

ENGL 1030 - 037 : Accelerated Composition

T/TH, 9:30 – 10:45am, Room: Academic Success Center 302, Spring 2016

Instructor: Christopher Stuart

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Hours: T/TH 8-9am, 12:15-1pm, or by appointment

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Course Website: CompCraft.weebly.com

What is this Course All About?

This course focuses on writing and critical thinking by using an approach that teaches rhetorical strategies for reading and composing arguments in both print and digital environments. Students will learn to read texts critically and to recognize the different purposes and audiences for arguments. Students will compose multiple writing projects based on issues and research raised in the reading assignments and class discussions during the semester. The writing assignments will give students extensive practice in thinking critically and writing according to the rhetorical conventions of an argumentative essay using the full range of writing processes—*invention, arrangement, drafting, revising, editing, and proofreading*—for multiple assignments. We will explore the uses of rhetoric as a tool of persuasion in written, visual, and multimodal texts. We will learn how rhetoric works through attention to *persona, audience, and persuasive appeals (such as pathos, logos, ethos, kairos)*. Rhetoric teaches us how we might persuade others, and whether to be persuaded ourselves. To these ends, we will pay particular attention to cultural and individual assumptions, and how rhetoric and language work to provide effective arguments. These approaches build a foundation for learning strategies of writing about the world in which we all work and live.

This course will be guided by the following five key learning outcomes (established by the *Council of Writing Program Administrators*):

- **Rhetorical Knowledge**
 - Focus on a purpose
 - Respond to the needs of different audiences
 - Respond appropriately to different kinds of rhetorical situations
 - Use conventions of format and structure appropriate to the rhetorical situation
 - Adopt appropriate voice, tone, and level of formality
 - Understand how genres shape reading and writing
 - Write in several genres

- **Critical Thinking, Reading, and Writing**
 - Use writing and reading for inquiry, learning, thinking, and communicating
 - Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
 - Integrate their own ideas with those of others
 - Understand the relationships among language, knowledge, and power

- **Processes of Composing**
 - Be aware that it usually takes multiple drafts to create and complete a successful text
 - Develop flexible strategies for generating, revising, editing, and proof-reading
 - Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
 - Understand the collaborative and social aspects of writing processes

- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences
- **Knowledge of Conventions**
 - Learn common formats for different kinds of texts
 - Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
 - Practice appropriate means of documenting their work
 - Control such surface features as syntax, grammar, punctuation, and spelling.
- **Composing in Electronic Environments**
 - Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
 - Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources
 - Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

In addition to the above course outcomes, we—both students and instructor—will engage in the eight habits of mind as outlined in the *Framework for Success in Postsecondary Writing*:

- **Curiosity** – the desire to know more about the world.
- **Openness** – the willingness to consider new ways of being and thinking in the world.
- **Engagement** – a sense of investment and involvement in learning.
- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

How is this Course Designed?

This class is designed as a multiplayer game. You are the **players**. I am the **game master**. Every player will create an **avatar** that will represent them in the game. I will serve as your guide through the *Rhetorical Inn*. You will journey through **three chapters** (units), completing both **quests and adventures** (assignments), deal with **random encounters** (impromptu presentations), update your **journey log** (reflections), **build** (Minecraft and multimodal compositions), conduct **strategy sessions** for raids (peer review), and engage in **seven raids** (projects) alone, as well as with **guilds** (groups).

With the class being designed as a game, the player has agency to forge his/her own path to success. **Adventures/quests, builds, logs, and raids** will all have variations based on what **class/specialization** the player chooses. The first specialization will be chosen when the player’s avatar is created, but if the player wishes to **respect** during any chapter, it will cost a small fee (a 200 word rational). The classes/specializations are as follows: **Warrior, Mage, Bard, Builder, and Ranger** (view website for details).

