

CCCDP Updated Materials

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Position: Adjunct Professor

Department: Department of English

Course name and number: ENGL 110C: English Composition

Report of Changes Made

This past semester, and really this past academic year, has forced me to grow as a teacher in many different ways, not the least of which is in incorporating more culturally competent, diversity-focused, and antiracist pedagogies. Although I'm looking forward to moving past some of the changes from this year, I am very much excited that the CCCDP gave me the opportunity to continue forth my work in multicultural and antiracist teaching practices and curriculum going forward. In addition to the updated materials on my syllabus, primarily a Diversity & Antiracism Statement and a Statement on Linguistic Diversity & Inclusion, I restructured all three of the major assignments for my ENGL 110C class and drafted new scaffolded materials for each, including readings, resources, and low-stakes assignments.

First, in the Intersectional Identity (Narrative) Essay, I shifted my previous focus from a literacy narrative essay or review essay (I've done both in prior semesters) to a concentration on allowing students to examine their unique, multifaceted identities. Although students are telling the audience the story of their identity, in a way, for me personally, this calls back to the very first essay I ever taught in my first semester of teaching five years ago: the exploratory essay. The purpose of this new assignment is to provide students with a space to explore and explain the different parts that make up who they are and tell the story of what it's like to be them. For my BIPOC and marginalized students, I hope that this assignment sets the stage for this course in establishing a safe space for them to be themselves. More specifically, I want all of my students to consider how their identity intersects with language. The resources, readings, and low-stakes assignments help prepare them to write this essay by exploring unconscious (or conscious) biases in our society, both of others and their own. This primes them to the kind of critical thinking and interrogative skills that I hope they will apply to their next essays, as well as beyond the classroom.

Second, students will complete a Cultural Critique (Rhetorical Analysis) Essay, in which they identify a particular text and break down what the message of that text represents about American culture. I was happy to have the chance to pilot a version of this assignment in my Spring 2021 course. Initially, many students were worried that they wouldn't do the assignment "correctly," but all of them composed wonderful, thoughtful analyses, managing to draw their narrow critique of a text into commentary on the surrounding culture. For future semesters, I have found additional readings and resources and planned more low-stakes activities and assignments that I think will help boost students' confidence in their ability to complete this

assignment in the way that I know they can. To begin the unit, we will focus on Black Language, including the legitimacy and misconceptions commonly propagated about it, and examine resources that illustrate these ideas, as students will later do in their own essays. I hope that this enables students to see how they can truly begin to challenge the world around them through their writing.

Lastly, the Call for Change (Argumentative Research) Essay completes the semester by urging students not only to identify and critique an issue that they see in the world around them, but to research and offer possible solutions that could help alleviate or even ameliorate that issue. I've always had my students write an argumentative research paper to end the course, and the past few semesters have focused on topics relating to America. Now, I see the value in urging students to push further by actually suggesting actions that can change the issue that they choose to examine. As a particular example, as a class we will examine the phenomenon of code switching that is so prominent, and yet so often invisible, within our society. Code meshing is a possible solution, but I am much more interested in trying to equip students to do their own interrogating and draw their own conclusions than prescribing my own. We will get into this debate through a variety of individual, small group, and class exercises. My hope is that by seeing one issue fully fleshed out will help them better see how this can be done on their own, with an issue of their own choosing, in their essays.

Essentially, the CCCDP has given me the drive and motivation to entirely reframe my English Composition course and my approach to the material. I am still retaining much of the basic composition lessons that will prepare students to move forth in their college classes, but I also hope that they can see how our course material goes beyond the classroom. Whereas common ideas that are tied to racist or white supremacist ideas, such as enforcing Standard American English or White Mainstream English, will have been the norm in most of the classes my students have taken, my new goal in ENGL 110C is to help students learn to identify, unveil, and critically question the forces around them. Many of the questions I want to pose to my students are also questions that I pose to myself as I continue to work toward improving my course material and pedagogy, especially in regards to making my classes more diverse, inclusive, and beneficial for my students of marginalized communities. (I say "continue" because the work is never done.) What purposes do these norms serve? Where did they come from and why? Who do they serve and who do they harm? And, ultimately, which are worth continuing and which are well past their expiration date--which can we begin to let go and move beyond?

Updated Major Assignments

Links to the new Google Docs of the assignment sheets for each are provided below:

[Intersectional Identity \(Narrative\) Essay Assignment Sheet](#)

Abbreviated Prompt/Description from Assignment Sheet: A narrative tells the reader a story. In this essay, you will tell the story of who you are, the different parts that make up your identity, and what it's like to walk through the world as you, through your own unique voice and experiences. Reflect on the different

facets of your identity and how they intersect with the surrounding society based on power, privilege, and connections to different communities.

[Cultural Critique \(Rhetorical Analysis\) Essay Assignment Sheet](#)

Abbreviated Prompt/Description from Assignment Sheet: A rhetorical analysis breaks down one, specific text and analyzes how its different parts work together and to what effect. In this second major assignment, you will conduct a rhetorical analysis of a text (speech or written document, essay, or article) of your choice from within the last ten years. Choose a text that you believe is culturally representative of and relevant to America today--a text that you think says something about the society in which you live.

