



## ENG 246 Advanced Composition

### Course

ENG 246-001 ONLINE  
Illinois State University  
Spring 2021  
Monday/Wednesday 9:35-10:50 a.m.

Will meet synchronously each week Wednesdays from 9:35-10:50 a.m. Central US time  
Zoom meeting link: <https://illinoisstate.zoom.us/j/91694701385>  
Zoom meeting ID: 916 9470 1385  
[Zoom meeting full invitation](#)

### Instructor

Dr. Rachel Gramer  
[ragrame@ilstu.edu](mailto:ragrame@ilstu.edu)  
Virtual office hours for this class: Mondays 9:30-11 a.m., Thursdays 1-2 p.m., other times by appointment  
Zoom personal ID for office hours: <https://illinoisstate.zoom.us/my/rachelgramer>

### What's this course about?

#### Catalog description

Extensive writing of essays developed in greater depth and sophistication in subject matter than those written in previous writing courses. Computer-assisted. Formerly Advanced Exposition.

#### My course description

This is a writing class, and I love teaching writing. So you should expect to write a lot in and out of class, to share writing with me and with peers regularly, and to give and receive generous feedback. Together, I will ask us to consider writing as a complex embodied sociocultural activity. This means that we'll do things to **make writing visible** and to **describe writing** as an everyday activity that involves real bodies, feelings, tools, practices, histories and complex identities. Specifically, we will write a lot, do writing research, read others' writing, read and

analyze a lot of your own writing (individually and collectively), and articulate and interrogate the shifting conventions and expectations of the writing that you produce in this course.

I am also committed to being a teacher who cares about learning. So you should expect to articulate, and provide evidence of, how you're learning as a writer this semester (and over time). This means that we'll practice researching and analyzing writing (your own and other folks') and **describing how you're learning writing right now**. You might think you already know what this means, and I have some ideas, too; but together, we'll push our collective boundaries of what we think counts as evidence of learning to write and to be/come a writer in the world.

Just as importantly, I am committed to being a feminist writing teacher at ISU and in the world. So you should expect to **build community** with peers and **rely on reciprocal peer learning**. This means that you'll be building on your individual and collective writing knowledge and experiences—all while creating and contributing to a classroom community that values difference, prioritizes support, and practices rhetorical listening to writers whose experiences, identities, bodies, practices, cultures, and goals are different from ours in deeply nuanced ways.

### Course goals

1. Describe writing as a complex embodied sociocultural activity while participating in it
2. Articulate and interrogate shifting conventions and expectations of genres you produce in this course
3. Engage in everyday writing/writer experiential research (i.e., the study of yourself as a writer and writing learner)
4. Articulate and provide evidence of being a writing learner
5. Contribute to community building and reciprocal peer learning in a supportive community of other writing learners
6. Build on your individual and collective writing knowledge and experiences to advance what you think about writing, how you practice writing, and how you see yourself as a writer and writing learner

### Prerequisites

Grade of C or better in ENG 100 or 145

### What tools and materials do you need?

Since this is an entirely online course, you will need consistent access to the Internet and at least one digital device that will allow you to access course tools, readings, and experiences, as well as other materials of your own choosing.

### Course tools

For this course, we will use:

- [ReggieNet](#) for course announcements, official course materials (syllabus, project details), course readings (that aren't publicly accessible online), and Gradebook
- [Google Drive](#) for sharing weekly course materials and participating in much of our weekly work, including peer collaboration and your collective work on course projects
- [Zoom](#) for synchronous class meetings and faculty office hours (unless you prefer phone)

In part, we will use each of these tools in ways that our English Education class members might use similar tools to teach, while acknowledging that we are all also still experimenting with our combination of these tools so that you can practice working and writing with peers in different teaching and learning spaces.

### **Course materials**

You will find all required texts for this course online.

- For readings that are publicly accessible online, you will need to follow the links in our schedule each week.
- For readings that are not publicly accessible, you will need to download files saved in ReggieNet under "Resources" for that week.

Other materials for the course are entirely up to you and what works for you as a learner, teacher, and student. Take notes, draft projects, make whatever records of your experience using any materials you wish. Save often and always have a back-up (in any mode).

## **What course experiences and pandemic adjustments can you expect?**

### **Course experiences**

Each week, you should expect the following experiences in this course:

- Writing: each week, you should expect to write (1) something that will support you in working toward the formal project for that week/month and (2) something that will articulate your learning, research, embodied writing practice for that week, too.
- Q&A: you will certainly have synchronous opportunities to ask questions in class (aurally, or via Chat to the class or to me privately). You will also have asynchronous opportunities to ask questions in a continuing Q&A doc in Google Drive, on ReggieNet using the Chat Room tool, and by email to me as instructor.
- Synchronous Zoom class meetings on Wednesday mornings: where we work together (and you all work together as peers) to find ways to support each other's thinking and writing in collaborative nuanced ways. What we do during this time will vary by project and by week. It's my job as instructor to structure this time to be most generative and supportive of you all in relation to what writing project you're working on and where you are in that project. Some of this time we'll certainly use to generate and share ideas, give each other feedback on thinking and writing, and develop collective rubrics. We'll also use it to make sure that folks are clear on next steps for each week.

- Readings: a collection of readings from me (to support you in thinking about the intersections of language, writing, identity, and writing/genre research) and readings you choose (to support your learning choices within writing projects and your own interests as a writer in this course right now).

