EN 103 Advanced English Composition

Teacher’s Guide

Fall 2024

Description of EN 103

EN 103, advanced composition, is a one-semester course that introduces students to the academic research and writing process. As students work through the course, they draw upon both the personal and the academic to advance our collective understandings of cultural phenomena: creatively selecting personally significant modes of inquiry; conducting thoughtful and ethical research; composing focused and appropriately cited research essays; and remixing those academic papers into multimodal genres that connect their arguments to a diverse range of new audiences. To support this work, the course emphasizes the critical reading and thinking skills, university-level research, source usage techniques, composing processes, sentence-level conventions, and reflection skills needed to participate successfully in The University of Alabama discourse community as well as the public sphere.

What’s included in this document

* Explanation of this teacher’s guide and standard syllabus: who the audience is, how to customize it, and where to find additional materials
* Overview of EN 103 papers/projects, word counts, and grade breakdowns
* In-depth descriptions of each major paper/project
* Course policies, with highlighted sections indicating what teachers can/should edit
* A course calendar, broken down by week.

Use of the Standard Syllabus

## Audience

This is a teacher-facing document. Separate documents are provided on the first-year writing program (FWP) [website](https://fwp.english.ua.edu/instructors/syllabus/) that include dates. Use those as a basis for the syllabus you will distribute to your students, post in Blackboard, and post to Simple Syllabus. Please consult the course policies and course schedule below for an outline of topics that should be included in your syllabus.

Use of this standard syllabus is required for the following:

* Those enrolled in EN 533 in fall 2024 (GTAs who are teaching freshman composition for the first time)
* New faculty (part time and full time)
* Faculty and GTAs who have never taught EN 102, EN 103, or EN 104.

It is optional for faculty who have taught EN 102, EN 103, or EN 104 in the past, and GTAs who have completed the practicum.

Asynchronous online faculty teach a set curriculum that is copied into their Blackboard courses. Contact Dr. Ashley Palmer (aepalmer2@ua.edu) with questions about teaching online.

## Customizing the Standard Syllabus

All 100-level freshman composition courses must include four major papers/projects that total 6500 words and meet the FWP course outcomes.

GTAs enrolled in EN 533 and new faculty, please note the following:

* Keep the major assignments, assignment sequence, and general timing the same as shown in this syllabus.
* Readings, in-class activities, etc. can be adjusted according to teacher preference.
* For each day, your syllabus should indicate any homework and reading due before class, as well as a brief description of in-class activities.
* All deadlines should be clearly labeled.

Resources

This standard syllabus uses [*Wavelength*](https://wavelength.as.ua.edu/) and open-source online resources instead of a standard textbook.

For additional resources, ideas, and the theories that underlie this standard syllabus, see Pedagogy, Practices, Principles and the other instructor-focused areas of [*Wavelength*](https://wavelength.as.ua.edu/pedagogy-practices-principles/).

We have a partnership with UA Libraries. GTAs enrolled in EN 533 will be assigned a librarian, who will provide in-class research instruction for your students and additional support as needed. Students will be asked to do pre- and post-tests to provide the library with information about their programs. You should also add a link to the [First Year Writing Library Guide](https://guides.lib.ua.edu/en102) to your Blackboard.

Instructors not enrolled in EN 533 can schedule library instruction via the [library instruction request](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbama.atlassian.net%2Fservicedesk%2Fcustomer%2Fportal%2F164&data=05%7C02%7Cnloper%40ua.edu%7Cbe3bbbe201a146488a4708dc5f17bb49%7C2a00728ef0d040b4a4e8ce433f3fbca7%7C0%7C0%7C638489802726255726%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=nfT2FhP%2FzTQ8c2A0O2L53JMgf4XtS43FU5HUF0Sw8Us%3D&reserved=0) form.

Students should also be encouraged to take advantage of the UA [Writing Center](https://writingcenter.ua.edu/). Writing center ambassadors can come to your class and talk about their services.

For any questions about teaching in UA’s First-Year Writing Program, please [contact us](https://fwp.english.ua.edu/contact/)!

Additional Materials in *Wavelength*

* Calculating Daily Grades
* Ways of Engaging with Readings
* Ideas for Process Writing Days
* Claim/Support/Explanation
* Conferencing
* Workshopping
* Peer Review
* Sample assignment sheet(s)
* Dialogic Assessment explanation and sample Dialogic assessment(s)
* Remix Presentation assignment and rubric

# List of Papers/Projects, Word Counts, Grade Distribution

**Textual Analysis** (1000-1250 words; 15%). A first person analytical/exploratory paper rooted in a student’s personal line of inquiry gives students the opportunity to consider a meaningful topic for research, work with a primary source of their choice, and practice basic writing skills.