[Call for Action \(Argumentative Research\) Essay Assignment Sheet](#)

Abbreviated Prompt/Description from Assignment Sheet: An argumentative research essay supports an arguable stance with outside sources. In this third and last major assignment, you will highlight what you see as a major issue in American society and offer possible solutions or actions that you think can help alleviate that issue. Support your argument with at least three outside sources. You may use the text you analyzed in the previous essay as one of your three sources.

Added Readings, Resources, and Low-Stakes Assignments

Scaffolding for the Intersectional Identity Essay

New Lesson: [Identity & Linguistic Diversity Google Slides](#), with additional low-stakes assignments between lecture slides.

New Readings & Resources:

- Memoir essay: [“Da Art of Storytelling” by Kiese Laymon](#) (11 pages)
- Memoir essay: [“Mother Tongue” by Amy Tan](#), first-generation daughter of Chinese immigrants (4 pages)
- Memoir essay: [“Literacy: A Lineage” by Melanie Luken](#) (5 pages)
- Memoir essay: [“Superman and Me” by Sherman Alexie](#) (3 pages)
- Video: [Language Diversity at NC State](#) (6 min)
- Video: [“What English Sounds Like to Non-English Speakers”](#) (4 min)
- Video: [TEDxWWU: “Embracing Multilingualism and Eradicating Linguistic Bias” by Karen Leung](#) (9 min)
- Quiz(zes): [The Harvard Implicit Bias Test](#)
- Video: [TEDxBeaconStreet: “How to overcome our biases? Walk boldly toward](#)

- [them” by Vernā Myers](#) (18 min)
- Video: [TEDWomen 2016: “The urgency of intersectionality” by Kimberlé Crenshaw](#) (18 min)
- Podcast: Scene on Radio, episode: “How Race Was Made (Seeing White, Part 2),” published March 1, 2017 (28 min), available on Spotify and Apple Podcasts

New Low-Stakes Activities/Assignments:

- **Freewrite, 150 words minimum, 5 Studio WB points, in your Studio WB under Week --:** As we discussed, there are a lot of different terms that refer to different dialects and languages, especially Black Language/Black English/AAE/AAVE/Ebonics and White Mainstream English/Standard American English/General American English. Which terms have you heard used? Which do you personally prefer and why? (Bonus point: what is a language/dialect you would like to learn more about?)
- **Vote** as a class then watch/read the source; **15 min - In small groups, discuss and be prepared to share:** What did you think about this source? How did it challenge or reinforce your ways of thinking? List three main ideas you got out of experiencing this source (particularly related to language and identity).; Groups share one by one, continuing into class discussion, then a chance to start on another source for the 110C homework.
- **“We” voice exercise, 150 words minimum, 5 Studio WB points, in your Studio WB under Week --:** In this essay, you are exploring your unique experiences, but those are experiences that others can relate to. Focusing on part of your identity and the common experiences of that wider community, try writing about your experiences using a “we,” or first-person plural, voice.

Scaffolding for the Cultural Critique Essay

New Lesson: [Rhetoric & Black Language Google Slides](#), with additional low-stakes assignments between lecture slides.

New Readings & Resources:

- Video: [“3 ways to speak English” by Jamila Lyiscott](#) (4 ½ minutes)
- Article: [“How Respectability Politics Stifle Black Self Expression” by Shannon Rodgers](#) (approx. 10 min read)
- Video: [TEDxEmory: “The Significance of Linguistic Profiling” by John Baugh](#) (18 ½ min)
- The Language & Life Project video: [Talking Black in America](#) (57 min)
- Any other videos from [The Language & Life Project](#) (mostly specific to North Carolina)
- Video - Jubilee’s Middleground series on YouTube: [“Are We Allies? Black Americans vs. Asian Americans”](#) (w/ COVID-19 context) (20 min)

- Podcast: Code Switch, episode: “Saving A Language You’re Learning to Speak,” published March 10, 2021 (35 min), available on Spotify and Apple Podcasts

New Low-Stakes Activities/Assignments:

- **Freewrite, 150 words minimum, 5 Studio WB points, in your Studio WB under Week --:** We focused on Black Language, but many other languages and dialects are marginalized. What is another group whose language/dialect/way of speaking is marginalized? How do you think it might feel to be part of that group (or do you identify as part of that group) and see your language be devalued in society? What impact might this have?
- **15 min - In small groups, discuss and be prepared to share:** This week we discussed cultural appropriation regarding Black Language, but many other marginalized languages and dialects experience appropriation as well, including indigenous American languages. In your groups, do some research and find one state name that originally comes from the language of the indigenous people from that region. You will share your research with the class, letting us know the state name, the language, the indigenous tribe the name comes from, and what the word means in the indigenous language.
- For homework, listen to Podcast: Code Switch, episode: “Saving A Language You’re Learning to Speak,” published March 10, 2021 (35 min), available on Spotify and Apple Podcasts. **Freewrite, then class discussion:** We’ve now looked at two examples of language and how it intersects with a specific community. How does language reflect culture? How does language reflect history and identity? What do we risk losing if we lose a language? At one point is a language considered lost?