### **Notes on participating on Zoom**

- You do not have to be “active” on audio all the time.
- You do not have to be “active” on video all the time (or at all). I hope that many of you will feel comfortable turning on video sometimes, particularly in breakout rooms with peers.
- You do not have to be on video in order to speak.
- The Chat will always be open for collective and individual communication. You should be able to message everyone, other individuals privately, or me as the instructor privately. So chat away!
- Beginning on Week 3, I will make the Chat from the main room Zoom session available after Wednesday synchronous classes. So think before you write, too!
- When there’s an opportunity to speak aurally in the main session, feel free to unmute yourself. If we get more folks who want to speak to the same questions, we’ll use the “raise hand” function to let us know if you have something to say.
- If you also have a question that you want to be sure gets addressed, please use the “raise hand” function, even if you want to submit your question via Chat (since sometimes I can’t keep up with everything in the Chat).
- Ideally, tech use during class should be course-related. In real talk, and pandemic brain and body times, please use tech for non-class related activity when it helps your attention and is not a distraction to your (or anyone else in breakout rooms).

### **Other notes about being on video on Zoom**

- It’s totally OK to eat and drink on screen (audio mute, thanks).
- We typically do “casual” dress in person; for virtual, we ask that you be “dressed.” Something on top and on bottom would be great. If it helps you to be in a different headspace, then bust out of your pandemic day pajamas and wear real clothes!
- It is absolutely OK not to share images of your physical space. So if you want to be on video sometimes, but don’t want to show your space, please give yourself a virtual background and use it anytime.
- I will also ask you all at different times to share images as your profile photo on Zoom. You will have advanced notice of this, so that you can select images that you are willing to share. I may ask you to share a favorite selfie or photo with someone who matters to you; but other photos may not require you to share your face at all, unless you want to (your writing spaces, your writing tools, pet pics, a travel aspiration).

## Taking breaks during synchronous class

- Since we're only meeting once a week for 75 minutes, I have not allotted break time during Wednesday classes.
- As in in-person classes, I hope that you feel free to go to the bathroom if you need to (again, audio and video mute, of course), stand up and stretch, and snack. If you need to take care of a child, pet, or other living being who needs you, whether through personal interaction or phone call, please do so when needed.
- You don't need to announce your breaks when stepping away or returning. I trust that you are here to learn, to support your peer community, and to benefit from participating in sessions that I hope will support you as a writer in the world.

## What if...

- If you're late to any class session: Just come on in. You can let me know later by private Chat or email if you're experiencing something that will consistently keep you from being able to join class on time.
- If you get sick during class: Leave the meeting. No explanation needed. Treat that as an absence in terms of catching up and making up (more on that below).
- If you have trouble with Zoom video meetings: take a deep breath and remember there's always more than one way. I've shared the [Zoom meeting full invitation](#) in case your internet or device crashes unexpectedly. So if you suddenly can't participate in your preferred way, there's another way to try (rather than try to restart, download anything new, or wait for your internet to reappear).
- If you have trouble with audio or video in Zoom: stay with us as long as you can still participate via Chat and nonverbal responses, unless you know that this is a recurring problem that you can solve by quickly exiting and re-entering the meeting.
- If your internet becomes a problem: we get the "your internet connection is unstable" message from Zoom all the time, or we just get kicked out when our internet glitches. Sometimes it comes back quick, other times it takes longer. Take a breath, be patient, and remember there's always more than one way. Join again through whatever means you can. There's no waiting room activated, so you can re-enter right away; and if folks are in breakout rooms, I'll make sure to watch the Participants list so that I can return you to your group.
- If your device just doesn't work with Zoom: ISU has some tech support options. You should start by visiting the Technology Support Center (<https://ithelp.illinoisstate.edu/>), where ISU staff can try to solve the issue through technology-based solutions. If you have a tech issue that requires upgraded/updated equipment and express a financial need, they can also refer you to the Persistence Committee to review your case and determine if ISU can provide additional equipment support. If you have reached out to these support options and your concerns have not been addressed, please contact Dr. Chris DeSantis as our English Department Chair at [ccdesan@ilstu.edu](mailto:ccdesan@ilstu.edu). You are also welcome to contact me if you need additional support.

### **Being tech-reliant in an online class**

I am an advocate for using whatever tools that help you learn, communicate, and collaborate. Some of these tools are digital devices, not all of them.

I recommend having a laptop or other device that you can use to compose, create, share, revise, research, learn, and backup all of your hard work and good thinking. Save your work frequently, make backup copies, and plan your projects with extra time allowed for unexpected challenges.

I also understand that those devices--and the internet that connects you to us in an online class--are not 100 percent reliable all of the time.

If you must miss any part of class due to tech access, you can and should make up the time for what you missed. The make-up options will vary by day, by activity, and by project, so you are responsible for (1) reviewing the schedule for that day to determine what we did in class, (2) reviewing materials for that day provided to you via class slides before class and via shared Zoom Chat after class, (3) checking in with a peer about what you missed, and finally (4) checking in with me if you have any questions after stepping through 1, 2, and 3.

Missing class can interfere with your learning and, therefore, your progress and grade in the course. So please attend unless you absolutely cannot access our virtual spaces that day.

### **Being an adult human during a global pandemic**

I am also a human being who understands that we are all adult humans with complex lives that are asking a great deal of us right now under even more stressful conditions than usual (which is saying a lot). I hope that our course offers dedicated time for all of us to be in a generative space where we are learning in the presence of other people who care about writing.

I also understand that our lives don't always stop for academic calendars and that our bodies don't always do what we want them to do. I am asking you to be available every Wednesday from 9:35 to 10:50 a.m. Central Time, rather than twice a week for a typical 150 minutes for an undergraduate class. Since this is such a brief time, I ask that you do not schedule other things that will interrupt you during this time, but I also recognize that emergencies happen.

If you must miss any part of class due to illness, emergency, or other professional obligation, you can and should make up the time for what you missed. The make-up options will vary by day, by activity, and by project, so you are responsible for (1) reviewing the schedule for that day to determine what we did in class, (2) reviewing materials for that day provided to you via class slides before class and via shared Zoom Chat after class, (3) checking in with a peer about what you missed, and finally (4) checking in with me if you have any questions after stepping through 1, 2, and 3.

