<p style="text-align:center">English 101: Composition—Fall 2023</p>

Kylee Johnston—Room 306
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I answer emails up until 7 pm.

<p style="text-align:center">Google Classroom Codes:
1st hour: 2vr3ip2
4th hour: 2rxv7ut
5th hour: r6dq2ln
6th hour: t3oth7x</p>

STAY
HUMBLE
HUSTLE
HARD

Welcome! I am Kylee Johnston, a learner, thinker, and guide who loves to talk with students about what they believe while helping them understand other people's viewpoints. I teach empathy and critical thinking skills and believe both must always work together. My motto is "stay humble; hustle hard", and I strive to demonstrate that attitude through my teaching every day.

Course Hours and Instructional Methods : 3 credit hours, in-person

Catalog Description: English 101 Composition. Instruction and practice in writing in a variety of rhetorical contexts, including academic ones.

Course Description:
This is a course about strengthening your written and oral communication. In it, you will learn to generate, explore, organize, and convey ideas in writing, using language and other media to present ideas clearly, confidently, and in a manner appropriate to specific communication situations.

By learning how communication is shaped by specific situations and contexts, the hope is that you can then apply this knowledge in contexts beyond this course—as you write for other courses and for varied purposes and audiences and in different genres and across different modes and mediums of communication (verbal, visual, digital, multimedia).

Course Outcomes:
This course satisfies KU Core Goal 2, learning outcome 1.
By the end of this course students should be able to:
1) Analyze how language and rhetorical choices vary across texts and different institutional, historical, cultural, and/or public contexts
2) Demonstrate their rhetorical flexibility within both academic and nonacademic (or public) writing contexts
3) Revise to improve their own writing and develop flexible strategies for drafting, reviewing, revising, rewriting, rereading, and editing

Description of Major Writing Assignments:
Writing Project 1 Analysis of Students' Own Rhetoric: This project asks students to describe and analyze their own examples of rhetoric and of presenting themselves rhetorically, drawing on their own experiences/texts as communicators.

Writing Project 2 Rhetorical Analysis of a Public Text: In this project, students move to analyzing how texts are situated in and respond to specific rhetorical situations and cultural contexts and explore how rhetorical choices and strategies are shaped by these situations and contexts.

Writing Project 3 Multi-genre Public Awareness Campaign: Following their analysis of rhetorical choices and strategies in WP2, in this project, students employ their own rhetorical strategies to create a multi-genre project (public awareness campaign) in response to a rhetorical problem. This project moves students from rhetorical analysis to production.

Writing Project 4 Revision/Remediating Project: This final project asks students to revise or remediate a previous project in order to improve writing and strengthen rhetorical strategies.

Required Materials:
Becoming Rhetorical by Jodie Nicotra (digital copy provided free)
ipad (or laptop of your own)
a notebook or composition book for journals, notes, and other homework assignments
a pencil
a 3 ring binder or folder in which to keep handouts
1-2 dry erase markers for grammar work
a highlighter for annotation work

<u>Attendance:</u>

The class discussion and activities we engage in during class are a vital part of learning, understanding, and developing competence as a writer. In order for you to meet the goals of the course, consistent attendance and participation is essential. To attend class well means not only being physically present, but also being prepared—having read any assignments well enough to be able to talk about them and having completed any preparatory writing assignments -- and actively participating in the day's activity. There is a direct correlation between student class attendance and student success. If your goal is to earn an A or B in this course, you should make attending class a priority.

Daily homework and informal low-stakes writing counts as 15% of your grade over the course of the whole semester, and you must be prepared to turn them in by the beginning of each class period in order to get credit for them, as each one is preparation for your major projects. ALL daily assignments (including homework) will be on Classroom, usually by 3:30 each day, so if you're gone, you can find out what you missed and if it's homework that we will discuss the next day, you can prepare for that.

Late Work:
The four Writing Projects are due before class starts on the due date. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. Unless we have made arrangements in advance, 5% will be deducted for each day a major paper is late. Check your schedule for potential conflicts well ahead of due dates and speak with me ahead of time if you will have trouble meeting a deadline.