Scaffolding for the Call for Change Essay

New Lesson: [The Code Switching vs. Code Meshing Debate Google Slides](#), with additional low-stakes assignments between lecture slides.

New Readings & Resources:

- Video: [“What is Code Switching? | Between the Lines” by Huffington Post](#) (5 min)
- Video: [PBS interview with Dr. Vershawn Ashanti Young about code switching vs. code meshing](#) (28 min)
- Video: [TEDxMaysHighSchool : “To Code Switch or Not to Code Switch? That is the Question.” by Katelynn Duggins](#) (8 min)
- Video: [TEDxYouth@SanDiego: “Discover the powerful CPU of code-switching” by Endiya Griffin & Tatiana Howell](#) (10 min)
- Video: [TEDxTheBenjaminSchool: “Why English Class is Silencing Students of Color” by Jamila Lyiscott](#) (22 min)
- Article: [“13 Women On The Real Emotional Toll Of Code-Switching At Work” by](#)

[Theresa Avila](#) (approx. 12 min read)

- Video: [TED2013: “Txting is killing language. JK!!!” by John McWhorter](#) (14 min)
- Article: [“Should Writers Use They Own English?” by Vershawn Ashanti Young](#) (10 pages)
- Podcast: Why Language Matters, episode: “Code Switching,” published January 20, 2021 (27 min), available on Spotify and Apple Podcasts

New Low-Stakes Activities/Assignments:

- Read [“Should Writers Use They Own English?” by Vershawn Ashanti Young](#) for homework. Then, as a class, on the board (or Whiteboard in Zoom), we will analyze one paragraph and break down where Dr. Vay is using different forms of language. Students will call out different words, lines, and phrases that stand out to them. Finally, as a class, discuss how his code meshing actually enhances the meaning of his message.
- Watch [TED2013: “Txting is killing language. JK!!!” by John McWhorter](#), then - **15 min - In small groups, discuss and be prepared to share:** Do you agree with McWhorter that texting is its own language? Why or why not? Write at least three acronyms/words/phrases that are commonly used in texting (*not* mentioned in the video) and define what they mean--keep in mind that they may have different definitions in other contexts/modes of communication.
- **Freewrite, 150 words minimum, 5 Studio WB points, in your Studio WB under Week --:** Practice code meshing on your own. Pick any topic you want (write about code switching/meshing while code meshing, if you'd like, or choose something related to a paper topic you're considering). First, identify at least two languages/dialects/ways of speaking that you'll be meshing, and then write a 150-word paragraph in which you practice code meshing.
- **Freewrite, 150 words minimum, 5 Studio WB points, in your Studio WB under Week --:** In the previous exercise, you practiced code meshing, which is something that you are probably not familiar with in writing. How did it feel to code mesh? Did it feel more natural or more challenging? Why?

Updated Syllabus

For convenience, here is a link to my current [Spring 2021 ENGL 110C Syllabus](#) as a Google Doc. In my updated syllabus below, I highlighted the portions that were updated in **yellow**. (I'm in the midst of transitioning back to a syllabus for a face-to-face class, so there may still be information for online classes that isn't updated, but it's not relevant to the CCCDP changes.)

ENGL 110C: English Composition

Syllabus for Fall 2021

CRN #-----, days and times, face-to-face class on campus

Course Basics

Instructor Info

Name: Jackie Mohan

Office Hours: TBA, and I'll also be answering emails during this time. You can access Office Hours on Blackboard.

E-mail: jmohan@odu.edu

- *Weekdays 9:00am-4:00pm, I will do my best to be responsive to emails. If you want the most immediate response, email during office hours. Plan ahead and accordingly for questions about assignments (for example, don't email Friday at 5:00pm about an assignment due on Sunday).*
- *Include your name, class, and group name (if relevant) in your emails. Do not include your UIN unless I request it.*
- *For questions, first refer to the syllabus, schedule, assignment sheets, and, when appropriate, group members.*

Course Description

ENGL 110C Course Description: 3 Credits. The principal objective of the course is to prepare students to be effective writers of the kinds of compositions they will be called on to produce during their college careers. By the end of the course, students should be more mature in their understanding and use of language, should develop efficient writing processes, and should know and demonstrate the qualities of effective composition in a given rhetorical situation and should be able to demonstrate those qualities in their own writing. Prerequisites: A passing grade on the Writing Sample Placement Test.

Writing Success Placement Tool (WSPT):

ALL students are required to successfully complete the WSPT before being admitted to English 110C. Instructors should explain to students that if they have not taken the WSPT, they will be administratively dropped from English 110C and will not receive credit for the course. Please visit the [Writing Placement and Support website](#) for further information about the placement process.

See ODU's Writing website, <https://sites.wp.odu.edu/writing/> for further information on courses.