Missing class can interfere with your learning and, therefore, your progress and grade in the course. So please attend unless you absolutely cannot access our virtual spaces that day.

## **What are the writing projects for this course?**

The following projects will make up 100% of your grade for this course.

### **Getting Started 10%**

Since we got a slow pandemic start to the Spring course, you'll be receiving credit for doing all of the things I'll ask you to do to get us started in the class (which I'd normally request before the semester begins). This includes (and is not limited to) participating in community-building synchronous class sessions during Week 1, responding to course survey(s) as requested, reading through the syllabus and other course materials and leaving questions on them, and setting up digital spaces to share writing with me as instructor and with peers as requested.

### **Project 1: My Writing Histories 25%**

First, you'll write an annotated bibliography composed of entries about your sociocultural histories of/with writing, including entries about writing tools, feelings, spaces, genre knowledge and experiences, resources and support, people who have impacted you as a writer, and writing memories in and beyond school. Then, you'll also select some of those entries and experiment with another genre to tell a particular story about part of your writing history beyond the form of an annotated bibliography.

### **Project 2: A Genre I \_\_\_\_\_ 30%**

First, you'll choose your own genre for this project, one that you have some particular feelings about or experiences with—or not. You might choose a genre that you love or hate; that you don't know very well; that you don't get to write in often enough; that you have struggled with in the past; that you think would help you in whatever particular future writing situations you imagine for yourself; or some other rationale that you develop. Then, you'll research that genre, identifying some examples of texts within the genre and describing their genre conventions. Finally, you'll produce a text(s)/artifact(s) within the genre that you chose.

### **Project 3: Writing Stories in the World 35%**

First, you'll research a particular genre of your choosing that people in one of your communities use to tell and share stories that matter to them. Through your research, you'll identify some examples of texts within that genre in your self-identified community and describe their genre conventions. Finally, you'll create a story within the genre that you chose that is intended for your community.

### **Writing project components**

Each project includes four components, defined in brief for you below with rationales.

1. your attendance and individual and group participation
2. your informal writing
3. final text(s)/artifact(s)
4. a proof of learning narrative/artifact

## 1. Attendance and participation

Why: Writing is a social activity, and we learn to write and be/come writers through the presence and participation of other writers.

- Weekly synchronous class attendance and participation
- Being on time and prepared for synchronous class as requested
- Active listening and attention during synchronous class when requested/required
- Active participation in asynchronous writing activities with peers when requested/required
- Contributions to class activities in speaking and in writing (synchronous and asynchronous)
- Respectful, thoughtful responses to peers

## 2. Informal writing

Why: Writing is something we do every day, and our everyday writing counts as a valuable part of learning and contributing to our thinking, development, and identities as writers.

- In-class writing shared with peers and/or instructor
- Out-of-class writing shared with peers and/or instructor
- Peer feedback that you'll give to others in class
- Self-evaluations of your writing, often in relation to self- and peer-created criteria

## 3. Final text(s)/artifact(s)

Why: Writing in the world often requires us to produce a specific artifact that demonstrates our understanding of the writing situation and our ability to meet shifting genre expectations.

- Final artifacts vary by genre, depending on the project

## 4. Proof of learning narrative/artifact

Why: Writing in/for school (like writing in the world) should involve learning and development, and writing students should be documenting their learning (and not only receive reward for doing what they already know).

- Proof of learning narratives/artifacts will vary by project
- Every project requires a proof of learning narrative in order to receive full credit

## **Writing project routines**

- All projects will be described in detail in separate prompts, which will include goals, due dates, and what writing texts/artifacts are expected
- All artifacts/documents are due by the time specified on the project prompt (unless we alter the time and a different time is specified on our weekly schedule) submitted to the appropriate project folder in your My Drive in Google Drive
- I do not accept late artifacts/documents for credit, but I can give feedback given adequate notice before the next artifact/document in the project is due
- Each artifact/document should be saved as a separate file (informal writing, formal artifact, proof of learning)



- Each artifact/document should be saved with your last name, the project number, and a clear indicator of what it is (informal writing, formal artifact, proof of learning)
- When artifacts/documents are typed and text-based, please use an easily readable and consistent font (like Cambria or Calibri).
- Plan ahead when using digital platforms, especially those that are unfamiliar to you. Plan to approach me with questions about file formats, accessibility in sharing with peers, and the submission process, well in advance of your due date.

Two important notes:

- The majority of your writing for this class will be shared with various peers in addition to me as the instructor. So please consider that when choosing topics and genres for each project. And if that becomes a problem at any time, please contact me immediately.
- If you are an English major, you should keep copies of all of your graded project; you'll need them in ENG 300.

## **What are course practices and policies that you should know?**

### **Questions and concerns?**

When you have questions or concerns, please bring them to my attention directly as soon as possible, so that I can listen and respond accordingly. This includes any questions or concerns you have about our course approach to writing and learning writing, any aspect of specific course projects or key concepts, any problems with classroom situations, or other personal concerns that may be impacting your participation or experience in this course.

### **Struggling in class?**

If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

### **Accessibility and accommodations**

I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible to discuss options for adjustments. You always have the option of contacting Student Access and Accommodation Services (info below in “University Policies”) to talk about official institutional accommodations. I welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

### **Attendance**

This course relies on your participation in writing and learning as social activities, so your presence is important. When you miss class, you cannot make up exactly what we do together

there during our collective learning time, and your absences also affect your classmates' writing as well as your own.