Additionally, I will be allotting each of you two floating extension days that you may use as you see fit. For example, if a major paper is due on Monday, you may use one of your two extension days and turn it in on Wednesday instead (by midnight). You may use both days for a single project or use them separately. Please email me on or before the due date if you plan to use one or both of these days. These can only be used with the four Writing Projects and do not apply to low-stakes or participation assignments.

All other assignments (Low-Stakes Writing and Collaborative Activities) are due by the start of class time on the due date. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. Please contact me in advance if you cannot complete a low-stakes assignment by the due date.

Grading: Your final course grade will be based on the following weightings of graded work:
Project #1 20%
Project #2 25%
Project #3 25%
Project #4 (revision) 15%
Activities, discussions, peer review, and other assignments 15%

In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

Grading Scale
A: 93-100   B: 83-86.9   C: 73-76.9   D: 63-69.9
A-: 90-92.9   B-: 80-82.9   C-: 70-72.9   D-: 60-62.9
B+: 87-89.9   C+: 77-79.9   D+: 67-69.9   F: 0-59.9

Drop Policy: If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the website below:
https://registrar.ku.edu/dropping-and-withdrawing

Student Feedback: At the conclusion of this course, the University will provide an opportunity for you to provide feedback via an online (anonymous) Student Survey of Teaching. I strongly encourage you to take advantage of this opportunity to provide feedback. More generally, please feel free to tell me what is working well, and what is not working as well during the semester. Thanks!

Conferences: Successful writers are usually those who collaborate with others to generate ideas, outline papers, proofread, etc. For this reason, we will work together in class and will meet individually to discuss your writing. I will schedule one conference with you over the course of the semester, but I encourage you to meet with me during my office hours or other times by appointment with any issue related to the course. Missing a conference will mean missing credit for the preparatory writing associated with that conference.

Academic Honesty: Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet, published sources, or generative AI tools; submitting an entire paper written by someone else; submitting a paper written for another class (and thus not original work); and copying another student's work (even with the student's permission). To avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased. With the emergence of generative AI tools, questions about academic honesty have become complicated. However, failing to give credit to when and how you use AI is a form of dishonesty. In this class, use of generative AI

tools are not permitted. Please see me if you have any questions about documenting sources, but I will reteach these skills before each paper when they are needed.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero-tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

AI Policy:

Academic integrity is essential for a fair evaluation of your work and that of your classmates, as our school handbook makes clear. All work submitted in this course must be your own.

Assignments for this course are designed to help you develop your critical thinking, close reading, research, and writing skills. Submitting other people's work as your own, repurposing work you have done for other courses without my prior approval and without substantial revision, or using so-called AI tools for your work in this course undermines those goals. In this course, you may not use ChatGPT or other generative AI software for your assignments, including plug-ins or native tools that automatically generate text within word-processing apps. Exceptions include the grammar check and spellcheck options on your word-processing software or Grammarly grammar check (but not GrammarlyGO's generative text option); these approved tools make suggestions for revising work that you have already generated and may be used with caution and with the understanding that you are, as always, ultimately responsible for the work you generate. If you have questions about what constitutes academic misconduct (plagiarism or unauthorized use of tools or assistance), please ask me before submitting your work.

Writing Help: At the Firebird Writing Center during ECT time, you can work one-on-one with writing consultants trained to talk with you about writing. We welcome students who think they need help with writing as well as those who consider themselves good writers. Consultants are coaches who work with you on any type of assignment—essays, research papers, reports, presentations—at any point of completeness or incompleteness. We find that students benefit from a visit early in the thinking and writing process. Don't wait until you are frustrated. You will also receive bonus points for going to the writing center.

Technology:
Obviously, technology is a more important part of communicating and composing in our world than ever. Obviously, we'll be relying on it a lot this semester. Please let me know if you don't have access to a computer, tablet, or smartphone with which to access our course materials, or insufficient internet access because they are crucial to our class. During class meetings, please use your technology responsibly; don't let your technology use hurt your own or your classmates' ability to learn.