Texts & Materials

- All course materials, including readings and assignments, are provided electronically via links in the syllabus, schedule, or lesson plans. Links will often be PDFs, website links, or Google Doc/Slides links, so you will need:
 - ODU MIDAS account and reliable daily Internet access.
 - Access to your ODU student Google Drive account (see [Google Drive Basic Instructions](#) for help).
 - If ever you can't access a Google Drive link, log out of *all* email accounts, and then log back in *only* to your ODU student account.
- If you have trouble with stable internet access, I recommend downloading course materials as PDFs so that you can access them offline.
- I will primarily communicate with you via email, so be sure to **check your email at least once a day** until your final course grade is posted on LEO at the end of the semester.

Standardized Student Learning Outcomes (SLOs)

In accordance with the WPA Outcomes statement, students successfully completing English 110C with a grade level of C or above will:

Develop rhetorical knowledge by:

- Analyzing and composing multiple forms of writing to understand how genre conventions shape readers' and writers' practices and purposes,
- Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation. (Essentially, codeswitching.)

Develop critical thinking, reading, and information literacy skills by:

- Composing and reading for inquiry, learning, critical thinking, and communicating,
- Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign,
- Incorporating outside materials through quotations, paraphrase, and summary.

Develop effective strategies for drafting texts by:

- Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process,
- Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences,
- Critically reflecting on how they may further develop and apply writing skills in the future.

Develop knowledge of conventions by:

- Demonstrating competency in grammar, punctuation, and spelling,
- Practicing genre conventions for structure, paragraphing, tone and mechanics,
- Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles.

Online Format

This is a synchronous online course, so it will be similar to a face-to-face class, except we will meet over Zoom and all work will be completed and submitted electronically. A general outline for how the course works is as follows:

1. All times in this course are according to ET (Eastern Time), aligned with ODU.
2. We will primarily use **Zoom**, **Google Drive**, and **Blackboard** for this course.
 - a. We will meet live over **Zoom** during our scheduled class time. **Three free absences** (meaning they will not negatively affect your attendance grade) are factored into the grading, but per department policy, **once a student accrues seven absences, they automatically fail the course.**
 - i. Zoom class meetings are recorded and will be published to our Blackboard page. These recorded videos are captioned by AI, so the captions are not perfect. I will do my best to edit the captions, but if you *require* correct captions due to a disability, please let me know.
 - b. You will use **Google Drive** to submit daily assignments from class and homework in your **Composition Workbook**, which will be in the format of a Google Doc. Daily assignments are given in class each day.
 - i. I will create and share **individual Google Drive folders** with each of you via email during the first week of class. This folder will contain your Composition Workbook. It is your responsibility to keep up with this Google Drive folder, so I recommend saving the folder link as a

favorite/bookmark or add the folder to your My Drive (see [Google Drive Basic Instructions](#)). We will go over how to use Google Drive in class.

- c. We will use **Blackboard** to:
 - i. Submit final drafts of the three major assignments.
 - ii. Keep track of all grades (Weekly Composition Workbook grades, Weekly Attendance grades, and major assignment grades).
 - iii. Ask/answer questions about the course and assignments on the Discussion Board.
 - iv. Access the Zoom class meetings, office hours, and past class recordings.
3. Use the **Schedule** (on Blackboard) to see an overview of what we're covering each week.
4. Throughout the semester, you will progress as a writer by completing **three major assignments**. These will be completed individually.
5. Twice during the semester, I will meet with you individually in **conferences** to discuss your progress and concerns. Between conferences, I am always available via email and over Zoom during office hours (and, of course, after class).

Assignments

Students must electronically save all written work. Students should maintain backup copies of all work. I recommend using Google Drive, which automatically saves all work, including edits and previous versions. Technological instructions and tutorials are provided in the [Google Drive Basic Instructions](#).

Attendance

Our class meetings will be held on **Zoom**, accessible through Blackboard or your ODU Portal. All class meetings are recorded and **recordings are posted** on Blackboard.

Whether you access Zoom through your phone or computer, **you will need access to a computer during class** in order to complete the assignments given in class.

Missing Zoom class meetings will negatively affect the quality of the work students produce. A great deal of ENGL 1** and 2** level coursework requires student interaction (discussion, peer review, conferences). Therefore, these courses have a mandatory attendance policy: students should miss no more than one week of class time (3 contact hours) without penalty. These

three absences are completely free of penalty to your attendance grade and are built into the grading; you are not required to contact me to let me know why you are missing class.

Because daily assignments are given in class each day, absences will negatively affect your performance in this class beyond just your attendance grade.

Students who are **absent for more than two weeks** of class time (more than 6 classes for MWF sections), **will receive an F for the course**. If you encounter an unforeseen situation that requires you to be absent from class for an extended period of time, contact the Office of [Student Outreach & Support](#) and also let me know. The SOS office will ask for documentation to excuse your absences and, when deemed appropriate, will contact your instructors to request reasonable provisions.

Attendance Expectations

Each typical three-day week is worth 10 attendance points, 3 points per class period, plus one extra point for everyone each week. (For two-day weeks, each class period is worth 5 points; one-day weeks, TBD.)

To earn full attendance points, attend each Zoom class meeting **on time, attentive, focused** on the material at hand, and **respectful** of your instructor and classmates. Be **prepared** for class each day by having completed any assigned homework. Refrain from texting, working on material for other classes, or otherwise distracting yourself and others during the class periods. When others are speaking, show them the respect that you would like to receive. During the Zoom sessions, **I often use the chat, polls, or reactions to determine if you are present**; if you do not respond to these in class, it will negatively impact your attendance grade. If any of the features do not work for you at any time, use the chat or email me about the issue immediately.