In the interest of your learning and meeting course goals, my pandemic attendance policies for synchronous online class meetings are as follows:

- I do not differentiate between excused and unexcused absences, late arrivals, or early departures. No judgment. It's just that you'll be missing class and will need to catch up.
- If you are unable to participate regularly or if you miss more than 1 class per project (the equivalent of 3 weeks of synchronous class), your final grade for the course will likely be affected.
- If you are unable to participate regularly or if you miss more than 2 classes per project (the equivalent of 6 weeks of synchronous class), I reserve the right to exercise my option not to give you a passing grade for the course. This means, if you miss more than 2 classes per project, I encourage you to consider withdrawing and taking the class in a future semester.
- Three late arrivals or early departures equal one absence. If you arrive late or leave early and are not present for at least 60 minutes of class, I will consider you absent for that week's synchronous class.
- I also reserve the right to mark you as absent if you are not actively "present" in class, which may be indicated by not actively participating in class activities or discussion via Chat, Google Docs, ReggieNet Chat Room, breakout rooms, or whatever other tools we're using that day.

If you have extenuating circumstances or a serious issue that occurs during the semester that will have an impact on your ability to attend class, please email me to set up a time to meet early in the term, well in advance of the withdrawal deadline of Friday, April 16.

## **Completing Work**

My course policies for completing work are as follows:

- I do not typically accept late work for partial or full credit. If you have any concerns or issues about being able to complete a project or part of a project on time, contact me as soon as possible—in advance of the due date.
- All work should be submitted via your My Drive in Google Drive, in the appropriate place (your individual student folder for the current project), by the due date and time indicated on our schedule.
- If you have to miss synchronous class for any reason, you are responsible for staying on schedule to complete all writing work required. I encourage you to review in-class materials in our class' shared Google Drive folder and to reach out to peers before asking me questions that they or our schedule or other course materials can answer.
- In the event of illness, tech access, or emergency that prevents you from attending synchronous class, you should still submit work in your My Drive project folder in

Google Drive by the due date indicated, or contact me as soon as possible in order to make other arrangements.

If you have any questions or concerns about privacy online, or about sharing your in-class writing with others, please let me know privately, as soon as possible.

### **Grading Scale**

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below

### **Communication**

To communicate with me via email, you should use your ILSTU account, accessible via Outlook at Office365.IllinoisState.edu. You will likely receive a reply back from me within 48 hours. I do not always check email regularly on the weekends or after 9 p.m.

If you have individual questions about your writing work or progress in the course, I highly encourage you to drop into the virtual office hours listed on page 1 of this syllabus. I hope that you will also feel comfortable emailing me to set up an appointment to meet by video chat or talk on the phone outside of regularly scheduled office hours.

I also strongly encourage you to identify at least two peers with whom you can confirm course details, discuss your questions or concerns, and catch up on anything you may miss during an absence. You can also send messages to classmates via ReggieNet Messages or using the Chat Room for this course.

### **Changes to Syllabus or Schedule**

I may change this syllabus and/or our course schedule, including project routines, due dates, and other course policies. Typically, such changes are made to support your learning with your collective input and knowledge of the changes. Any changes will be updated and shared within 48 hours (ideally 24 hours) in the class schedule in our class' shared Google Drive folder.

### **Course concerns or complaints?**

If you have questions or concerns about your progress in this course, please see me during office hours or email me to set up an appointment at another time. If you are not satisfied with our discussion, you may contact the English Department Chair, Dr. Chris DeSantis at [ccdesan@ilstu.edu](mailto:ccdesan@ilstu.edu).

## **What are ISU university policies relevant to you in this course?**

### **COVID-19 reporting on campus**

If you have come into contact with someone who has tested positive for COVID-19, you should reach out to Student Health Services (Nurse Consult 309-438-7676, or <https://healthservices.illinoisstate.edu/>).

If you are experiencing any symptoms of COVID-19, and you're on campus, please get tested at Student Health Services. If you are not experiencing symptoms but still want to be tested on campus, there are walk-up (on the Quad) and drive-thru options (old fire station on Adelaide Street). The most up-to-date information about available testing times and locations is available on the Student Health Services COVID-19 testing webpage (<https://healthservices.illinoisstate.edu/covid-testing/>).

If you test positive for COVID-19 on campus, you are required to quarantine/self-isolate and should immediately submit the appropriate documentation to Student Health Services by uploading it to the Student Health Services portal at: <https://healthservices.illinoisstate.edu/secure/>. The process outlined in the Excused Student Absences Due to Communicable Disease policy (see below) should also be followed. Student Health Services communicates with the Dean of Students Office, which will communicate with faculty without any medical information.

Once you submit that documentation, as your instructor, I will receive a message from the Dean of Students Office explaining that you have an excused absence until a specific date, and I will receive a return to class note when you are cleared.

### **Excused Student Absences Due to Communicable Disease**

If you are required to be absent from class because of a required self-isolation or quarantine based on the directive of a public health official or health provider for a reason related to a communicable disease, the absence from class will be considered excused. Each of your instructors will provide reasonable modifications/extensions for completing missed exams, quizzes, and other required work. For full details, visit <https://policy.illinoisstate.edu/students/2-1-30.shtml>.

### **Accommodations**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

### **Sexual Assault and Harassment Mandatory Reporting and Resources**

Important Note: All university faculty and staff are mandated by Federal law to report acts of sexual violence/assault, domestic violence, dating violence, stalking, and sexual harassment so the University can respond and investigate. Only Student Counseling Services staff and the university psychiatrist are not required to report.

Victims of such incidents are free to choose their level of involvement in University and/or police investigations. There is an extensive network of support resources for survivors of such incidents; talking with someone about what happened aids recovery and adjustment.

Reporting options: ISU Police 911 or (309) 438-8631.

