**COURSE DESCRIPTION**

 **ENGL 282 A: Intermediate Multimodal Composition – “Composing Selves”**

 Class Times: See Course Schedule

 Office Hours (Zoom): Tuesdays 1:00-2:00,

 Wednesdays 2:00-3:00 & by appt.

Instructor: Sarah Ghasedi

Email: ghasedi@uw.edu

Welcome to English 282!

This is multimodal composition course, so throughout the quarter we will focus on learning to evaluate and consciously produce texts that employ multiple modes of communication, like sounds, words, images, and gestures. Our course theme (“Composing Selves”) focuses on ways in which research and writing can be a form of representation for communities, individuals, experiences, and identities. Specifically, you will learn how to do your own autoethnographic research on a subculture that you belong to—through scholarly research, interviews, and self-reflection—and to present your findings strategically, given your purpose, audience, and situation. At the end of the quarter, you will share what you've learned by creating a text for an audience of your choice, such as a popular science article, short story, podcast, video, scholarly research article, etc.

Broadly speaking, our emphasis in English 282 is on the *process* of composition, which includes reading and research, critical thinking, prewriting, drafting, and multiple revisions. Instructor conferences, librarian and writing tutor sessions, and peer review will provide guidance and support along the way. Because we will be a nonsynchronous online course, our class discussions will take place on our discussion board (Canvas), where you will post responses to readings and comment on each other's posts. Formal assignments will be submitted electronically on Canvas as well. Two times this quarter, each of you will also be required to meet with me for 30-minute, one-on-one video or audio-only conferences to discuss your projects and obtain feedback. (Of course, additional, optional meetings will also be available to you throughout the quarter via my digital office hours and by appointment on Zoom.)

This quarter you will have a unique opportunity to spend ten weeks exploring a community that *you* choose, are interested in studying, and – importantly – one that you feel comfortable discussing in the context of our class. This means that you will be focusing on a topic that matters to you personally. Throughout the quarter, you will be asked to think about ways in which your own personal experiences map onto the cultural, social, and/or political. I hope that your research, the texts you produce and share with each other, and the readings we discuss together will deepen our understanding of multimodal composition and provide each of you with the opportunity to study something you truly care about.

I look forward to getting to know and work with you this quarter! Please feel free to reach out to me at ghasedi@uw.edu if you have any questions or concerns.

**COURSE GOALS**

By the end of this class, you will:

Grow as an author by…

* Identifying rhetorical strategies, genre conventions, and modal affordances in others’ writing and applying that knowledge to your own writing in strategic ways
* Asking research questions and refining those questions throughout the composition process
* Conducting research using a variety of techniques (e.g. observation, interview, focus groups, source analysis)
* Generating new knowledge through the creation of texts that respond to your rhetorical situation

Grow as a learner by…

* Contemplating the rhetorical velocity of the writing you produce—or the way that your work would actually function if distributed outside of the classroom
* Identifying and articulating the choices made in your composition process
* Integrating feedback and self-critique to revise ideas, question assumptions, and re-see drafted work
* Connecting your learning across current contexts (e.g. from one class to another, from outside of school to inside school, from our class to public contexts, etc.) and future contexts (e.g. how what you are learning now might help you in a future assignment within this course, work in another class, your academic trajectory, future career, etc.)

**COURSE STRUCTURE**

You will accomplish these goals by completing the activities and assignments in this course, all of which will lead to your final project: a text that showcases your autoethnographic data for an audience of your choice. Your **first major assignment** is a Proposal Worksheet that will outline your initial ideas on how to approach your final project. Your **second major assignment** is a Library Research Essay on your topic. Your **third major assignment** is a Field Data Folder, containing your Field Data Collection Notes and Field Report, and your **fourth major assignment** is a Showcase Text in which you will draw upon your research to create a text in a genre of your choice for an audience and purpose of your choice. (Note: You will not be asked to summarize all of your findings in the showcase text; what you choose to include will depend on the rhetorical situation you create for yourself.) In addition, short assignments and informal writings and activities will support your work on the major assignments and help you make connections from one project to another. Note that there are no final exams in our class. 😊

**READINGS**

Required Materials for our class:

1. All readings & other assigned texts will be posted on Canvas, either as links or files. It is very important to check each week’s module for the Weekly Overview and links to assignments and texts. Also, check your Course Schedule often to stay on top of due dates.

**ASSESSMENT**

In this course, we are using a grade contract system. I use this system so that grading is transparent, which enables you to be in control of the grade you receive. I’ve created contracts for various grades, the obligations of which are listed below.