**Annotated Bibliography** (1500-2000 words; 15%). Using the topic from the Textual Analysis, students formulate a research question about a related issue. They use library resources and web research to locate 4-6 appropriate, relevant, and reliable sources about that topic. Students summarize and analyze these sources and then write a short synthesis to identify patterns and distinctions among the sources.

**Research Essay** (1500-2000 words; 15%). The Research Essay answers the research question formulated in the Annotated Bibliography. Students compose an original essay about their topic using evidence from the sources in the Annotated Bibliography and any additional sources needed to support the thesis. Students make claims, use evidence from the sources to support those claims, and explain how they relate to the thesis and/or major point being made in each paragraph.

**Remix and Analysis** (800-1000 words for the analysis; 15%). Students take their Research Essay and remix it into another genre designated for a specific audience. (We use the term “remix,” but it is essentially a multimodal project.) Students will then analyze their Remix, explaining their rhetorical choices. You can choose which genres/media/applications you want your students to use, or you can keep it more open to allow for student choice and creativity. Encourage students to experiment with multimodal projects they have not tried before and to move beyond the traditional PowerPoint slides and heavily alphabetic/text-based remix projects. Students also present their research to the class. A sample rubric is provided on *Wavelength*.

**Reflection** (100-200 words per essay; included in essay grade). Each essay should be accompanied by a reflection, such as the Dear Reader letter described below.

**Process Work** (40%). Brainstorming/prewriting, drafts, peer review, reflections, journals, group work, in-class writing, and other classwork and homework.

Essay Guidelines

Assignment sheets

Use the teacher guides below to create an assignment sheet for your students. Each assignment sheet should include the following:

* Assignment description and specific instructions
* Major deadlines
* Word count range and how much the paper is worth overall
* Instructions for reflection (Dear Reader letter, revised for each draft)
* Formatting specifications: font, spacing, MLA guidelines, etc.
* Grading/assessment criteria (dialogic assessment, rubric, etc.)
* See *Wavelength* for sample assignment sheets, dialogic assessments, rubrics, and other resources.

Reflection

Rather than include a reflection essay as the final major paper (as we have done in the past), we want to build in regular, substantive opportunities for reflection throughout the semester. Asking students to write and then revise a Dear Reader letter as part of each major assignment is one such opportunity. Include something like the following on each assignment sheet:

Write a Dear Reader letter to include at the top of the first page. The letter should be approximately 100-200 words.

1. On your rough draft, answer the following questions in paragraph form:
	* Describe your process of writing this assignment. How did you approach brainstorming, researching, drafting, revising, etc.?
	* What did you learn (about the work of writing, about yourself as a writer, about research) as a result of the work you did on this draft?
	* What are your draft’s strengths?
	* What are your draft’s weaknesses?
	* What questions or concerns do you want your readers to address as they review your paper?
2. On your final draft, revise the Dear Reader letter to address the following:
	* What did you change between this draft and the previous drafts?
	* Why did you make these changes?
	* What rhetorical techniques and decisions went into your work on this essay?
	* What feedback and/or resources helped you during the revision process? (For example, peer review, your instructor, a Writing Center consultation, readings, etc.)
	* What skills, techniques, and/or life lessons did you learn during this unit that you would like to remember moving forward?

Teacher’s guide to the Textual Analysis Essay

**Length/grade weight:**

1000-1250 words

15% of total class grade

**What the paper is:**

A first person analytical/exploratory paper rooted in a student’s personal line of inquiry gives students the opportunity to consider a meaningful topic for research, work with a primary source of their choice, and practice basic writing skills. You should customize the information below, but please make sure the essay 1) allows students to practice analyzing a single text and 2) is rooted in their personal, first-person experiences and interests.