If you have a job, do not have shifts scheduled during class periods. If you must be absent, watch the class recording later so that you do not fall behind, but keep the seven-and-fail absence policy in mind.

You are not required to have your **camera** on in our meetings, but please do so when you are able and comfortable (it's always better for myself and your classmates to communicate with your face vs. a blank screen or photo). Turn your **microphone** off unless you need to speak. I **encourage the use of the chat** for questions, comments, etc. for those uncomfortable or unable to use their microphone.

On lateness: In the case of late arrival, be sure to watch the beginning of the class recording later to ensure that you do not miss any important information or assignments. Lateness (and leaving early) will negatively impact your attendance grade.

Conferences

You will have two individual conferences with me during the semester over Zoom (the conference sign up sheet, provided in class, will have the link). We will have specific goals to discuss at each conference, and this is also a good time to ask any questions or address any concerns that you have about your progress in the class. **Missing a conference constitutes an absence.** Though you may choose to reschedule the meeting to discuss any concerns, you will not be able to redeem attendance points.

Composition Workbook (Comp WB)

Think of the Composition Workbook as a log or archive of all of your daily assignments. Graded on **completeness and adherence to prompt and instructions**, these are typically worth **5-10 points each**, specified in class. Points-wise, each Comp WB assignment is worth a relatively small amount of points, but **cumulatively, this is your largest grade in the class.**

These daily assignments often build toward the major assignments and may ask students to respond to prompts, **summarize and respond to readings, analyze rhetorical situations, explore campus resources and information literacy, and reflect on various writing processes as they experiment with purposeful shifts in voice, tone, level of formality, and structure.**

Format and submission: Typed directly into the “Comp Workbook” Google Doc in the individual Google Drive folder that I share with you during the first week of class. For assignments that you cannot put into the Comp WB Google Doc (such as PDFs or photos), upload it to your Google Drive folder, clearly title the upload, and leave a note in the WB that indicates where the assignment is (such as, “The cluster map from Monday, Week 4, is uploaded as a JPEG to my Google Drive folder”).

Due: You should complete each Comp WB assignment during the time given in class; I will check and grade the assignments after class each day.

[Composition Workbook Assignment Sheet](#)

Texts

All texts will be provided electronically. Links will be provided for articles/essays and videos; for podcasts, location information will be provided). Texts assigned for homework should be read/listened to outside of class, *before* the class period in which we discuss them (I will tell you about them in class ahead of time). Be prepared to contribute to class discussions, freewriting, and small group activities that address the texts. This will reflect primarily in your Attendance and Workbook grades.

Group Work

In this course, you are divided into **small groups**, in which you will work for the duration of the semester. Some assignments for the Comp Workbook may be completed in your

groups throughout the semester. You will also complete weekly in-class assignments reading/listening to texts that correspond to the course material and collaborating to explore related questions. Groups will be introduced the first week of class. Group information is linked on Blackboard.

Major Assignments

Major assignments are worth a greater amount of points than each individual Composition Workbook assignment. They require more thought, time, effort, and planning. All three **major assignments** are structured on a **double-deadline system**. Look at the second deadline as a **grace period** for unforeseen struggles and emergencies. There is no point penalty for submitting at the second deadline.

If you submit by the **first deadline**, I will grade your assignment within two weeks and provide detailed feedback in comments in the document you upload to Blackboard. If you submit by the **second deadline**, usually a week later, grading is deprioritized in my workload (basically, I'll grade it when I get to it--might be a week, might be a month) and the assignment is promised no detailed feedback. Final drafts submitted **after the second deadline** can earn no higher than a 75 (C).

In 110C, these three major assignments undergo extensive **peer review and revision**; Rough drafts of all formal papers are due for peer review a week before the final draft is due. Participation in peer review and revision will count toward your Comp WB grade.

To avoid self-plagiarism, all material produced for these assignments must be generated by the student specifically for this course--**do not recycle work** from past or concurrent classes. I even highly discourage recycling topics from other classes, but if you want to do so, discuss it with me first.

Format and submission for all major assignments:

Rough Drafts: Rough drafts are submitted in your group Google Drive folders (accessible under Group Information on Blackboard) for revision during revision week. Rough drafts must be at least 600 words to earn credit.

Final Drafts: Final drafts are submitted on Blackboard, uploaded as a PDF (to preserve your MLA formatting), where they are run through SafeAssign to check for plagiarism.

Intersectional Identity (Narrative) Essay

A narrative tells the reader a story. In this essay, you will tell the story of who you are, the different parts that make up your identity, and what it's like to walk through the world as you, through your own unique voice and experiences. Reflect on the different facets of your identity and how they intersect with the surrounding society based on power, privilege, and connections to different communities.