**Grade Contract Overview:**

* The choices for grades in this course are: **A (3.9-4.0), A- (3.8), B+ (3.4), B (3.0), B- (2.5), C (2.0), or below 2.0.**
* To earn a grade, your goal is to meet all the obligations.
* If you know you will not be able to meet an obligation or learn that you will not be able to meet an obligation, then communicate with me as soon as possible so we can discuss alternative obligations.
* In week three of the course, we will have a conference to discuss your Proposal Essay, and you will tell me at that conference what grade you plan to earn.
* You can change your grade choice at any time throughout the quarter, but please communicate with me as soon as possible if you decide to do that.

Below are the contractual obligations for each grade. I would recommend using the check boxes to track your progress. Remember, the goal is to meet all these obligations.

**A Grade (3.9-4.0):**

* Participates in online class activities with good faith, interacting with others in appropriate and productive ways.
* Completes all informal writing assignments, including discussion board posts.
* Consistently engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops.
* Consistently submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem and/or aren’t quickly made up.)
* All Major Assignments are completed and meet guidelines established on the rubric.
* When applicable, revises major assignments according to instructor feedback, and resubmits work that meets all requirements by Week 10 of the quarter.
* Arrives prepared and actively participates in all instructor conferences and all peer review sessions.
* Completes at least two tutoring sessions by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**A- Grade (3.8): The differences from the A grade to the A- grade obligations are red.**

* Participates in online class activities with good faith, interacting with others in appropriate and productive ways.
* Misses no more than two informal writing assignments, including discussion board posts.
* Almost always engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops.
* Almost always submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem.)
* All Major Assignments are completed and meet guidelines established on the rubric.
* When applicable, revises major assignments according to instructor feedback and resubmits work that meets all requirements by Week 10 of the quarter.
* Arrives prepared and actively participates in all Instructor conferences and all peer review sessions.
* Completes at least one tutoring session by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**B+ Grade (3.4): The differences from the A- grade to the B+ grade obligations are red.**

* Participates in online class activities with good faith, interacting with others in appropriate and productive ways.
* Misses no more than three informal writing assignments, including discussion board posts.
* Typically engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops, but occasionally does not.
* Almost always submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem.)
* All Major Assignments are completed and meet guidelines established on the rubric.
* Typically revises major assignments according to instructor feedback and resubmits work that meets all requirements by Week 10 of the quarter, but occasionally does not.
* Arrives prepared and actively participates in all Instructor conferences and all peer review sessions.
* Completes at least one tutoring session by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**B Grade (3.0): The differences from the 3.4 grade to the 3.0 grade obligations are red.**

* Typically participates in online class activities with good faith, interacting with others in appropriate and productive ways, but occasionally does not.
* Misses no more than three informal writing assignments, including discussion board posts.
* Typically engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops, but occasionally does not.
* Almost always submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem.)
* All but two major Major Assignments are completed and meet guidelines established on the rubric.
* Typically revises major assignments according to instructor feedback and resubmits work that meets all requirements by Week 10 of the quarter, but occasionally does not.
* Arrives prepared and actively participates in all but one of the following: both Instructor conferences; all peer review sessions.
* Completes at least one tutoring session by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**B- Grade (2.5): The differences from the 3.0 grade to the 2.5 grade obligations are red.**

* Participates in some online class activities with good faith, interacting with others in appropriate and productive ways, but frequently does not.
* Misses no more than four informal writing assignments, including discussion board posts.
* Typically engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops, but occasionally does not.
* Almost always submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem.)
* All but one of the Major Assignments are completed and meet guidelines established on the rubric.
* Typically revises major assignments according to instructor feedback and resubmits work that meets all requirements by Week 10 of the quarter, though revised drafts do not meet all requirements.
* Arrives prepared and actively participates in all but one of the following: both Instructor conferences; all peer review sessions.
* Completes at least one tutoring session by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**C Grade (2.0): The differences from the 3.0 grade to the 2.5 grade obligations are red.**

* Misses more than four online class activities.
* Misses more than four informal writing assignments, including discussion board posts.
* Typically engages in class activities, having completed the readings and homework assignments, and actively participates in small and large class discussions and workshops, but occasionally does not.
* Almost always submits all assignments on time, including informal, in-class activities and homework. (Note: Don’t worry if once or twice this quarter, you forget to submit something on time, or if you need to request an extension due to an illness. If that happens, just make sure to contact me right away to let me know. It’ll only impact the grade contract if late assignments become a frequent problem.)
* All but one of the Major Assignments are completed and meet guidelines established on the rubric.
* Typically revises major assignments according to instructor feedback and resubmits work that meets all requirements by Week 10 of the quarter, though revised drafts do not meet all requirements.
* Arrives prepared and actively participates in all but two of the following: both Instructor conferences; all peer review sessions.
* Completes at least one tutoring session by Week 10 of this quarter, with a librarian, writing tutor, design tutor, or other resource (your choice), and emails Instructor a completed “Tutoring Form” (located in Files on Canvas) within one week of each session. (Note: You may see any tutor you wish at any time you choose, as long as both required tutoring sessions are completed by Week 10. However, *I strongly suggest that you meet for a one-on-one tutoring appointment with a librarian while working on your Library Essay*. An independent peer feedback session with a classmate or another acquaintance may take the place of a tutoring session with Instructor permission.)