Students should find an area of personal interest, then practice engaging with and analyzing a text. “Text” is broadly construed, depending on your pedagogical approach:

* + - A TV or film trailer or poster
		- A social media post (an Instagram image + caption, a TikTok)
		- A song
		- A photograph (journalistic, artistic, personal)
		- An advertisement
		- A short story, poem, article, or other piece (from a set you assign)
		- An op-ed (current controversy)
		- An archival artifact (from a local museum or online collection)
		- A material object (personal piece of clothing/accessory, family heirloom, sentimental keepsake)

This activity honors the personal connection that EN 101 highlights while leading students into a line of inquiry for their research project—we want to ground their research project in something they find personally meaningful, something they connect with and find purpose in exploring; we also want to give them a moment at the start of the semester to practice writing about one single text before jumping into the much larger Annotated Bibliography. When choosing a topic/text, students should be encouraged to write about something they wish to learn more about and can keep an open mind about. Include something along these lines on your assignment sheet:

The Textual Analysis Essay should do the following:

* Clearly establish which text is being considered and briefly summarize or describe the text
* Analyze the content and design/structure of the text
* Explain your personal interest in the text/topic with specific examples/details. These specific details or anecdotes bring your ideas to life. Possible points to cover:
	+ Why this text/topic is important to you
	+ Examples of how this topic has affected you or how you have experienced this topic
	+ How you first developed an interest in this topic
	+ Why you believe this topic would be of interest to others
* Explore different research options and questions that the text inspires.
	+ Aspects of this topic you would like to research
	+ Questions you have about this text/topic
* Conclude by letting readers know how you are going to continue to pursue this project.

**Tips for preventing plagiarism/generative AI:**

* In the past, we have had issues with plagiarized film reviews and literary essays, which is why we recommend a trailer or poster instead of a full piece.
* Stress the personal: students must articulate a personal connection with their topic
* If you use Turnitin or another plagiarism detection software, use it for all drafts so that students can view and learn from the originality report. Use any draft stage issues as teaching moments in which you provide individualized guidance on proper source use.
* Privilege process: students should bring their text to class (or work from a photograph of a physical object), use some class time to work on the essay in stages, and be encouraged to regularly reflect on their process.

**Skills covered:**

Critical thinking

Analysis

Thesis

Introductions and conclusions

Organization

Claim, support, explanation

Citation

Summary, paraphrase, quotation

Process writing (prewriting, drafting, revising, etc.)

Peer review / audience awareness

Reflection

**EN 103 Learning Objectives covered:**

Students will be able to

* Develop a repertoire of diverse rhetorical strategies that will enable them to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on their own development as a writer.

Teacher’s guide to the Annotated Bibliography

**Length/grade weight:**

1500-2000 words

15% of total course grade

**What the paper is:**

Using the topic from the Textual Analysis, students formulate a research question about a related issue. They use library resources and web research to locate 4-6 appropriate, relevant, and reliable sources about that topic. Students summarize and analyze these sources and then write a short synthesis to identify patterns and distinctions among the sources.

This assignment serves as a bridge between the Textual Analysis and Research Essay, which will use these sources to support an original argument about the topic. It gives students a chance to find out what has been written about their topics and to understand some of the different angles and perspectives.

On your assignment sheet, you may wish to specify both primary and secondary texts and require at least one peer-reviewed academic article or scholarly book. The primary source students write about for the Textual Analysis Essay might be included in this assignment. The assignment sheet should also include the following guidelines for students:

The Annotated Bibliography should include the following:

* An introduction paragraph that says what your topic/research question is and why you chose it.
* An entry for each source evaluated for reliability and relevancy to the research topic. Each entry should include:
	+ bibliographic information in MLA style,
	+ a short original (written by you) summary of the source,
	+ and an evaluation of the source (how it might help you answer your research question, how reliable the source is, what biases you see, how this source fits into a larger discussion of its topic, etc.)
* 1-3 ending paragraphs that synthesize your sources. Discuss the patterns you are seeing between sources (refer to specific sources/authors and describe how they overlap), what gaps you see in your research (what your sources don’t cover, or things you still need to find out), and how you intend to move forward from the Annotated Bibliography into your Research Essay. In other words, this is where you describe the big picture of your research so far and where you plan to go next.

**Tips for preventing plagiarism/generative AI:**

* Address the importance of skimming and assessing sources before using them; model searching using students’ own topics.
* Have students bring their sources to class and dedicate class time to summary, paraphrase, and analysis using these sources. While they work, look at students’ sources with them and answer questions.
* If you use Turnitin or another plagiarism detection software, use it for all drafts so that students can view and learn from the originality report. Use any draft stage issues as teaching moments in which you provide individualized guidance on proper source use.
* Build on the assignment slowly, so that students are working in stages and do not simply bring a full draft on the due date.
* Encourage students to regularly reflect on their process.

**Skills covered:**

Formulating and revising research questions

Library and web research

Navigating databases, search terms/keywords, and source types

Summary

Analysis

Citation

Synthesis

Process writing (prewriting, drafting, revising, etc.)

Peer review / audience awareness

Reflection

**EN 103 Learning Objectives covered:**

Students will be able to

* Develop a repertoire of diverse rhetorical strategies that will enable them to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Locate assignment-appropriate sources in the library and online.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on their development as a writer.

