b>major writing assignment</b> due by 11:59PM



## Virtual “Attendance” Policy

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There is an attendance policy in this class. I will identify in the weekly learning modules what you will need to do in order to be counted “present” for the week. This will consist of doing things like completing designated discussion boards, blog posts, peer workshops, or a required student-professor conference. Be sure to check the weekly module for attendance requirements.

### Unexcused Absences

- You may miss **two weeks** of class without penalty to your final grade, but it is still your responsibility to check Blackboard for due dates and any missed course material.
- Being absent does not exempt you from assigned readings, homework responses, peer workshops, student-professor conferences, or major writing assignment deadlines.
- If you miss more than two weeks’ worth of work, as designated in the weekly learning modules, your final grade will be lowered by five points for each absence.
- If you miss more than four weeks of work, you cannot pass the course.

### Partial Presence

If you do a portion of the work required for weekly attendance, you will be considered “partially present.” Three “partially presents” are equal to one absence.

### Absences Due to Illness or Other Emergencies

- If you test positive for COVID-19, you need to contact the [Office of Student Affairs](#) immediately so your professors may be informed.
- I sincerely hope this does not happen, but if you become ill to the point that you must miss course work for more than the allowed two weeks, please contact me.

In order to be considered excused from attending class, one of the following types of documentation must be provided:

- Doctor’s note
- Official University document stating not to attend class on the day(s) missed

Exceptions to these policies will be made on a case-by-case basis.

I realize your personal circumstances may cause you to have to miss some weekly work for reasons other than those listed above. For prolonged absences due to serious illness, emergency, or other crisis, please contact me as soon as possible so we can discuss what you need to do to get caught up. I’m here to help.



## Technology Requirements

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### Blackboard Access

The entire course will be taught through our course Blackboard page.

### Microsoft Word

All typed work (writing assignments and homework) must be submitted in **Microsoft Word format**. You cannot upload links to Google Docs within Blackboard. Also, if you have a Mac, please know I cannot open Pages files.

As an ASU student, you have free access to [Office 365](#), which includes MS Word. Visit the Office 365 website and log in with your ASU email and password. You can download the software onto your computer or compose and save writing within the site's cloud-based storage.

### Adobe Acrobat Reader

To download some of the reading assignments, you will need Adobe Acrobat Reader.

### Technical Support

If you are having technical issues with Blackboard, contact technical support one of the following ways:

**Phone:** 325-942-2911 or toll free at 1-866-942-2911

**Web:** [www.angelo.edu/services/technology/](http://www.angelo.edu/services/technology/)



## Course Communication

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If I need to contact you, I will email your Angelo State email address. Get in the habit of checking your email regularly.

If you need to contact me, please do the following:

- Send the email from your ASU student account;
- Include the following in your email:
  - an appropriate **subject** in the subject line,
  - a **formal greeting** (Dear Dr. Huffman,)
  - your **name and the class** you are enrolled in, and
  - a clear **description of the question or issue**.
- Avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing this establishes an informal tone, inappropriate for this writing situation, and it often makes your message difficult to read and understand.

I will do my best to respond to your email in **24 hours**.



## Grade Determination

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Your semester grade will be determined as follows:

Percentage Allocation		Letter Grade Determination	
Assignment	Percentage	Course Grade	Percentage
Personal Literacy History	20%	A	90-100%
Rhetorical Analysis 1	25%	B	80-89%
Rhetorical Analysis 2	30%	C	70-79%
Participation	15%	D	60-69%
Peer Review Sessions	10%	F	59% and below

### Course Writing Assignments

For this course, you will complete different types of writing.

- You will produce **low-stakes writing** such as reading responses, discussion posts, blog posts, and peer feedback. These forms of writing are assigned to have you work through and discuss the material, also referred to as “writing to learn.” I will not give you extensive feedback on these submissions. Instructions for these and their numerical values will be identified within the area where they are assigned.
- You will also produce **major writing assignments**, which require you to apply course concepts. These are longer, more complicated pieces that should show more polish and substance than the low-stakes writing, and I will give you more extensive feedback on these pieces. The major writing assignments are **Rhetorical Analysis 1**, **Rhetorical Analysis 2**, and the **Personal Literacy History**. I will post individual, detailed prompts and rubrics for these assignments in our course Blackboard page.

Students must submit all **major writing assignments** in order to pass the course.

### Professor-Student Conferences

I will require you to conference with me about two of the major writing assignments. These meetings, which will take place through Blackboard Collaborate or over the phone, give us the opportunity to have focused, one-on-one discussions regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and, using the Picktime app, you will sign up for a day/time you are available to meet.

Be sure to **schedule a reminder for your conference appointment** and show up (over the phone or through Collaborate) on time. If you cannot make your time, notify me at least 24 hours prior to your appointment so that we can reschedule.

If you fail to attend, you will be counted “absent” for the week.

### Late Pass

I understand juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you a **48-hour extension** to submit a **major writing assignment** late without penalty. You will need to inform me through email that you are using your Late Pass before the initial due date. I will not accept any other subsequent late assignments.