Non-criminal reporting options: Equal Opportunity Office (309) 438-3383. Or, [EqualOpportunity.IllinoisState.edu](http://EqualOpportunity.IllinoisState.edu)

Sexual Assault Prevention and Survivor Services (Student Counseling Services): (309) 438-3655 or [counseling.illinoisstate.edu](http://counseling.illinoisstate.edu) (free and confidential).

### **Academic Dishonesty**

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize than it will to actually complete the projects for this class. I also assume that you are here to improve and gain confidence as a writer, so it is vital that the writing and research you do for this course are your own. So when you use someone else's ideas, writing, and research, give proper credit and citation. If you have any questions, please ask in advance of any due date.

Academic dishonesty, academic misconduct or academic fraud is any type of cheating that occurs in relation to a formal academic exercise. Academic dishonesty can result in serious penalties, including a failing grade for the assignment in question and further disciplinary action at the University level. For more information, contact me as the instructor and/or consult the [ISU Code of Student Conduct](#).

## **What are some services that are available to support you?**

### **Redbirds Keep Learning**

Need help finding internet access or a computer for online classes? Tips for online learning? Information about other available resources to help you with being a student at ISU right now? Check out the [Redbirds Keep Learning](#) page, which will be continually updated by ISU with the most recent information available.

### **Student Counseling**

Student Counseling Services at ISU provides students with a variety of support systems to manage everyday life issues. You can receive help from trained professionals on topics such as individual and group counseling, self-help and assessment, career and life choices, sexual assault, outreach workshops, and help for friends and family. Call 309-438-3655 or visit the [Student Counseling Services website](#) to schedule an appointment. After hours, press "2" at the prompt to speak to a counselor immediately, or dial 1-855-256-2188.

## **Multicultural Center**

The Multicultural Center's mission is to facilitate critical programs, services, and scholarship that promotes antiracism, equity, and justice at ISU. Programming includes campus-wide antiracism training, institutes, and conferences; identity-affirming programming; leadership; and community development for cultural identity groups. The Multicultural Center sponsors Diversity Advocacy organizations: Black Student Union, Association of Latin American Students, Asian Pacific American Coalition, and Pride. Call 309-438-8968, or visit [the Multicultural Center website](#).

## **Extended Absence/Bereavement**

The Office of the Dean of Students can provide notification to instructors when students have been/will be absent from class(es) for three or more consecutive days or for absence in the event of a death of a spouse, domestic partner, parent, child, grandparents, grandchild or sibling, uncle, aunt, niece, nephew, first cousin, in-law, or step-relative. Call 309-438-2008.

## **Academic Assistance**

The Julia N. Visor Academic Center, located in the Vrooman Center, provides tutoring in a variety of academic subject areas, especially in General Education courses. Weekly small group sessions are available, as well as some drop-in hours. Writing assistance is offered for any course, from the planning stages to the final revision, and assistance in study skills, such as test-taking, note-taking, textbook reading, writing papers, time management, and stress management is available. One-on-one academic coaching is also available. In this program, regular meetings are scheduled with a success coach to help students develop personalized strategies for academic success. Schedule an appointment by calling 309-438-7100, or visit the [Visor Academic Center website](#).

## **Sexual Assault Survivor Resources**

Non-university reporting option: YWCA Stepping Stones, the local McLean County sexual assault program, provides 24-hour assistance for sexual assault and sexual abuse victims and their families in McLean County. Available 24 hours a day, 7 days a week, 365 days a year. Trained and caring sexual assault advocates can be reached anytime you need them. Call PATH at 309-827-4005 and ask for Stepping Stones.

## **Food/Shelter**

It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the Dean of Students Office, who can connect you with other local resources. ISU now has a food pantry which is available to all students in the Bloomington-Normal area: see the [School Street Food Pantry website](#).

## ENG 246 Spring 2021 course schedule

[Week 1 – Getting to know you – Mon. 1/11 + Wed. 1/13](#)

[Week 2 – Getting to know the course – no synchronous class](#)

[Week 3 – Project 1 – Wed. 1/27](#)

[Week 4 – Project 1 – Wed. 2/3](#)

[Week 5 – Project 1 – Wed. 2/10](#)

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## Week 1 – Getting to know you – Mon. 1/11 + Wed. 1/13

Mon. 1/11	<p><b>Introductions to each other + online learning</b></p> <p>Read: nothing from me yet</p> <p>Do: show up for <a href="#">synchronous Zoom session during class time, 9:35 a.m. to 10:50 a.m.</a></p> <p>In-class: getting to know each other as people, as writers, as folks in online learning spaces</p>
Wed. 1/13	<p><b>Introductions to you + writing</b></p> <p>Read: nothing from me yet</p> <p>Do: show up for <a href="#">synchronous Zoom session during class time, 9:35 a.m. to 10:50 a.m.</a></p> <p>In-class: getting to know each other (still) as people, as writers, as folks in online learning spaces</p>

## Week 2 – Getting to know the course – no synchronous class

Mon. 1/18 No Class - Martin Luther King Jr. Day holiday

For this week	<p><b>Course introductions</b></p> <p>Please add the following tasks to your lists to complete by end of day on Tuesday 1/19 (whenever your end of day is):</p> <p>Read: course syllabus (available on <a href="#">ReggieNet under Materials</a>, or by following the link to our class Google Drive folder, in <a href="#">246 course materials</a>)</p> <p>Do: leave your specific syllabus questions and comments on <a href="#">the syllabus document that you should be able to leave comments on</a></p> <p>Do: leave other questions that aren't about the syllabus in our <a href="#">246 questions doc</a>, or you can also leave anonymous questions about the syllabus there if you don't want to leave a comment directly on the syllabus document linked above</p>
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	<p>Do: leave an email address on our <a href="#">246 gmail list</a> so that you can have full edit access to our course Google Drive</p> <p>Do: complete the <a href="#">course survey</a>. It's 21 questions, not all are required, and I imagine it should take no more than 30-40 minutes to complete.</p> <p>Do: share a song or 2 (or 5) in our <a href="#">246 playlists</a> document in progress. Our first theme is "songs that are helping you get through right now"</p> <p>Do: keep an eye on ReggieNet announcements/email in your Outlook inbox by Wednesday 1/20 for full Project 1 details and schedule (for weeks 3-6) as well as any other work for the following week (Week 3)</p>
Note	<p><b>No synchronous class meeting this Wed. 1/20</b> US Presidential Inauguration Day</p> <p>Do: Set up your private Google Drive folder following the instructions in this <a href="#">Google Slides set</a> by Friday 1/22</p>