Teacher’s guide to the Research Essay

**Length/grade weight:**

1500-2000 words

15% of total course grade

**What the paper is:**

The Research Essay answers the research question formulated in the Annotated Bibliography. Students will compose an original essay about their topic using evidence from the sources in the Annotated Bibliography and any additional sources needed to support the thesis. Thesis statements for this essay articulate arguments that help readers better understand some aspect of the research question, including claims of existence, definition/classification, cause/consequence, evaluation/appraisal, or policy (see *Wavelength* for more discussion of the kinds of conceptual claims research writing can make). Students will make claims, use evidence from the sources to support those claims, and explain how they relate to the thesis and/or major point being made in each paragraph.

Make sure the Research Essay includes the following:

* A qualified thesis
* Research from four or more reliable sources (most should have been located and analyzed during the previous units)
	+ You can specify the number and type of sources students should use. We recommend flexibility: the number and type of sources may depend on each student’s topic and purpose.
* Clear organization with transitions to link paragraphs
* A consideration of counterargument or other perspectives
* An introduction and conclusion written to appeal to the paper’s audience

Depending on what was discovered in the previous unit, students may need to do additional research to help answer the research question and fulfill their goals for this essay. Again, make sure that these sources are reliable and relevant.

**Tips for preventing plagiarism/generative AI:**

* Have students work with the same sources used in the previous unit; help them ensure that any additional sources are reliable and relevant.
* Devote class time to using these sources to support original claims. While they work, look at students’ writing with them—both individually and in whole-class workshops—and answer questions.
* Build on the assignment slowly, so that students are working in stages and do not simply bring a full draft on the due date.
* If you use Turnitin or another plagiarism detection software, use it for all drafts so that students can view and learn from the originality report. Use any draft stage issues as teaching moments in which you provide individualized guidance on proper source use.
* Stress the importance of voice: the student’s own voice should come through in the paper and not be overwhelmed by the sources.
* Encourage students to regularly reflect on their process.

**Skills covered:**

Revising research questions (if necessary)

Thesis statements

Organization (outlining, transitions, sentence- and paragraph-level coherence)

Balancing summary, paraphrase, and quotation with original voice

Using and citing sources (in-text citations, works cited)

Argumentation/presentation of ideas

Grammar, punctuation, mechanics, and usage appropriate to the essay’s genre and audience

Process writing (prewriting, drafting, revising, etc.)

Peer review / audience awareness

Reflection

**EN 103 Learning Objectives covered:**

Students will be able to

* Develop a repertoire of diverse rhetorical strategies that will enable them to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Locate assignment-appropriate sources in the library and online.
* Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on their development as a writer.

Teacher’s guide to the Remix and Analysis

**Length/grade weight:**

800-1000 words for the analysis

15% of total course grade

**What the assignment is:**

Students take their Research Essay and remix it into another genre designated for a specific audience. (We use the term “remix,” but it is essentially a multimodal project.) Students then analyze their Remix, explaining their rhetorical choices. You can choose which genres/media/applications you want your students to use, or you can keep it more open to allow for student choice and creativity. Encourage students to experiment with multimodal projects they have not tried before and to move beyond the traditional PowerPoint slides and heavily alphabetic/text-based remix projects. Students also present their research to the class. A sample rubric is provided in *Wavelength*. Include something like the following on your assignment sheet:

The Remix could be one of the following (or get your idea approved by your teacher):

* A social media campaign
* An infographic for a specific purpose and audience (a poster to put in a specific location, for example)
* A fictional short story or creative nonfiction essay that weaves in your research info to inform its audience
* A work of art
* A brochure
* A presentation designed for a specific audience (a community or school group or a TED talk, for example)
* A podcast episode
* A video

The Analysis should do the following:

* Address the so-what factor – why would you choose to remix your research into this particular genre?
* Identify your intended audience and purpose. What are the affordances of this genre for this particular audience and purpose (e.g. distributatility, accessibility, embodiment, etc.)?
* Explain why and how you made particular choices to create your remix:
	+ Why these examples, this data, these images, etc.
	+ Why this arrangement, organization, or timing of the remix
	+ Why this use of color or white space
	+ Why this vocabulary or sentence structure
	+ How you used specific technology in creating your remix.
* Explain how the research/writing/creative skills you learned in this class can help you in a future career.
* Be well organized into paragraphs with clear topics.