**Below 2.0: The differences from the 2.0 grade to the below 2.0 grade obligations are red.**

* Does not complete all of the required assignments at any point in the quarter.

**FAQs:**

*I’ve read over the contracts, and I’m curious where they came from. Can we change them?*

I created these grade contracts from samples from other composition teachers. Many people in the field of composition studies believe that grade contracts like this one are more equitable than other modes of student assessment, and that they promote learning. That is my belief as well, based both on the research and on my own personal experiences with contracts in my other classes. Feel free to reach out to me about any concerns you have about the fairness of these obligations, and we will work together to come up with a solution.

*In the contracts, you mention that I need to participate in “good faith.” What do you mean by that?*

This means that I expect that you stay engaged, do your best to complete assignments on time, and stay in touch with me/reach out as soon as you have questions and concerns. Please do not wait if until the due date to tell me that you don’t understand an assignment: ask me for clarification as soon as possible. It also means that you do the assigned readings, post and engage with your classmates on the discussion board, give productive feedback in peer review, seek feedback on you work, etc.

*You also mention “revising” and “substantial revision.” What does that mean exactly?*

Revising means that you make productive changes to your work based on feedback. This **does not** mean that you must agree with all of my suggestions or those of your writing tutor or peers. When I say that I’m looking for “substantial revision” in your work, I mean that I am looking for changes in thought, argument, research questions, methodology, evidence incorporation, genre/audience awareness, etc. Editing and/or proofreading—for example, just moving commas around or changing the color of something—is not enough to warrant “substantial revision.” Think “big picture,” not just polishing.

*What if I sign up for a grade but screw something up?*

Things happen. First, communicate with me about the screw up via email or in person and explain what happened. Please do this as soon as possible.

*What if I change my mind about the grade I want?*

No problem. Communicate with me in person or via email. Visit my office hours or send an email to renegotiate your contract.

*What if I think I’m doing something correctly, but you don’t think so?*

Miscommunications happen. If miscommunications happen repetitively over the quarter, or if you have an unresolved concern at any point, set up a meeting with me so we can clarify expectations and/or renegotiate your contract if need be.

*Are you doing this so you don’t have to work as hard?*

Absolutely not. I’m giving you feedback on all of your assignments. In fact, the individual, one-on-one in-person feedback that I give during our video or audio conferences takes *more* time and energy than simply providing written comments and point totals. I do it this way because even though it is more time intensive for me, I believe it’s also more valuable and effective as well. I’m just not assigning a letter grade to your assignments; I’m giving you the responsibility of choosing the grade you want and tracking your progress toward that grade. And yes, of course I’ll be tracking your choices along with you.

*How do you know that we’ll try our hardest?*

I don’t. But I trust you, as authors and learners, to do your best, and my past experiences with grade contracts in other classes I’ve taught has convinced me that most students actually learn more and produce stronger work with them than without them. The contractual obligations I have created do require effort and good faith.

**A note on incomplete work:**

Completeness of an assignment means that you have met assignment requirements, all of which are listed on the prompt. This includes conference and peer review drafts. If you are unsure if you can get an assignment done completely and on time, contact me. The earlier that you contact me, the more time we will have to discuss potential extensions for the assignment.

**A note on classroom participation and homework activities:**

I understand that things come up, and we are currently living through a disruptive and stressful time. If something is prohibiting you from getting homework done, please communicate with me as soon as possible. Depending on the situation, we may be able to create make up work so that you can maintain good standing with your grade contract.

**EXPECTATIONS**

Regardless of the grade contract that you choose, I have some general expectations that I hope will help make our class an inclusive and respectful environment.

* **Respect:** Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. Differences in opinion can and should be discussed. Hate speech on the other hand, or speech that incites violence or makes listeners feel scared for their well being, will not be tolerated. My goal is to ensure that everyone in our classroom feels safe and respected – and able to learn. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.
* **Class Policy on Audio/Video Recordings**: Recordings of class discussions and one-on-one meetings are not permitted in this class section, as per FERPA privacy guidelines. Students who violate this policy will be reported to UW for Academic Misconduct and will not receive credit for the course.\* Remember that all class content, including draft materials that your classmates share with you during peer review, are to be shared with members of our class community only. Thank you for understanding and respecting this policy. For more on Academic Misconduct as it relates to the recording and dissemination of instructional content, see this page: <https://www.washington.edu/cssc/for-students/academic-misconduct/>

\*Note: This policy does not apply to students who have activated accommodations through DRS and received special permission to record lectures and class discussions for their private use only. (Still no sharing or distributing of recordings or photographs is allowed for privacy reasons.) As always, I’m happy to talk with you if you have any questions or concerns, so please don’t hesitate to reach out!