Mon. 1/25 Last day to drop course with no withdrawal grade

### Week 3 – Project 1 – Wed. 1/27

For Wed. class 1/27	<p><b>Why your writing stories</b> Read: <a href="#">Project 1 "My" Writing Histories prompt</a> and <a href="#">schedule</a></p> <p>Read: Introduction (pp. 1-3) and 2 self-selected chapters from <a href="#">Bad Ideas about Writing</a> (you choose 2, based on what resonates with you as a writer, thinker, teacher)</p> <p>Do: bring your Project 1 questions to class and/or drop in our <a href="#">Q&amp;A doc</a> under Project 1</p> <p>In class: your Project 1 questions, annotated bibliography genre conventions, writing stories at work in Bad Ideas about Writing, generating collective ideas about our writing histories</p>
For this week	<p>Do: start your <a href="#">Writing Histories Journal for Project 1</a> by completing entries #1 and #2 by Friday 1/29</p>

	Do: start drafting your annotated bib entries using questions from <a href="#">Writing Histories Journal</a> #2 prompt; draft of 6-7 entries (at least started) should be ready for peer feedback before class next Wednesday, 2/3
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### Week 4 – Project 1 – Wed. 2/3

For Wed. class 2/3	<p><b>Sharing your writing stories</b></p> <p>Read: Richard Straub’s <a href="#">“Responding—Really Responding—to Other Students’ Writing”</a></p> <p>Do: Bring a draft of your writing history annotated bibliography to share with peers, 6-7 entries (at least started)</p> <p>In-class: your peer feedback needs, giving and receiving peer feedback, summary of peer feedback learning</p>
For this week	<p>Do: continue your <a href="#">Writing Histories Journal for Project 1</a> by completing entries #3 and #4 by Friday 2/5</p> <p>→ Do: reply to this brief survey about your annotated bib entry length and questions you have right now: <a href="https://forms.gle/2tA2h3tuGskiyCiP8">https://forms.gle/2tA2h3tuGskiyCiP8</a></p> <p>Do: finish drafting and revising your annotated bib entries; final-for-now draft of 8-10 entries should be completed by Sunday 2/14</p>

### Week 5 – Project 1 – Wed. 2/10

Wed. 2/10	<p><b>Remediating your writing stories</b></p> <p>Read: 2 texts <u>about writing</u> that already exist in the world, any genre of your choosing, can be a personal essay, a video diary, a TikTok video, a poem, a comic strip, serious or satire, whatever you research that resonates with you for some reason</p> <p>→ Do: add your 2 texts about writing to <a href="#">this shared Google Drive folder</a>; you can drop links into the Google Doc, drop images into the Google Slides, or drop files into the folder itself; the goal is to share and generate collective ideas for genres you might all choose to use to remediate some of your writing stories from your annotated bib draft</p>
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	<p>Do: bring any final questions about your annotated bib entries, due Sunday 2/14</p> <p>In-class: your final annotated bib questions, generating collective ideas about genres to remediate your bib entries, your questions about remediating your writing stories</p>
For this week	<p>Do: continue your <a href="#">Writing Histories Journal for Project 1</a> by writing up entries #5 and #6 by Friday, 2/12</p> <p>Do: finish drafting and revising your annotated bib entries; final-for-now draft of 8-10 entries should be completed by Sunday 2/14</p> <p>Do: start thinking about, experimenting with remediating 2-3 of your annotated bib entries in a genre of your choosing; your first and final-for-now draft should be completed by Sunday 2/21</p>

### Week 6 – Project 1 – Wed. 2/17

For Wed. class 2/17	<p><b>Documenting + evaluating your Writing Histories learning</b></p> <p>Do: bring your Project 1 genre remediation questions to class</p> <p>Read: Project 1 proof of learning questions (in <a href="#">Writing Histories Journal</a> prompt #7)</p> <p>Do: bring your Project 1 proof of learning questions to class</p> <p>In class: your Project 1 proof of learning questions, our first attempt at community-based assessment, developing percentages for all Project 1 components and a rubric for the final artifact(s) (annotated bib entries + remediated entries)</p>
For this week	<p>Do: finish your <a href="#">Writing Histories Journal for Project 1</a> by writing up entry #7 by Friday 2/19</p> <p>Do: remediate 2-3 of your annotated bib entries in a genre of your choosing; your first and final-for-now draft should be completed by Sunday 2/21</p> <p>Do: write up your 4-6 proof of learning vignettes; your first and final-for-now draft should be completed by Sunday 2/28</p> <p>Do: write at least 1 POL vignette for class next Wednesday, 2/24 (your choice of which one)</p>