Because this is submitted as the final exam, you can require an additional end-of-semester reflection along with the Analysis Essay. Keep it short: students can discuss what they learned about their research projects, about writing/multimodal composition, the writing process, and anything else you wish to cover.

**Tips for preventing plagiarism/academic misconduct:**

* Make sure students are using the same topic that they have been researching and writing about all semester.
* Devote class time to playing with technology, brainstorming, and working on both the remix and the analysis. While they work, check in on each student and answer questions.
* Build on the assignment slowly, so that students are working in stages and do not simply bring a full draft on the due date.
* Stress the importance of voice, creativity, and risk taking: the students should be graded on effort, labor, and depth of analysis, not on perfect final products.

**Skills covered:**

Analyzing multimodal texts (including sample remixes and the student’s own remix)

Multimodal composition

Design

Accessibility

Organization

Process writing (prewriting, drafting, revising, etc.)

Peer review / audience awareness

Reflection

**EN 103 Learning Objectives covered:**

Students will be able to

* Develop a repertoire of diverse rhetorical strategies that will enable them to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on their development as a writer.

COURSE POLICIES

Most of the policies are determined by UA and the First-Year Writing Program and cannot be edited. Sections highlighted in yellow should be customized for your classes.

EN 103-012  •  MWF 00:00am-00:00am  •  Building ###

**Professor Firstname Lastname**

* Office: Where you will hold your office hours/conferences
* Office Hours: X days/times (in x location) and by appointment
* Email: xxx@ua.edu. Emails will be answered within 24 hours on weekdays and 72 hours on weekends. If I do not respond to your email within this time frame, please send a gentle reminder.



**Course Description**

Intended for students with a high school GPA of 3.0 and above. With the completion of EN 103 with a grade of C- or higher, three additional hours of placement credit are awarded and the general education requirement for Freshman Composition is completed. Covers rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, reflection skills, as well as university-level research and source usage techniques. Grades are reported as A, B, C, or NC (No Credit). Students are awarded an additional 3 hours of composition placement credit with a grade of “pass” upon successful completion of EN 103. EN 103 does not apply as credit to the English major or minor.

**Student Learning Outcomes**

By the end of the semester, you will:

* Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Locate assignment-appropriate sources in the library and online.
* Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on your own development as a writer.

**Required Texts**

**Other Required Course Materials**

* [*Wavelength*,](https://wavelength.as.ua.edu/) the free e-text from UA’s First-Year Writing Program.
* Access to a computer and printer and daily access to email and BBL
* Pen or pencil
* Notebook with paper
* Folder or binder to store class notes, process writing, etc.

**Classroom Environment**

One of the University of Alabama’s greatest strengths is our diverse student body. Together we represent different regional, international, racial, gender, physical, cognitive, socio-economic, cultural, and religious backgrounds. Bringing our rich and varied perspectives into the classroom is a valuable resource and opportunity for us to understand and learn from our campus community. To ensure that all perspectives/identities/worldviews are respected and valued in class, please note the following:

* Treat others the way you want to be treated. Recognize and value the experiences, abilities, and knowledge each person brings to class. Help me foster a class environment where everyone feels empowered to learn.
* Please let me know if something said or done in the classroom, by either myself or others, causes offense or discomfort. Likewise, please let me know if something outside of class is preventing you from fully engaging with the course. Please offer your viewpoints!
* If you have a question or concern, chances are another student in the class is having a similar experience. By speaking up (either in class, privately via email or office hours, or anonymously) you are potentially helping your classmates.
* When using a laptop or tablet in class, please stay focused on class work and don’t have material on your screen that could distract you or your classmates.
* As professional courtesy, please put cell phones away during class time.
* To enhance the learning and engagement of this class, we will work with pen/pencil and paper regularly. If you have a specific need to use technology during these times, please speak to me outside of class.

**Attendance Policy**

To succeed in this class, you must show up and complete the work as assigned. Your voice and presence in class matter. The First-year Writing Program makes reasonable allowances for absences. Please see the “Grading Policy” and “Missed Coursework” sections of this syllabus and review the following information carefully:

* You may not miss more than six class meetings for fall and spring classes meeting three times a week, four class meetings for fall and spring classes meeting twice a week, or three class meetings for summer classes.
* If you miss more classes, you will receive a course grade of NC (“No Credit”) for excessive absences.
* If you have attendance-related accommodations through ODS, or if you miss class due to legitimate circumstances beyond your control (i.e., documented illness, a medical emergency, or a family funeral; activities at which you officially represent the University of Alabama), you should promptly communicate them to your instructor and keep documentation in case you need to appeal your grade.
* You may appeal an attendance-related NC grade to the Director of First-year Writing after final grades have been submitted. You can find information about appeals [on our website](https://fwp.english.ua.edu/students/grade-appeals/).