First deadline: day, month, time

Second deadline: day, month, time

Cultural Critique (Rhetorical Analysis) Essay

A rhetorical analysis breaks down one, specific text and analyzes how its different parts work together and to what effect. In this second major assignment, you will conduct a rhetorical analysis of a text (speech or written document, essay, or article) of your choice from within the last ten years. Choose a text that you believe is culturally representative of and relevant to America today--a text that you think says something about the society in which you live.

First deadline: day, month, time

Second deadline: day, month, time

Call for Change (Argumentative Research) Essay

An argumentative research essay supports an arguable stance with outside sources. In this third and last major assignment, you will highlight what you see as a major issue in American society and offer possible solutions or actions that you think can help alleviate that issue. Support your argument with at least three outside sources. You may use the text you analyzed in the previous essay as one of your three sources.

First deadline: day, month, time

Second deadline: day, month, time

Grading Information

Labor-Based Grading

Given the unique challenges due to living and learning during a pandemic, I am implementing **labor-based grading**. Traditional grading methods are based on evaluations of what is done well or poorly, but they don't take into account students' different learning and writing styles, individual progress and growth, and that different subjects simply come more easily to some students than others. Labor-based grading is **based on the amount of work completed**; you do the work, you get the grade. Labor-based grading prioritizes learning and individual work and effort, while also allowing you room to take creative risks in your work, if you would like.

For each major assignment, there are **Basic Requirements** that ensure you adhere to the prompt and then there is a **stipulated amount of labor** for each grade; if you complete the basic requirements for the assignment and the amount of labor for a certain grade, you are guaranteed to earn that grade. If you are between labor requirements for grades, your grade is adjusted accordingly.

Feedback on Assignments

Feedback is intended to help you improve as a writer; read all feedback and use it to adjust going forward. You will receive feedback on the **Comp Workbook assignments** each week in the form of comments inserted directly into your Comp Workbook Google Doc. A weekly Comp WB grade will be posted on Blackboard each week.

For **the three major assignments**, I will provide a greater amount of feedback and in more detail than on the weekly Comp WB assignments. Feedback on the major assignments will be given in the form of comments inserted in the documents you upload to Blackboard, which will become visible when I enter your grade on Blackboard.

Recall that major assignments work on a **double-deadline system**. Assignments submitted by the first deadline are promised more detailed feedback than assignments submitted by the second deadline.

Hail Marys (Extra Credit)

Life happens, which is why there is built-in forgiveness with three free absences and the double-deadline system for major assignments, but sometimes life *really* happens. Things go awry and before you know it, the work you've put forth falls below the labor required for the grade that you really, really wanted. To raise your grade, you can complete additional labor in the form of optional **Hail Marys**, short assignments in which you should **demonstrate a furthering of your understanding of the topics and materials we cover in class**. Each Hail Mary is worth **5 points extra credit**. These are unlimited; you can submit them throughout the semester, but any Hail Marys must be turned in by the end of the last week of the semester--*before* final exam week begins. Submit Hail Marys by emailing them to me and let me know which assignment (major or Comp WB) you would like the points to go toward. Some students like to do a few Hail Marys to start off the semester, just to have a buffer for any low grades going forward. See below for more information.

[Hail Mary Opportunities](#)

Grade Breakdown

Assignment	Points
<p>Attendance</p> <ul style="list-style-type: none"> • See details for earning full attendance points under Attendance above. • You get three absences free of penalty; to build this into the grading, the total possible attendance points at the end of the semester is calculated out of 140 instead of 150 (representing 14 weeks instead of the actual 15 weeks in the semester). • By department policy, once students accrue 7 absences, they automatically earn a failing grade for the course. 	<p>10 pts/week (-1 week for the 3 free absences) = 140 points</p>
<p>Composition Workbook (Comp WB)</p> <ul style="list-style-type: none"> • Includes all assignments given daily in class, as well as any homework. • At the end of the semester, I will build in forgiveness so that you can miss 10 points worth of Comp WB assignments without penalty. • The total to the right may change depending on the amount of assignments we end up having. 	<p>Approx. 240 points</p>
<p>Intersectional Identity (Narrative) Essay</p>	<p>100 points</p>
<p>Cultural Critique (Rhetorical Analysis) Essay</p>	<p>100 points</p>
<p>Call for Change (Argumentative Research) Essay</p>	<p>100 points</p>
<p>Total points possible</p>	<p>Approx. 680 points</p>

How Grades are Posted

All of your grades will be **posted on Blackboard** for you to easily keep track of them in one place. **Comp Workbook** grades will be posted as one cumulative grade each week. The grade for each major assignment will be posted separately. For **attendance**, I will post a running cumulative attendance grade, taking into account lateness and attendance expectations (above) each week.

Blackboard should provide you with a calculated **estimated total** of your grade, but if you are unsure or want to double check it, feel free to email me at any point and I can give you an estimation of your total grade in the course.

On final grades: Although Blackboard runs on a numerical grade system, **final course grades, as they are entered and officially appear on Leo, are letter grades.** Instructors are required to submit final course grades within 48 hours of the university-assigned final exam time, even if final work is due before then. It can take a couple of business days for these grades to roll through the system; when they do, they will appear *only* on Leo--not Blackboard. See the ODU Spring Exam Schedule [here](#) for the university-assigned final exam time for each class.