All of that being said, using your phone or computer for purposes unrelated to class activities does not only impede your ability to listen and participate, but it distracts other students and myself. If I notice that your computer/phone/tablet/etc. use seems to be impeding participation, or distracting others, I will ask you to put your device away or will have you keep your cellphone in our cellphone storage place until the end of class. If distracting behavior continues, we will speak outside of class to resolve the issue.

Be sure you check Google Classroom regularly. I post each day's agenda there as well as assignment and essay turn-in spots.

Class expectations:
In this class, we will be focusing on excellence, responsibility, and respect as we become a classroom family. I want you to continue to remember these this semester:

1) Excellence: I expect you to put effort into this class. I want you to challenge yourself and work hard, for in doing so you will find the greatest benefit.
-Study outside of class. If you haven't been studying, this semester it's time to start. What should you study or do? vocabulary, grammar, choice book reading, assigned readings, and assigned writings.

-Since I care about you, I let you know what you do well and what you can improve.

-Try. Don't make excuses. No whining.

2) Responsibility: I expect you to be a responsible student.

- Students will be responsible for arriving on time to class and bringing all necessary materials.
-Work on English class when in English class. Don't multitask and do math, only to put off writing your essay for later.
-Students will be responsible for turning in their assignments on time and getting make-up work if they are absent.
-Talk to me in advance if you're going to be absent.
-Mental health days are ok every couple months, but not once per week, especially not in avoidance of a test or presentation.

3) Respect: I want you all to be able to get along with and interact respectfully with every member of this classroom.
-Be respectful of everyone's right to learn by listening to me and to one another and keeping a quiet environment during instruction and individual work time.
-Keep your phone put away during class.

Student Academic Creations: Because one of the aims of this course is to teach students to write for specific audiences, ungraded, student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others.

Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

Mandatory Reporting: Violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center (785-843-8985 or http://stacarecenter.org/). You may also wish to contact Lawrence Memorial Hospital Emergency Room (785-505-6162). If the incident occurred on school grounds, you should report it to the School Resource Officer and the Lawrence Police (785-832-7509). For the protection of students who experience harassment or violence, instructors are mandated reporters; if you report harassment or violence to an instructor, the instructor must report it to the School Resource Officer and your vice principal and counselor.

Diversity Statement: Diversity relates to but is not limited to the following: creed, disability, ethnicity, gender, global perspectives, international background, language background, learning difference, multicultural perspectives, national origin, public assistance status, race, religion, sex, and sexual orientation. Each of these aspects of diversity relate to one's identity. The University of Kansas and USD 497 value diversity in the student body and believe that the intentional creation of a diverse learning environment is essential to achieving our educational mission. Our schools strive to foster a multicultural environment in which the dignity and rights of the individual are respected.

Inclusive Classroom: In this classroom, we support an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from experiences that will help them to learn, lead, and serve in a diverse and democratic society. All members of our classroom and school community must accept the responsibility to demonstrate civility and respect for the dignity and visibility of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, or disability are contrary to the mission of the school and this classroom.

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

<u>Civil Classroom:</u> Civility and respect for the opinions of others are very important to an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, or disability are contrary to the mission of this course and will not be tolerated.

<u>Questions:</u> If you have questions or need help on anything related to this course, please come see me during ECT. You can also email me. If you email during school hours I will respond the same day; if you email later, you may have to wait until the next day for a response.

Due Dates for Assignments:

Project #1: Cultural Literacy Narrative   final draft due Monday, September 18 (before class)

Project #2: Rhetorical Analysis   final draft due Monday, October 23 (before class)

Project #3: Multi-modal Persuasion   final draft due Monday, November 27 (before class)

Project #4: Revision of Previous Project   final draft due (Monday, December 11)

To repeat: the four Writing Projects are due in class on the due date. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. Unless we have made arrangements in advance, 5% will be deducted for each day a major paper is late. Check your schedule for potential conflicts well ahead of due dates and speak with me ahead of time if you will have trouble meeting a deadline. Also, remember the two floating extension dates you can ask for in advance.