**Outline of Topics**

The major assignments for this course are:

1. **Textual Analysis**. A first person analytical/exploratory paper rooted in a text you find interesting and want to learn more about. This essay will give you the opportunity to consider a meaningful topic for research, work with a primary source of your choice, and practice basic writing skills.
2. **Annotated Bibliography**. Using the topic from the Textual Analysis, you will formulate a research question about a related issue. You will use library resources and web research to locate 4-6 appropriate, relevant, and reliable sources about that topic. You will summarize and analyze these sources and then write a short synthesis to identify patterns and distinctions among the sources.
3. **Research Essay**. The Research Essay will answer the research question formulated in the Annotated Bibliography. You will compose an original essay about your topic using evidence from the sources in the Annotated Bibliography and any additional sources needed to support the thesis. You will make claims, use evidence from the sources to support those claims, and explain how they relate to the thesis and/or major point being made in each paragraph.
4. **Remix**, **Analysis, and Presentation**. For your final project, you will remix your research into a different genre for a specific audience. You will write an analysis of your remix and present your research to the class.

**Exams and Assignments**

Assignments are weighted as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Coursework** | **Word Count** | **% of Final Grade** | **Due** |
| Textual Analysis | 1000 - 1250 words | 15% |  |
| Annotated Bibliography  | 1500 - 2000 words | 15% |  |
| Research Paper | 1500-2000 words | 15% |  |
| Remix and Analysis | 800-1000 words for the analysis  | 15% |  |
| Process Work (Brainstorming /prewriting, drafts, peer review, reflections, group work, in-class writing, and other classwork and homework) |  | 40% |  |

**Policy on Missed Exams and Coursework**

* Class discussions, group work, in-class writing, peer review, or other daily class work in a writing class cannot be reconstructed. Therefore, in-class work missed due to absence or tardiness cannot be made up.
* Process work, drafts, journals, and other work submitted electronically must be turned in by the deadline. Talk to me before the due date if you have extenuating circumstances and need to request a possible extension.
* One major paper (not including the final) will be accepted up to a week late with no point deductions. Please let me know in advance of the deadline if you plan to take this one-time extension. Beyond that, late papers are penalized 5 points per day late, including weekends and non-class days.

**Grading Policy with A, B, C, No-Credit Policy**

* Your papers will be graded A through F with pluses and minuses as necessary. “A” work is generally regarded as exemplary in terms of the outcomes shown on the first page of this syllabus. “B” work is considered advanced; “C” work is considered proficient; “D” work is developing; and “F” is unsatisfactory. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. I will provide more specific grading criteria on assignment sheets and/or rubrics as needed. All major papers will be graded and returned before the next major assignment is due. Freshman-level proficiency in writing is required for a passing grade.
* Your final course grade will be based on your work (daily work, process work, and final papers) and your attendance. Per the attendance policy, you cannot miss more than two weeks’ worth of class (six periods for MWF, four periods for MW or TR) and pass. Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again, at a time when you can fully engage with the course.
* Paper grades can be converted to percentages like this: A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.
* Final numeric grades will be converted to letter grades like this: 100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC

**Statement on Academic Misconduct**

Students are expected to be familiar with and adhere to the official [Academic Misconduct Policy](https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/).

UA’s Academic Misconduct policy, shown below, includes the unauthorized use of text-generating artificial intelligence in this class as well as reusing essays originally written for other classes.

**Types of Academic Misconduct**

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academic-related matter, exercise, or activity:

1.   Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.

2.   Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own. Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.

3.   Fabrication: presenting as genuine any invented or falsified citation, data or material.

4.   Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

For the complete policy, visit <https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/>

**Generative AI Tools**

Copy/paste from Simple syllabus. We recommend the following: **AI use is not allowed.**

All submitted work must be produced by the students themselves, whether individually or collaboratively. Use of a generative AI tools such as ChatGPT to complete an assignment constitutes academic misconduct.

**Emergency Communications Policy**

If I need to cancel class for any reason, please check your UA email or look on our Blackboard Learn page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

**Disability Statement**

My course is intended to be inclusive for all University of Alabama students.  If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs.  If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course you are welcome to contact me by email, phone, or during office hours to discuss your specific needs.