Grading Scale

Your letter grade is determined by the percentage calculated from your points earned divided by the total points possible (see above point breakdown). You can calculate a rough estimation of your grade as it stands at any time, or email me and I will be happy to send you an estimation.

Note that a C, not C-, is the lowest passing grade for this class.

A = 100-94%; A- = 93-90%; B+ = 89-87%; B = 86-83%; B- = 82-80%; C+ = 79-77%, **C = 76-73%**; C- = 72-70%; D+ = 69-67%, D = 66-63%; D- = 62-60%; F = 59% or below

Policies and Resources

110C Mandatory Attendance Policy

Look at **Attendance under Assignments above** for complete information on attendance, including expectations and policies on lateness and absences. As a brief summary:

- Class meets on campus and the content of class meetings will influence the quality of your work and learning.
- Attendance is graded based on your participation, focus, and demonstrated respect in each class period.
- Students have **three free absences** before it will negatively affect your attendance grade. These three absences are already factored into the grading. Once a student accrues **seven absences, they automatically earn a failing grade** for the course.

Expectations for Coursework and Communication

To successfully participate in and process the course material, you should do your best to **minimize distractions** while you read or work on assignments. Give your full attention to the material at hand. All of your work should reflect thought, effort, and, above all, **your own thoughts** and analysis about the concepts, readings, and course material.

When communicating with the instructor or a classmate, strive to be **attentive, respectful, and focused** on the task at hand. It is easier to misunderstand or be misunderstood, both in tone and meaning, through online, asynchronous communication--for example, recall a time when you sent a text message that was taken incorrectly. Although this is a synchronous class, we will still have a lot of asynchronous communication. Try to follow "[netiquette](#)," own up to and apologize if you offend anyone (even if you didn't mean to; impact > intent), and I recommend reading anything you post or send *out loud* beforehand, both to catch any little typos and to make sure your meaning is coming across clearly and accurately.

If you have any issues or concerns (with classmates, with accessibility, with anything at all), **email me** (or drop by the Zoom office hours). That's what I'm here for, and we can either figure out a solution or find an office on campus that can help.

Late Work Policies

Do your best to keep up with the schedule; if you get behind, it will be difficult to catch up. Plan accordingly and avoid procrastinating. However, I understand that life happens, sometimes with sudden curveballs--sickness, disability, mental health, family problems, etc. If you are dealing with issues that affect your performance in class, let me know ASAP and we can figure out a way for you to take care of yourself while also succeeding in the course. That said, it is easier for me to help you if I know earlier, before you miss a deadline.

Weekly assignments submitted in the Composition Workbook may not be submitted late. Any elements of **group work**, including peer review, may not be submitted late.

Major assignments may not be submitted late. The double-deadline system builds in flexibility and forgiveness; use the second deadline wisely, as needed. Major assignments submitted after the second deadline can earn no higher than a 75 (C).

Plagiarism

Plagiarism occurs when writers use others' work, whether exact words or ideas, without giving proper, cited credit. **Self-plagiarism** occurs when students recycle their own work from other classes instead of creating fresh material for new assignments.

The three formal essays are submitted both in your Google Drive folder and on Blackboard, where they are run through **SafeAssign**, which checks for plagiarism. I make your individual SafeAssign reports available for you to view when you submit; take advantage of this. The reports will tell you your percent of borrowed material, color code it in your paper, and provide information on the original source. Check that all of the highlighted material in the report is properly cited, and you are safe from plagiarism. **In order to earn credit for the three formal papers, they *must* be run through SafeAssign.**

If your essay has a SafeAssign report of 40% or more, that likely either indicates plagiarism or that you have an imbalance of research with your own writing in your essay. Your essays should primarily be your own writing, *supported* by outside sources (70% you and 30% outside sources is a good balance to aim for, or even 80/20). If you are at 40% or more on SafeAssign, I recommend revising and resubmitting. Extreme cases of suspected plagiarism (of any percentage) will be referred to the Office of Conduct. If you have questions about how and when to acknowledge sources, please refer to the [Purdue Online Writing Lab \(OWL\)](#) or email the instructor.

ODU English Department Policy on Plagiarism: Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. Failure to give credit is plagiarism, a violation of the ODU Honor Code that almost certainly will lead to failing the course and could lead to expulsion from ODU. If the quality of your in-class and out-of class writing varies dramatically, the instructor has the right to ask you to write under supervision. If you have questions about how and when to acknowledge sources, please refer to your textbooks or see the instructor for advice.

What is plagiarism? The ODU Catalog defines plagiarism as follows: "A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group."

Diversity, Accessibility, and Inclusion

As your instructor, I am committed to creating a class that is welcoming and inclusive to all students and writers, of all genders, sexual orientations, religions, ethnicities, nationalities, races, backgrounds, cultures, abilities, etc. I expect every student in the class to be welcoming

and accepting of all other students as well. If you ever have concerns or experience anything that makes you feel uncomfortable, please feel free to talk to me.

