



ENC 1101: First-Year Composition

Tuesday and Thursday 2:00-3:15; WMS 310

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Office: WMS 329 (left side)

Office Hours: T/TH 12:00-2:00 or by appointment

Course Description:

The primary purposes of First-Year Composition include helping students (1) view composing as a recursive and frequently collaborative process of inventing, drafting, and revising; (2) understand central theories and concepts in rhetoric and composition—such as rhetorical situation, epistemology, audience, genre, kairos, the appeals, the canons, reflection, remediation, and multimodality—and apply these theories and concepts in the composing of their own texts; (3) compose in diverse genres and for diverse audiences; and (4) explore the creation and circulation of knowledge as well as the way technology mediates and informs this process. To accomplish these goals, you'll read and grapple with many texts, but you'll practice more: you'll participate in multiple in-class exercises, you'll complete free writes in class and respond to journal prompts outside of it, and you'll participate in multiple workshops. In so doing, you'll develop a vocabulary that will assist you in seeing good writing as that which responds appropriately to the rhetorical situation, in developing a more robust understanding of "text," in responding more effectively to the work of others, and in understanding better how to interpret and make meaning in the 21st century.

Course Goals and Objectives:

During this course, you'll:

- understand that writing is a process and produce multiple drafts for a given project;
- participate in various workshops with different aims and learn how to respond appropriately and effectively to the work of others;
- learn about and explore different theories and concepts in rhetoric and composition;
- employ these theories and concepts to create works appropriate for various genres and audiences;
- write with and against styles conventionalized within different genres;

- explore technologies and media, old and new and the connections between, and the ways they inform the creation and circulation of knowledge;
- understand the role of copyright and fair use in the composing of texts;
- repurpose your work for a different genre and audience; and
- develop a theory of composing.

Key Questions:

We'll explore these questions through class discussions, and you'll attempt to answer them in various composing sites (e.g., journals, in-class exercises, rhetorical rationales, and major projects):

- What's rhetoric, and what's a rhetorical situation?
- How do we assess our own work?
- How can we help others improve upon their work?
- What does it mean to compose and what theories and concepts guide the act of composing?
- What's the role of genre in communication?
- What's the role of multimodality in communication?
- What is remediation and remix, and how, if at all, are the two acts similar yet different?
- What role does copyright and fair use play in the creation of (digital) texts?
- How is knowledge created and circulated and what role does rhetoric play in this process?
- What is the relationship between knowledge and technology and how does technology influence the way we create texts?
- What is your theory of composing?

Course Requirements:

To navigate this course successfully, you'll need to

- participate in class and online;
- read regularly and on time;
- share and compose projects with classmates;
- complete all major projects and turn them in as they are due; and
- show respect to both your teacher and you peers.

Texts:

- Donald McAndrew's "This Isn't What We Did in High School"
- Anne Lamott's "Shitty First Drafts"
- Richard Straub "Responding—Really Responding—to Other Students' Writing"
- William Covino and David Jolliffe's "What is Rhetoric?"
- Lloyd Bitzer's "The Rhetorical Situation"
- Richard Vatz's "The Myth of the Rhetorical Situation"
- Lisa Ede and Andrea Lunsford's "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy"
- Elizabeth Wardle's "Mutt Genres"

- Amy Devitt’s “Genre, Genres, and the Teaching of Genre”
- Gunther Kress’ “Where meaning is *the* issue” (from *Multimodality*)
- Gunther Kress’ “Gains and Losses: New Forms of Texts, Knowledge, and Learning”
- Marc Prensky’s “Digital Natives, Digital Immigrants”
- Lisa Gitelman and Geoffrey Pingree’s “Introduction: What’s New About New Media?” (from *New Media: 1740-1915*)
- Jay David Bolter and Richard Grusin’s *Remediation*
- Lawrence Lessig’s *Remix*
- Dennis Baron’s “From Pencils to Pixels”

Grading:

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| • Project 1: Technology Narrative | 25% | (250 points) |
| • Project 2: Remediation Case Study | 25% | (250 points) |
| • Project 3: Multimodal Remediation | 25% | (250 points) |
| • Journals (10 at 15 point per | 15% | (150 points) |
| • QQC (15 total, includes participation) | 10% | (100 points) |

Total: 1000 points

All major projects must be completed to earn a passing grade in this course.