I also encourage you to contact the Office of Disability Services (Office of Disability Services, 1000 Houser Hall; 205 348-4285; 205-348-3081 – TTY; ods@ua.edu).  If you have a diagnosis, ODS can help you document your needs and create an accommodation plan. By making a plan through ODS you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

**Writing Center**

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you’ve completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

**Interest in English Major or Minor**

The English Department offers a literature-focused English major along with minors in English, creative writing, and digital, public, and professional writing. If you are interested in becoming an English major or minor, please drop by the Undergraduate Studies Office in English Building 103. You can also check out our website: [www.english.ua.edu](http://www.english.ua.edu/).

**Wellness Resources**

College can be a stressful time. If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need by reviewing the [Campus Resource List for Students](https://alabama.app.box.com/s/nz3gs827kx538255typ9hm5owd7x0yj8).

If you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources:

 **Counseling Center**

Monday-Friday during routine Center hours (205-348-3863).

Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the on-call counselor).

You may also text BAMA to 741-741 to text with a trained volunteer.

 **Women and Gender Resource Center**

Monday-Friday during routine Center hours (205-348-5040).

Weekends, holidays, after-hours: contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the WGRC.

**Please see the official class syllabus on Simple Syllabus for all official policies, including the following:**

* Online Proctoring and Room Scan
* Controversial Topics
* Turnitin
* Notification of Changes
* Statement on Disability Accommodations
* Severe Weather Protocol
* Pregnant Student Accommodations
* Religious Observances
* UAct Statement

EN 103 Class Calendar

For each week, add dates (see student-facing syllabus on the FWP [website](https://fwp.english.ua.edu/instructors/syllabus/)). The bullet points under each week below are designed to give ideas of how to teach the weekly theme; you will need to make some adjustments based on your students and their needs. Each date should include homework and reading assignments due before class and a brief description of what will be covered in class. Be sure all deadlines are labeled clearly.

Any necessary changes will be announced in class and posted to Blackboard.

**Week 1 (8/21 to 8/23): Welcome to EN 103**

* Introduction to the course and syllabus
* Introductions to each other
* Set goals for the semester

**Week 2 (8/26 to 8/30): Topic Brainstorming**

* Introduce Textual Analysis Essay (after add/drop date, or review for any students who enroll late)
* Establish Good Reading Strategies (read/annotate sample texts)
* To introduce students to different texts, you might schedule a campus museum visit; assign a compelling short story or article; look at a digital archive; point them to their personal clothing, etc.— connect them in some way to the text examples listed on page 5 of this document
* Brainstorm Research Topics
* Strategies for Analyzing
* Review the Assignment Sheet for Textual Analysis Essay (Bb)
* Students sign up for conference days/times

**Week 3 (9/2 to 9/6): Conference Week**

*Mon 9/2: Labor Day. Take a break! (Classes do not meet.)*

* In place of whole class meetings, use class time to conference individually with each student in your classroom and/or another on campus location of your choice. You may also conference outside of your normal class meeting times as long as you accommodate every student’s schedule.
* Students should submit an early/partial/rough first draft in advance
* They should arrive with questions
* Use the time to answer their questions and get to know them a little

**Week 4 (9/9 to 9/13): Drafting the Textual Analysis (Library)**

* Week 4, 5, or 6 will include a library day
* Using Library Resources (moves, depending on section)
* Textual Analysis first draft DUE
* Peer Review/Workshop drafts
* Ethical Writing and Using Sources Responsibly
* Accurately citing sources in MLA format
* Revision and Reflection
* **Textual Analysis final draft DUE at the end of this week, on Sunday evening, or at the beginning of your first class during week 5. Include the due date and time, as well as where students should submit it (eg. Sunday, Sept. 15 at 11:59 p.m. in Turnitin on Blackboard).**

**Week 5 (9/16 to 9/20): Proposing a Research Project; Annotated Bibliography Introduction (Library)**

* Week 4, 5, or 6 will include a library day
* Using Library Resources (moves, depending on section)
* Reflect on Textual Analysis Essay and on course goals
* Introduction to Academic Research, Annotated Bibliography, and EN 103 Research
* Set goals for Annotated Bibliography unit
* Read sample student annotated bibliographies and other resources in *Wavelength*
* Brainstorm and Propose a Topic for the Research Essay
* Understanding and Evaluating Different Types of Sources

**Week 6 (9/23 to 9/27): Working with Sources (Library)**

* Week 4, 5, or 6 will include a library day
* Using Library Resources (moves, depending on section)
* Students begin locating their sources this week and should bring them to class
* Complete Primary and Secondary Source Analysis Worksheets and/or Research Worksheet for homework (templates in *Wavelength*)
* Review Ethical Writing and Using Sources Responsibly
* Accurately citing sources in MLA format
* Summarizing Sources (Read and summarize a reading together; practice using students’ research)
* Synthesizing Sources (Review samples and use other resources found in *Wavelength*; students begin trying to synthesize their sources)