### Late Work

I *do not* typically accept late **major assignments** after you have used the Late Pass. However, if an emergency or personal crisis prevents you from submitting an assignment on time, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. Please *do not* e-mail me assignments after the due date unless you have my approval.

For **low-stakes assignments**, I have a different policy.

- For **reading responses**, you will receive a **10% deduction** for every day they are late. I will not accept them if they are not submitted by the end of the week (Sunday).
- For **initial discussion and blog posts**, you can submit them up to 24 hours late for credit, with a 10% deduction, but you will not receive credit if they are posted later than that because the point is to post them in time for peers to respond to them.
- For **response posts**, you can still get full credit for response posts if they are posted by the deadline, even if your initial post was late or you did not do an initial post. You can submit them up to 48 hours late with a 10% deduction per day. You will not receive credit for them if they are posted later than 48 hours.

### Participation

Participation will constitute **15 percent** of your final grade. I factor in the following when determining your participation grade: reading responses and discussions/blog postings.

### Peer Review

Extensive research demonstrates that effective writers do not simply produce one draft and consider their writing complete; instead, they revise and produce multiple drafts in order to best respond to the writing situation at hand. When we read good writing, we can easily follow and understand it but do not see all the behind-the-scenes work the writer did to make the piece good. Producing multiple drafts is not the sign that you're a poor or struggling writer—it's what good writers do!

One method we'll be using in this class to help you revise your writing is peer feedback, also known as peer review/editing. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review in other classes. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback.

Your grade for the peer review sessions will constitute **10%** of your grade. All students will be required to participate in writing workshops by way of Blackboard Discussion posts for each of the major writing assignments. We will discuss protocol and effective methods for giving and using peer feedback, and I will

provide you with worksheets and rubrics for these activities. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

### **Student Writing in the Classroom**

I often use student writing as models or examples in my instruction. I do this because you can learn writing approaches, perspectives, and experiences from your peers' writing that are hard to learn from any other source. If I want to use some of your writing for these purposes, I will email you to get your written permission. Of course, it is your choice whether you agree to this or not, and if you'd rather I not use your work for these educational purposes, I will respect your wishes.

As stated previously, you will produce some low-stakes writing that will be made public to the class through the blog and discussion board tools. Remember these posts can be read by everyone enrolled in the course. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other identity markers. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. Please be aware of this as you post and respond within course blogs.



## **University Policies**

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### **Plagiarism Policy**

Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Or when one submits work previously submitted for a different course.

#### ***Types of Plagiarism***

Plagiarism can include any of the following:

- Failing to properly quote material taken from another source,
- Failing to cite material taken from another source,
- Submitting writing that was written by another person or for another class, and
- Submitting writing that was substantially edited by another person.

#### ***Procedures for Handling Plagiarism Cases***

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism,
- Identify the appropriate consequence, and
- File a report with the Office of Student Services.

#### ***Possible Consequences***

The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of deliberate plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The [ASU Student Handbook](#) further elaborates the Academic Integrity policy.

## Accommodation Statement

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or [studentservices@angelo.edu](mailto:studentservices@angelo.edu). It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

## Observances of Religious Holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

## Title IX At ASU

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Miller, J.D.  
Director of Title IX Compliance/Title IX Coordinator  
Mayer Administration Building, Room 210  
325-486-6357  
[michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).



## Student Support Services

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College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, I strongly encourage you to seek support. Helpful, effective academic resources as well as confidential mental health services are available on campus.<sup>1</sup>

- If you are struggling with this class, please visit with me virtually during office hours or contact me by email at [mhuffman@angelo.edu](mailto:mhuffman@angelo.edu)
- Check in with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at ASU, or unsure what academic resources are available at ASU.
- If you or are experiencing a mental health crisis, please avail yourself of ASU's no-charge counseling services. Visit ASU's [Counseling Services](#) in person or call the ASU Crisis Line at 325-486-6345.

### **ASU's Writing Center**

The Writing Center is an academic support service available to all ASU students. Peer tutors help both experienced and inexperienced writers with all steps of the writing process: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center's [website](#).

## General Course Calendar

**Note:** This schedule provides the topics, readings, and due dates throughout the semester. I reserve the right to alter content or due dates based on class needs. Such changes will be announced in advance through Blackboard.

\* Blackboard is abbreviated “**Bb**” throughout the calendar.