Evaluation:

- **Major Projects:** For each major project, you’ll be assessed on how appropriately you respond to the rhetorical situation in which you’re working. In general, that means you’ll be assessed on your audience-awareness, genre-awareness, arrangement, style, delivery, rhetorical strategies, and ability to defend your rhetorical decisions. That said, as a class, we’ll identify and flesh out specific assessment criteria for each major project. Or put another way: for each major project, you’ll have the opportunity to voice what you think are the most important areas of assessment. In addition, you’ll complete a “**Rhetorical Rationale**” upon finishing each major project. These rationales, which I rely on to assess your work, provide you the opportunity to articulate your composing process and to clarify and elaborate on specific portions of your text; more importantly, however, these rationales are a space for you to defend and justify your rhetorical strategies and approach, to explain why you created the text you did and how it’s rhetorically appropriate considering your rhetorical situation.
- **Journals:** You’ll have 10 assigned journals worth 15 points each (150 total points); you’ll also have the opportunity to complete two bonus journals at the end of the semester to account for any journals you may have missed. Journals are assigned on Thursday (though not every one) and should be completed and posted as a *comment* to the prompt given within the “Journals” page on Blackboard before the start of the subsequent class (i.e., journals are due before class on Tuesday unless class is canceled due to holiday or other unforeseen circumstances). Journals are graded on content, effort, and thoughtfulness.
- **QQC (and participation):** “QQC” stands for “question, question, comment,” and you’ll post two questions and one comment for the assigned readings that include “and do

QQC” in the homework section of the “Course Calendar” page on Blackboard. You’ll post your two questions and one comment in the “QQC” page on Blackboard, and you’ll complete 15 QQC’s total during the semester. In addition, you’ll earn points based on our participation in class; this includes being actively involved in in-class exercises and discussions, being punctual to class, and preparing for class (i.e., doing the homework).

All other composed and oral work will be graded on meaning or content and appropriateness to the assignment.

In addition, after receiving a final grade for your first two projects (Technology Narrative and Remediation Case Study), you will have an opportunity to do one last revision on one or both if you so choose. Your revised composition can be turned in any time during the semester before December 1, and it will replace the “Final Written Text” portion of the assignment grade. Revising your final draft and turning it in for a new grade **cannot** hurt you. In other words, you cannot get a lower grade; you can only improve. If you have any further questions regarding this privilege, please let me know.

Brief Description of Major Projects:

- Project 1 “Technology Narrative”: After thinking critically about the role of technology in the creation of knowledge, you’ll write a narrative in the crot genre that traces your various interactions with technology, especially those interactions that were foundational in your understanding, developing, challenging, sharing, and/or creating knowledge.
- Project 2 “Remediation Case Study”: Drawing from Jay David Bolter and Richard Grusin’s theory in *Remediation* and from other texts (readings and videos) geared toward remix, you’ll conduct an analysis of a specific instance of remediation.
- Project 3 “Multimodal Remediation”: Pulling from theories of remediation, remix, and multimodality, you’ll repurpose a previous project for a new genre and a new audience in a way that is multimodal.