**Week 7 (9/30 to 10/4): Conference Week**

* In place of whole class meetings, use class time to conference individually with each student in your classroom and/or another on campus location of your choice. You may also conference outside of your normal class meeting times as long as you accommodate every student’s schedule.
* Students should be mostly finished with their research and should have started summarizing/analyzing/synthesizing their sources
* Reteach necessary skills in conferences
* Students should submit an early/partial draft of the annotated bibliography before the conference
* They should arrive with questions
* Use the time to answer their questions, look over their drafts, and check in with them

**Week 8 (10/7 to 10/11): Annotated Bibliography Revision**

* Annotated Bibliography full draft due
* Peer Review/Workshop
* Revision and Reflection
* **Annotated Bibliography final draft DUE at the end of this week, on Sunday evening, or at the beginning of week 9. Include the due date and time, as well as where students should submit it.**

**Week 9 (10/14 to 10/18): Planning the Research Essay**

* Reflect on Annotated Bibliography and goals
* Introduce the Research Essay
* Set goals for Research Essay unit
* Read/work with sample essays and other resources in *Wavelength*
* Analyze/discuss how to move from annotated bib to essay (including reverse outlining to see how/where writers use their research and organize their claims)
* Thesis Claims: Read, discuss, draft, workshop, and revise thesis statements
* Outlining: students write an outline for their paper and workshop/peer review them in class
* Introductions: students draft an introduction and workshop/peer review it in class (this could be done next week instead)

**Week 10 (10/21 to 10/25): Drafting the Research Essay**

* Using Sources Effectively
* Writing with Clarity and Grace
* Conclusions
* Citations (in-text and works cited)
* Review assignment sheet and *Wavelength* essays, resources, and research/writing techniques as necessary
* Reflect on research and writing process so far

**Week 11 (10/28 to 11/1): Conference Week; Midterm Study Break**

* Research Essay Rough Draft due at the beginning of the week/before conferences
* In place of whole class meetings, use class time to conference individually with each student in your classroom and/or another on campus location of your choice. You may also conference outside of your normal class meeting times as long as you accommodate every student’s schedule.
* Use the time to answer students’ questions, look over their drafts, and check in with them. If necessary, discuss any problematic source use and balance between sources and student’s own voice.
* *Midterm Study Break– classes do not meet on Thursday or Friday.*

**Week 12 (11/4 to 11/8): Research Essay Revision**

* Research Essay 2nd draft due
* Peer Review/workshop
* Revision work
* Reflection
* **Research Essay Final Draft DUE by date/time**

**Week 13 (11/11 to 11/15): Remix Planning & Creating**

* Reflect on Research Essay and goals
* Introduce Remix and Analysis assignment
* Set goals for Remix and Analysis unit
* Analyze sample remixes and look at *Wavelength* samples and resources
* Remix Planning
* Remix Creating

**Week 14 (11/18 to 11/22): Conference Week AND/OR Work on Remix and Analysis**

* In place of whole class meetings, use class time to conference individually with each student OR meet with your whole class as scheduled and make time to check in with each student during class.
* Students should submit a rough outline, script, plan, or draft at the beginning of the week; you could also assign a rough draft of the Analysis Essay to discuss
* Use the time to answer students’ questions, look over their drafts, and check in with them.
* Students should use additional time this week to work on their Remixes and Analysis Essays. Some types of projects may take more time than others to complete.
* If you hold class, students can submit and peer review remix drafts, analysis drafts, or other work.

**Week 15 (11/25 to 11/29): Thanksgiving Break—classes do not meet**

**Week 16 (12/2 to 12/6): Remix Presentations**

* Remix presentations (3-5 minutes each)
	+ To save class time, have students turn in/open their Remix drafts before class. A Blackboard discussion board or a Box folder work well for this.
	+ You can have some students present at the beginning of each class and then use the rest of class to cover any other material.
* Analysis Essay draft due (if not turned in before break)
* Peer review/workshop Analysis Essays

**Week 17: Final Exam Week**

* **Remix and Analysis Essay due as Final Exam**
* See the Academic Calendar for the day/time your final exam period is scheduled. Students can submit their Remix and Analysis Essays electronically on Blackboard, rather than in class during the exam period.
* You cannot require students to submit their Remix and Analysis Essays early; they should be given until the end of your exam period to submit.
* You should not accept late Remix and Analysis Essays.