### Unit 1: Good writing is contextual

<i>Date</i>	<i>Topics</i>	<i>Reading Assignments</i>	<i>Major Assignment Due</i>
<b>Week 1:</b> Jan. 18-23	<ul style="list-style-type: none"> <li>• Syllabus policies</li> <li>• Course focus</li> <li>• Threshold concepts in Writing Studies</li> </ul>	<b>Read:</b> “Chapter 1: Investigating Writing: Threshold Concepts and Transfer”	
<b>Week 2:</b> Jan. 24-30	<b>Rhetoric:</b> general principles	<b>Read:</b> <ul style="list-style-type: none"> <li>• Introduction to “Chapter 6: Rhetoric” on pp. 366-368</li> <li>• “Rhetoric: Making Sense of Human Interaction and Meaning-Making” by Doug Downs on pp. 369-392</li> </ul>	
<b>Week 3:</b> Jan. 31-Feb. 6	<b>Rhetoric:</b> appeals to <i>ethos</i> and <i>pathos</i>	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Ethical Proof” (PDF in Bb)</li> <li>• “Pathetic Proof” (PDF in Bb)</li> </ul>	
<b>Week 4:</b> Feb. 7-13	<b>Rhetoric:</b> appeals to <i>logos</i> and logical fallacies	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Reasoning in Rhetoric (PDF in Bb)</li> <li>• “Master List of Logical Fallacies (link in Bb)</li> </ul>	

<b>Week 5:</b> Feb. 14-20	<ul style="list-style-type: none"> <li>• <b>Rhetoric:</b> style</li> <li>• Writing <b>Rhetorical Analysis 1</b></li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Style” (PDF in Bb)</li> <li>• Example RA1s</li> </ul>	
<b>Week 6:</b> Feb. 21-27	<ul style="list-style-type: none"> <li>• Writing <b>Rhetorical Analysis 1</b></li> <li>• Preparing for peer feedback</li> </ul> <p><i>Sign up for one-on-one conferences</i></p>	<b>Read:</b> <i>Peer Feedback Guide for Students</i> (PDF in Bb)	
<b>Week 7:</b> Feb. 28-March 6	<ul style="list-style-type: none"> <li>• Revising and editing <b>RA1</b></li> <li>• MLA style</li> <li>• Engaging in peer feedback</li> </ul>	<b>Read:</b> Boundary errors materials	
<b>Unit 2: People collaborate to get things done with writing</b>			
<b>Week 8:</b> March 7-13	<p><b>Attend</b> your one-on-one video or telephone conference with Dr. Huffman.</p> <p>“Discourse communities”</p>	<b>Read</b> <ul style="list-style-type: none"> <li>• “Communities: People Collaborate to Get Things Done with Writing” on pp. 504-506</li> <li>• <a href="#">“Understanding Discourse Communities”</a> by Dan Melzer</li> </ul>	<b>RA1 due by midnight on March 13</b>
<b>March 14-18: Spring Break</b>			
<b>Week 9:</b> March 21-27	“Discourse communities”	<b>Read:</b> “Reflections on the Concept of Discourse Community” (pp. 319-339)	
<b>Week 10:</b> March 28-Apr. 3	<ul style="list-style-type: none"> <li>• “Intertextuality”</li> <li>• Writing <b>RA2</b></li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Intertextuality and the Discourse Community” by James Porter on pp. 416-428</li> <li>• Sample RA2s</li> </ul>	

<b>Week 11:</b> April 4-10	<ul style="list-style-type: none"> <li>• Writing <b>Rhetorical Analysis 2</b></li> <li>• Getting feedback on your initial ideas</li> </ul>	<b>Read:</b> <i>Peer Feedback Guide for Students</i> (PDF in Bb)	
<b>Week 12:</b> April 11-17	<ul style="list-style-type: none"> <li>• Peer feedback, round 2</li> <li>• Revising and editing <b>RA2</b></li> </ul> <p><i>Sign up for one-on-one conferences</i></p>		
<b>Unit 3: Writing is impacted by identities and prior experiences</b>			
<b>Week 13:</b> April 18-24	<p><b>Attend</b> your one-on-one video or telephone conference with Dr. Huffman.</p> <p>“Literacy sponsorship”</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “Literacies: How is Writing Impacted By Our Prior Experiences?” on pp. 240-243</li> <li>• “Sponsors of Literacy” by Deborah Brandt on pp. 244-263</li> </ul>	<b>Rhetorical Analysis 2 due by midnight on April 24</b>
<b>Week 14:</b> April 25-May 1	<ul style="list-style-type: none"> <li>• Sample literacy narratives</li> <li>• Brainstorming ideas for the <b>Personal Literacy History</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• at least 3 of the assigned literacy narratives (PDFs in Bb)</li> <li>• narrative strategies excerpt (PDF in Bb)</li> </ul>	
<b>April 28:</b> Last day to drop a course or withdraw from the University			
<b>Week 15:</b> May 2-8	<ul style="list-style-type: none"> <li>• Drafting your <b>Personal Literacy History</b></li> <li>• Engaging in peer feedback</li> </ul>		
<b>Week 16:</b> Finals	<b>Personal Literacy History due by 11:59PM on Wednesday, May 11</b>		

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<sup>i</sup> Verbiage borrowed from Counseling and Psychiatric Services, "Syllabus Language," *Michigan State University*, n.d., [caps.msu.edu/faculty-staff/Syllabus-Language.html](http://caps.msu.edu/faculty-staff/Syllabus-Language.html)