Drafts, Revisions, and Final Assignments:

You’ll always need to post your latest draft on Blackboard under the “Drafts” tab and in the appropriate forum before you come to class on workshop days. All written drafts should be typed (no cover or title pages needed). All your written work must have your name, my name, and the date at the top of the first page, with page numbers on all following pages, etc. In addition, make sure to include a title—even if it is a work in process. *Titles are important and necessary.*

Journals:

I’ll post a prompt for each journal. You’ll post your response as a *comment* to the prompt I provide in the “Journals” page on Blackboard before the class for which they are due. These responses should be thoughtful and show the depth of your thinking process. Moreover, journal topics often take on a more personal nature and require that you position yourself into the discussion at hand. In other words, these topics will be

applicable to you; they are a means for you to make sense of the class, its projects, and its concepts and keywords. As such, journals are not merely busy work; rather, they are integral to your understanding of class material and furthering your ability to make meaning. And since you'll be posting your journal responses in a space where everyone in class has access to them, there is an inherent dialogical aspect. I urge you not to ignore this; that is, read what your peers have written and play off their work if the situation calls for it. Even if you don't incorporate what your classmates say into your response, you'll want to read what they say regardless so you can learn from one another.

Furthermore, we'll sometimes share journals in class, so make sure you write things you are confident talking about and sharing with others. Your journals will be graded on content, and your effort will be seriously taken into account. Unlike free writes, journals should show more range and depth; there should be a greater sense of coherency. *Simply writing a couple of sentences will not suffice.*

QQC and Class Discussion:

Included with most assigned readings is providing "two Questions and one Comment" (QQC); you'll post your questions and comment in the "QQC" page on Blackboard. These questions and comments are valuable for three reasons: (1) they let me know whether you're keeping up with the assigned readings, (2) they require that you read texts through a critical lens, and (3) they provide questions, areas, and avenues for us to explore during class discussions. With the latter, this is your opportunity to ask questions and dictate our discussion of the assigned readings. Put another way, you should be asking questions that are pressing to you (i.e., don't post questions for which you already have an answer or for ones that could be answered easily through a quick Google or Wikipedia search). QQC is for your benefit: it is designed so you are able to voice burning questions, so you are able to gain what you desire from the assigned readings. Take full advantage of this opportunity.

Speaking of class discussion, your participation in it is imperative (it also counts toward your QQC grade). During our class discussions, I will not act as a purveyor of knowledge, and often times, you'll have the opportunity to dictate where our conversations go and to voice pressing questions and concerns. Obviously, I will assist us along the way, but in doing so, I will often look for your input. The objective here is to be exposed to and see value in different perspectives, to foster *critical thinking*, which is to say: it's one thing to understand the material, it's another to engage with it, discuss it, apply it, critique it, question it, and respond to it. We want to do all of that, not just the understanding. Put bluntly: *come to class ready to participate.*

Late Work:

Late work will not be tolerated. Journals that are late will receive less credit (15 points to 12 points or lower), and if they're late by more than one class period, they'll receive zero credit. A major project will also be marked down a letter grade (e.g., A to A-) for each class period that it is late. In other words, be responsible and punctual in completing your work. That said, extensions can be made available for those with extenuating circumstances, so

please do let me know if there's a reason you don't think you'll be able to complete your work on time.

Attendance and Tardies:

Coming to class is (duh!) important. Our time spent as a class sharing ideas, engaging in dialogue, and grappling with larger concepts will prove most beneficial to your development as a student and critical consumer and producer of meaning. My rules concerning attendance are thus:

- You are allotted 4 “unexcused” absences; consider these 4 “freebies.”
- After 4 unexcused absences, your grade will be adversely affected per additional unexcused absence.
- After 8 or more unexcused absences, you cannot pass the course.

There are “excused” absences. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Lastly, punctuality is important. The class and I start on time; you should be there. **Three tardies will result in an absence.** *It is better to be five minutes early than late.*

Laptops, Computer Access and Privilege, and Potential Excuses:

Computers (and technology) will be an integral part of the course. Consequently, you need to have access to computers outside of class, and you need to bring your laptop to class every day unless informed otherwise. That said, don't abuse your computer privileges; that is, don't become physically absent by immersing yourself in your computer—*and if I see you doing this, I'll give you a warning; the next time, I'll simply ask you to leave class, and you'll be marked absent for the day.* You'll also need to have Adobe Reader (which is free) to view and read the assigned readings, which are in .pdf form.