Diversity & Antiracism Statement: I believe that the most productive and accurate definition of “racist” is not a noun referring to a person but an adjective describing an idea, statement, or policy that perpetuates the oppression and marginalization of racial groups. Anyone can make a racist statement without identifying as a racist, especially entrenched in a white supremacist society. I define “antiracist” as describing an idea, statement, or policy that brings awareness to and seeks to dismantle the current hegemonic power structures that perpetuate racial oppression and marginalization. In this classroom, to create open, productive discussion, I encourage you to consider how your words and actions are either upholding harmful structures and beliefs in society or counteracting those harmful structures and beliefs. This class is a safe space for all racial groups, gender identities, sexual orientations, religions, classes, etc. If you agree to stay enrolled in this course, you agree to help contribute to that safe space as much as is within your power.

Statement on Linguistic Diversity & Inclusion: As you will learn in this class, language does not occur in a vacuum; it very much intersects with power, privilege, and our unique identities and positions in societies. Most of you have probably been taught to only use Standard American English (a.k.a. General American English or White Mainstream English) in classroom settings, but enforcing use of only this language may have racist ramifications, as we will discover in this course. For this reason, I encourage you to use any languages, dialects, and ways of speaking/writing that you are most comfortable with and believe best fit your rhetorical situation and represent your identity, whether in casual class discussion or major assignments. By bringing more ways of speaking into our classroom, we can better get to know, appreciate, and respect each other, as well as the wide, diverse culture in which we all live. We can also work against some of the unconscious biases that pervade ourselves and our society.

ODU’s Statement on Educational Accessibility for Students with Disabilities: “Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>”

ODU Writing Center

The [Old Dominion University Writing Center](#) offers free appointments to all currently enrolled students. Students may seek help with their writing projects for a variety of courses and meet with a consultant to discuss anything from brainstorming to learning how to proofread their own work.

Appointments are approximately 45-minutes. WC graduate student consultants work with individual students or groups. We offer real time online video appointments and asynchronous video feedback appointments.

The Writing Center's services will be virtual for Spring 2021. All appointments should be made online via our website: <https://www.odu.edu/all/centers/writing-center>. If any questions arise, please email us at writingcenter@odu.edu.

Links to Class Resources

Technology Resources

[Google Drive Basic Instructions](#) (including video tutorials)

Essay-Writing Resources

[Body Paragraph Idea Generator for Essays](#) (when you're stuck on any essay, any class)

[Bank of Basic Transition Words & Phrases](#)

[Short Sample Essay with Topic Sentences and Transitions](#)

MLA Format Resources

[MLA Format Example and How-To Guide](#), including a Fix-It Guide & Tips at the end

[How To Insert Captions and Images in MLA Format](#)

Research Incorporation Resources

[Info on Quotes, Paraphrasing, and Useful Sentence Templates](#)

[Research Incorporation Special Circumstances Q&A](#)

More Resources

[ODU Libraries Plagiarism Checklist](#)

See [More Student Resources](#) for a further list of and information on resources, including numerous ODU campus resources, the Purdue OWL writing guide, and resources if you find yourself experiencing difficulties during the semester.

ODU Policies on COVID

Hybrid and Online Learning

In-person and hybrid courses (**although this class is not in that category**) may have to modify in-person instruction based on guidance from ODU and the Virginia Department of Health. It may entail moving to an online format if COVID-19 infections require such a move. Students should pay close attention to class announcements on Blackboard for changes to course delivery.

Face Coverings

Students are required to wear face coverings in accordance with the provisions set forth in ODU Policy 1006: COVID-19 (Interim Policy), especially in those instances when at least six (6) feet of physical separation cannot be maintained. Some on-campus labs, clinical/practicum courses, and field courses may require somewhat closer interaction, but personal protective equipment (PPE) will be required and tailored to the nature of the activity and the proximity anticipated. The face covering must cover the mouth and nose and must be worn at all times in the building before, during, and after class. Students who have medical reasons that prevent wearing a face covering must meet with the University's Office of Educational Accessibility for alternative course delivery solutions. Students who are disruptive in class about face coverings or physical social distancing may not remain in class and will be referred to the Office of Student Conduct & Academic Integrity.

COVID-19 Response

If you are experiencing any symptoms of a possible COVID-19 infection or have come into contact with someone with COVID-19, please do not come to class. In addition, you **must** report your symptoms using the COVID-19 daily check-in text app. If you show symptoms, immediately self-isolate and follow appropriate guidance on when and where to seek medical care. Take every precaution to mitigate potential spread to fellow students, ODU faculty, staff, and others in the community.

If you need to quarantine or isolate, please inform your instructor so that he or she can adjust assignments and provide the level of support necessary to help you succeed in class. Your professor will make accommodations to help you learn the course material and succeed in the class if you are unable to attend due to Covid-19. If necessary, your instructor will suspend in-person classes for a 14-day period to reduce the possibility of community spread. If the

instructor shows signs of COVID-19 infection and needs to quarantine or isolate, class will be immediately moved online for a minimum of 14 days. Instruction will continue online until the quarantine/isolation period has ended and/or conditions warrant a return to in-person instruction.

Your best action, as a Monarch, is to protect your peers! If in doubt, immediately isolate and report symptoms of COVID-19.