### Week 7 – Project 2 – Wed. 2/24

<p>For Wed. class 2/24</p>	<p><b>Wrapping up + moving on to genre(s) of your choosing</b> Do: write at least 1 POL vignette (your choice of which one) before class today, Wednesday 2/24, 9:35 a.m.</p> <p>Do: bring your Project 1 proof of learning questions to class</p> <p>In class: your Project 1 proof of learning questions, an update from last week on our Project 1 assessment/grading/criteria, some genre questions to get us started on Project 2</p>
<p>For this week</p>	<p>Do: write up your 4-6 proof of learning vignettes; your first and final-for-now draft should be completed by Sunday 2/28</p> <p>Do: take a moment to mark/celebrate/something the official end of Project 1</p> <p>Do: read <a href="#">the Project 2 prompt</a> and leave questions in our <a href="#">class Q&amp;A doc</a> before class next Wednesday 3/3</p> <p>Do: read through the <a href="#">Genre Research Journal questions for Project 2</a> and leave questions as comments in the doc wherever you have them</p> <p>→ <b>Do:</b> go back into the <a href="#">Project 2 collective genre thoughts</a> document from class; look at what others wrote; look at my comments; and leave any comments, questions, affirmations, or notes for others.</p>

### Week 8 – Project 2 – Wed. 3/3

<p>For Wed. class 3/3</p>	<p><b>Why genres of your choosing</b> Do: read <a href="#">the Project 2 prompt</a> and leave questions in our <a href="#">class Q&amp;A doc</a> before class next Wednesday 3/3</p> <p>Do: read through the <a href="#">Genre Research Journal questions for Project 2</a> and leave questions as comments in the doc wherever you have them</p> <p>→ <b>Do:</b> go back into the <a href="#">Project 2 collective genre thoughts</a> document from class; look at what others wrote; look at my comments; and leave any comments, questions, affirmations, or notes for others.</p> <p>In class: Project 2 questions about the prompt, the research journals, the schedule; more collective discussion of which genres to choose for Project 2 and why</p>
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For this week	<p>Do: make sure you have created a Project 2 folder in your ENG 246 folder for this class that you have already shared with me; and created a Genre Research Journal doc in your Project 2 folder, so that I can see what you're writing for this week</p> <p>Do: start your Genre Research Journal by completing <a href="#">entry #1</a> by Friday, 3/5</p> <p>Do: continue your Genre Research Journal by completing <a href="#">entry #2 about your genre choice and rationale</a> by Sunday, 3/7; this is the major writing task for Week 8</p>
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## Week 9 – Project 2 – Wed. 3/10 – no synchronous class

Tues. 3/9 and Wed. 3/10 No Classes - Personal Well-being Days

Note	<p><b>No synchronous class meeting this Wed. 3/10</b> ISU Personal Well-being Day</p> <p>You still have asynchronous writing for this week, to keep working toward Project 2. It's <i>not</i> more than I would have assigned without the well-being day, so I hope that it feels like an appropriate amount of writing for 1 week; and that you feel some relief to not have class on Wednesday morning or have anything additional to prep for that class.</p>
For this week	<p><b>What texts in your genre exist in the world? What do you see in them (or not)?</b> Do: research and select 3 texts/artifacts from your chosen genre for Project 2</p> <p>Read/listen to/watch: your 3 selected texts with the <a href="#">Genre Research Journal #4 questions</a> to guide your thinking about them</p> <p>Do: analyze the 3 texts/artifacts from your chosen genre individually by completing the <a href="#">Genre Research Journal entries #4, 5, and 6</a> (one for each text you're reading) by Sunday 3/14; this is the major writing task for Week 9</p> <p>Do: take half an hour or so to trace and document your genre learning experience by completing the <a href="#">Genre Research Journal entry #3</a> by Friday 3/12</p> <p>Do: reply to the <a href="#">midterm feedback survey</a> by Tuesday 3/16</p>

## Week 10 – Project 2 – Wed. 3/17

For	<b>What does your genre look like, communicate, do in the world?</b>
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Wed. class 3/17	<p>Do: reply to the <a href="#">midterm feedback survey</a> by Tuesday 3/16</p> <p>Do: write a draft of a genre description for your chosen genre by completing the <a href="#">Genre Research Journal entry #7</a> by class time on Wednesday, 3/17</p> <p>In class: you'll share your genre descriptions (Genre Research Journal #7) so far and get peer feedback on them in the form of questions to help you expand, clarify, add, and revise your descriptions with more detail</p>
For this week	<p>Do: make any additions, clarifications, revisions to your genre descriptions in your <a href="#">Genre Research Journal entry #7</a> by <b>Sunday, 3/21</b></p> <p>Do: transform your genre description and criteria into a potential rubric to evaluate your genre production by completing <a href="#">Genre Research Journal entry #8</a> by Sunday, 3/21; journal entries #7 and #8 are the major writing tasks for Week 10</p> <p>Do: be mindful that you'll need to make a text(s)/artifact(s) in the genre of your choosing and bring to class on Wednesday, 3/24 to start getting peer feedback</p>

### Week 11 – Project 2 – Wed. 3/24

For Wed. class 3/24	<p><b>Making, evaluating, documenting your genre production</b></p> <p>Do: make a text(s)/artifact(s) in the genre of your choosing and bring to class ready to share for peer feedback, by Wednesday, 3/24, at 9:35 a.m.</p> <p>In-class: you'll share your genre production drafts with peers and talk about what feedback you'd like from them (synchronous peer feedback); we'll talk about what went well (and didn't) in making your rubrics; and we'll talk about POL questions and genre choices</p>
For this week	<p>Do: give peer feedback on each other's genre production drafts by Sunday, 3/28 (asynchronous peer feedback); your draft and peer feedback are the major writing tasks for Week 11</p>