**Discussion Board:** This course is ten weeks long (March 29-June 6). During this time, you will be responsible for reading, viewing, and/or listening to the assigned texts and responding to them through our online Discussion Board. When assigned, your Discussion Board posts will always be due on Tuesdays and Thursdays (see course schedule for details). To give you time and flexibility to reply to each other’s posts on the Discussion Board, responses to at least two of your peers’ comments (in each Discussion Board thread) will always be due by Sundays @11:59pm within the same week.

Try to use your replies on Canvas to start a conversation about the topic and also lead off of other’s ideas. Part of adding to a Discussion Board will be reading what has already been posted. You want your post to fit within the conversation. You can “converse” with each other this way and learn how others are interpreting the works we will be reading and incorporating the language and ideas of rhetorical analysis into their comments.

**Drafting, Peer Review, and Revision:** Writing is the bread and butter of this course. The purpose of the formal assignments, readings, and discussion boards is to create and sustain a conversation that feeds our writing and allows you an opportunity to develop and hone your skills.

Peer Review will take place online. You will be paired with two other students and will be asked to write each of them Peer Review Letters, as directed in the assignment description on Canvas.

**Citations:** You will need to learn and use either MLA or APA format. The important thing is to be consistent. If you prefer, you are welcome to use another citation format with instructor permission.

**COURSE WEBSITE AND EMAIL:**

* You can use the Course Schedule as a guide for what to expect as our course trajectory. All of your assignments and due dates are listed there, all in one place. For those of you who rely on your Canvas calendar to keep track of all your class assignments in all sections, note that some of the due dates (for example, readings) won’t automatically show up on your Canvas to-do list, but you are welcome to refer to the Course Schedule and add them to your Canvas to-do list manually if that helps. It’s quick and easy to do. **Remember to refer to the Course Schedule frequently so that you know what to do.**
* When you e-mail me, which I invite you to do when you have any questions/concerns/etc., I will do my best to get back to you within 24 hours (48 on the weekends). Please be aware that if you email me after 5pm, I may not see it until the next morning. For best results, don’t wait until the last minute to contact me.

**STATEMENT OF COMMITMENT**

We at the English department are committed to valuing the lived experiences, embodied knowledges, and scholarship produced by people of color and Indigenous peoples; queer, trans, and disabled people; immigrants and refugees, and other targeted identities who have historically been excluded from sites of knowledge production; denied access to wealth, resources and power; and forced to negotiate multiple interlocking forms of structural and institutional oppression and violence. This commitment emerges from and reflects our shared vision for a just and equitable world that actively affirms and values the humanity of every individual and group. It is this vision that informs our pedagogical practices.

**CLASSROOM ACCOMMODATIONS**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at<http://www.washington.edu/students/drs/>.

**RELIGIOUS ACCOMMODATIONS**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)](https://registrar.washington.edu/students/religious-accommodations-request/).

**COUNSELING CENTER**

UW Counseling Center workshops include a wide range of issues including study skills, thinking about coming out, international students and culture shock, and much more. Check out available resources and workshops at: <http://depts.washington.edu/counsels> or visit “Pages” on our Canvas site to find links that will enable you to sign up for counseling and other wellness opportunities (all free, via Zoom).

**Q CENTER**

The University of Washington Q Center builds and facilitates queer (gay, lesbian, bisexual, two-spirit, trans, intersex, questioning, same-gender-loving, allies) academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. For more information, visit http://depts.washington.edu/qcenter/.

**WRITING RESOURCES**

There are fantastic tutoring resources for you here on campus at UW. All are free of charge and are available online this quarter via Zoom. I would very strongly encourage you to take advantage of these resources. The Odegaard Writing and Research Center (OWRC) allows you to schedule 45-minute tutoring sessions in which you meet with a writing tutor to talk about your writing or specific writing assignments for any class. Or you may also choose to sign up for an appointment with a UW librarian who can help you select and narrow down a topic, find and evaluate sources, and craft a compelling research question. And our Design Help Desk connects you with a design tutor who can help you with visual projects, whether you are in the planning stage or refining a project. Specifically, a design tutor can help you create mock-ups, select platforms and digital tools appropriate to your project goals, and revise works-in-progress.

**ACADEMIC INTEGRITY**

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

**CAMPUS SAFETY**

Preventing violence is everyone's responsibility. If you're concerned, please tell someone.

* Always call 911 if you or others may be in danger.
* Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
* Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
* Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert.
* For more information visit the SafeCampus website at www.washington.edu/safecampus.