In addition, you need to prepare yourself for potential technological problems. Yes, I am aware that computers crash and work gets misplaced/erased; thus, you need to take precautions and be prepared for that possibility. Save your work frequently. Back up your work. Buy a flashdrive. Create a cloud account. I urge you, however, to explain your situation to me (as we all experience difficulties with computers and other technology), but extensions are unlikely unless there are severe extenuating circumstances. *In other words, be prepared!*

Visual and Multimodal Emphasis:

We'll be examining different texts throughout the semester, but in defining texts, we're not limited strictly to the written: we'll examine visual and multimodal texts as well. Visual and multimodal texts are viable and important areas of study, and both will be of chief import in this class. For the most part, we've become visual learners (and your daily

experiences will more than likely attest to this); as a result, we'll attempt to capitalize on this learning tendency and the literacy practices common to the 21st century composer.

As a whole, then, visual and multimodal examination and interpretation will often be at the forefront of our discussions. We'll learn that visual and multimodal texts hold the same importance as written ones. Furthermore, we'll focus on how medium, mode, context, and the five rhetorical canons influence remix, remediation, and the composing of visual and multimodal texts. *If this concept frightens you or if this is a problem, then you will probably need to enroll in a different section; however, together, we will cover these texts, key terms, and concepts in full. I realize that all of you are on the same level; I don't expect you to have prior knowledge as it pertains to these texts, key terms, and concepts.*

First-Year Composition Course Drop Policy:

This course is NOT eligible to be dropped in accordance with the "Drop Policy" adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student's control (e.g., death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

Gordon Rule:

Successful completion of all major assignments in this course and a final course grade of C- or better will allow you to satisfy the Gordon Rule requirement. The University requires you to write 7,000 words, but you will be writing much more than that in any FYC course.

Plagiarism:

Plagiarism is grounds for suspension from the University as well as for failure in this course. If you were unaware, it's also incredibly tacky. Plain and simple: *it will not be tolerated*. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b, paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own." As a class, we'll also explore critically the notion of citation as well as the role of copyright and fair use in the creation of new media texts.

ADA:

Students with disabilities needing academic accommodations should in the *first week of class* (1) register with and provide documentation to the Student Disability Resource Center (SDRC) and (2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>.

Reading/Writing Center (RWC):

The Reading/Writing Center (RWC) has four locations—(1) Williams 222, (2) the basement of the Johnston Ground Building, (3) Strozier Library, and (4) the Engineering Building—and is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it's a place to develop and communicate your ideas! Its clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC. Tutoring sessions can take various forms: you can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your “practice audience.” They will listen as a reader and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

The RWC's hours of operation vary per location. The best way to make an appointment is to use the online scheduler: <http://fsu.mywconline.com>. Instructions for making an appointment can be found here: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>. While the RWC will accept walk-ins if a tutor is available, it's usually best to book ahead.

Digital Studio (DS):

The Digital Studio (DS) is located in the Johnston Ground Building, room G0062 (basement floor). The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, MovieMaker, iMovie, and more! Like the RWC, think of the DS as an idea lab, only it's a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums. For more information on the Digital Studio, you can visit their website:

<http://wr.english.fsu.edu/Digital-Studio>.

The Digital Studio's hours of operation vary. The best way to make an appointment is to use the online scheduler: <http://fsu.mywconline.com>. The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it's best to plan ahead.

Civility Sheet:

I will tolerate neither disruptive language nor disruptive behavior.

Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic, or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While I do not disagree that each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones (I don't even want to see your cell phone) or inappropriate use of other technology during class (e.g., checking email, web-browsing, chatting on Facebook, checking Twitter). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well).

This classroom functions on the premise of respect, and I have no qualms about asking you to leave the classroom if you violate any part of this statement on civility.

***** This syllabus is subject to change, and any significant changes—ones that would affect course evaluation or that would result in a change to a major project(s)—will be discussed ahead of time with the class. Such change is unlikely, however. *****