### Week 12 – Project 3 – Wed. 3/31

For Wed. class	<p><b>Wrapping up + moving on</b></p> <p>Do: bring Project 2 proof of learning questions to class</p> <p>Do: keep working on Project 2 artifact revisions and artifact evaluation tool</p> <p>Do: bring any final Project 2 questions to class</p>
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3/31	In class: your proof of learning questions, any other remaining Project 2 questions, making a collective Project 2 evaluation pie; then we'll talk about digital storytelling for Project 3, our final project for the course
For this week	<p>Do: Finish your Genre Research Journal by completing <a href="#">entry #9</a> by Friday, 4/2</p> <p>Do: Complete and revise your text(s)/artifact(s) in your chosen genre by Sunday 4/4; this is the major writing task for Week 12</p> <p>Do: Revise your genre rubric by revising your <a href="#">Genre Research Journal entry #8</a>, also by Sunday, 4/4, when you complete your final-for-now artifact</p> <p>Do: Complete Project 2 by creating a Proof of Learning text(s)/artifact(s) in a genre of your choosing by Wednesday, 4/7, at <b>11 a.m.</b> (even though we do not have synchronous class that day)</p>

### Week 13 – Project 3 – no synchronous class

Note	<p><b>No synchronous class meeting this Wed. 4/7</b> I will be attending an academic conference</p>
For this week	<p>Do: finish all Project 2 writing by <b>Saturday 4/10</b>, end of your day</p> <p>Do: take a moment to mark/celebrate/something the official end of Project 2 Seriously^</p> <p>Do: read <a href="#">the Project 3 prompt</a> and leave questions in our <a href="#">class Q&amp;A doc</a> before class Wednesday 4/14</p> <p>Do: read through <a href="#">the Project 3 schedule</a> and leave questions as comments in the doc wherever you have them before class Wednesday 4/14</p> <p>Do: read through the <a href="#">Narrative questions for Project 3</a> and leave questions as comments in the doc wherever you have them before class Wednesday 4/14</p>

### Week 14 – Project 3 – Wed. 4/14

<p>For class Wed. 4/14</p>	<p><b>What counts as a “digital story”?</b></p> <p>Do: read <a href="#">the Project 3 prompt</a> and leave questions in our <a href="#">class Q&amp;A doc</a> before class Wednesday 4/14</p> <p>Do: read through <a href="#">the Project 3 schedule</a> and leave questions as comments in the doc wherever you have them</p> <p>Do: read through the <a href="#">Narrative questions for Project 3</a> and leave questions as comments in the doc wherever you have them</p> <p>In class: your Project 3 questions about the prompt and the schedule; collective discussions of what counts as a “digital story,” your individual contributions to our collective ongoing list of examples</p>
<p>For this week</p>	<p>Do: continue to make your <a href="#">contributions to our collective list of digital story texts</a> in the world</p> <p>Do: come prepared to class next week with ideas for digital story artifacts you might make for this project</p> <p>Do: read through our <a href="#">collective proof of learning document</a> questions and leave questions as comments in the doc wherever you have them</p>

Fri. 4/16 Last day to withdraw from course with WX grade

**Week 15 – Project 3 – Wed. 4/21**

<p>For class Wed. 4/21</p>	<p><b>Workshopping your digital story ideas</b></p> <p>Do: complete your <a href="#">contributions to our collective list of digital story texts</a> in the world</p> <p>Do: bring ideas for digital story artifacts you might make for this project</p> <p>Do: bring any questions on our <a href="#">collective proof of learning document</a> questions</p> <p>In class: digital story idea workshopping, “speed dating” edition, followed by some collective description of workshopping interactions; your questions on our Project 3 <a href="#">Narrative questions</a> and <a href="#">collective proof of learning</a> questions (this is the end of “new” stuff for this course)</p>
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For this week	<p>Do: create a Project 3 folder in your ENG 246 folder</p> <p>Do: work on making your digital story artifact to bring to class next week for sharing</p>
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### Week 16 – Project 3 – Wed. 4/28

Wed. 4/28	<p><b>Sharing your digital story artifacts</b></p> <p>Bring: your digital story artifact to class to share in small groups</p> <ul style="list-style-type: none"> <li>● You can have in your Project 3 folder for ENG 246, and you can share it on screen via Zoom.</li> <li>● You can also make a space for your digital story in this <a href="#">collective Project 3 artifact-sharing folder</a>.</li> </ul> <p>In class: sharing your digital stories, Project 3 evaluation pie</p> <p>In class: complete the <a href="#">course feedback survey</a> from me, which will very much help me plan, adapt, adjust, revise, and improve this course (when I teach it again) and my teaching (which is deeply meaningful to me)</p>
For next week	<p>Do: complete your <a href="#">Narrative</a> to accompany your digital story artifact, by Wed. 5/5</p> <p>Do: make 4 individual contributions to our <a href="#">collective proof of learning document</a>, by Fri. 5/7</p> <p>Do: respond to 2 peers' contributions in our <a href="#">collective proof of learning document</a>, by Sun. 5/9</p>

Thurs. 4/29 and Fri. 4/30 No classes - Reading Days

### Finals week – May 3-7

For this week	<p>Do: complete your <a href="#">Narrative</a> to accompany your digital story artifact, by Wed. 5/5</p> <p>Do: make 4 individual contributions to our <a href="#">collective proof of learning document</a>, by Fri. 5/7</p>
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	<p>Do: respond to 2 peers' contributions in our <a href="#">collective proof of learning document</a>, by Sun. 5/9</p> <p>Do: please do complete the <a href="#">course feedback survey</a> from me, which will very much help me plan, adapt, adjust, revise, and improve this course (when I teach it again) and my teaching (which is deeply meaningful to me)</p>
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### Other official dates

Sat., 5/1	Last day of classes
Mon. 5/3 – Fri. 5/7	Final exams
Tues. 5/11	<b>Grades due at noon</b>

For a full academic calendar for Spring 2021, visit <https://events.illinoisstate.edu/academic-calendar/>.