Each chapter will come to a close at a specified time (see schedule). Chapters are structured to engage players with content that will help them complete the assigned raids that close the chapters. The three chapters are structured as follows:

Chapter	Chapter Description	Potential Raid XP
Through the Looking Glass	Solo Chapter. Player will engage in concepts of metacognition, curiosity, and failure in an introductory chapter to composition concluding with a reflective essay.	50XP
Master of Scribes	Solo Chapter. Players will learn the arts of argumentation and persuasion through rhetoric. Three raids spilt the chapter, with the final concluding with an argumentative essay on a chosen topic/monster/villain.	400XP
Building a New Age	Guild Raids. Players will engage in guild raids engaging in visual rhetorics, technical writing, and multimodal compositions and presentations.	300XP



What Type of Equipment is Required for this Course?

- A laptop computer (external mouse recommended).
- *Minecraft Education* (Downloadable game \$5)
- Graph paper (can be printed)
- All readings will be provided via the course website in the form of PDF's.

Students will be expected to purchase *Minecraft Education* (\$5) in order to complete adventures and raids in this class. The game master is working on permissions for library computers to be used for the game. Since the course does not require a textbook—all readings will be provided via PDF's—players are expected to pay for the software and engage with the technology (For more information, see the below statement on technology).

How are Players Graded?

You will begin on the first day of class as a Level One player with zero **experience points (XP)**. Level Twenty is the highest level you can achieve. XP will be earned by completing quests/adventures, strategy sessions, raids, random encounters, and other tasks. The class letter grade will be based on the player's final level, as well as classroom etiquette, participation, and **initiative**. The player must be at least Level Fourteen to pass this course.

Level	XP	Level	XP
Level Twenty	1000	Level Ten	300
Level Nineteen	900	Level Nine	230
Level Eighteen	800	Level Eight	170
Level Seventeen	740	Level Seven	120
Level Sixteen	700	Level Six	80
Level Fifteen	640	Level Five	55

Level Fourteen	600	Level Four	35
Level Thirteen	560	Level Three	20
Level Twelve	470	Level Two	10
Level Eleven	380	Level One	0

The player must create an avatar, complete all chapters, raids, and attend sessions in order to achieve at least Level Fourteen. Since each chapter builds on the next, the player will not be allowed to progress further without completing all associated raids.

As players progress through the course, they will also unlock **achievements** which indicate when great achievement is earned. Some achievements are public, but others are hidden to the player. **Achievement Points** unlock **abilities** and rewards at different thresholds (see website for details). There is a total of 100 points available to the players.

How do you Succeed in this Course?

This course is designed to teach players good habits in order to be successful in academia, their careers, and life in general. Following the habits of mind in these areas will greatly increase the chance of success in this class. For this course specifically, in order to succeed, players must take the initiative to challenge themselves, take risks, and reflect on failures. This course will take you out of your comfort zone and present challenges that you will have to come up with creative solutions which can result in failure, but that is okay.

I want to promote a culture of experimentation that does not punish risks, but rewards effort. With this in mind, if you feel the desire to revise or modify work, talk to me about it. If you have an idea for a new project, course policy, or the game-based pedagogy, talk to me about it. As I am demonstrating with the pedagogy of this course, I encourage you to lead with your interests and passions. If you have an intriguing idea for a quest, raid, or chapter, please seek me out. I am your ally: I want you to come out of this class with a good grade, pride in completed projects, and the skills you need to continue writing and researching at the academic level.

Gamers deal with failure on a daily basis, but failure is only part of the journey to success. If a player approaches a difficult situation, they assess it, and take a risk on a strategy that may not succeed. If they fail, they reflect on their missed opportunity (*metanoia*) and reassess. If the opportunity (*Kairos*) is missed, they know they need to approach similar situations differently in the future. If they are given repeated opportunity to succeed, they do so without giving up (ultimate defeat).

What are the Expectations for an “A” in this Course?

While each writing situation may call for some adjustment in the overall criteria based on the rhetorical situation, the following descriptive rubric is consistent with the values of first-year composition at Clemson and describe very general indicators that both you and your instructor may take into consideration when assessing your work and progress in the course. While the final interpretation and assessment of your grade remains the responsibility of your teacher, the work that earns the grade falls entirely to you the student.

A: Represents *excellent* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with very high quality in *all* work produced for the course. Evidence of *significant* and *sustained* development across the five learning outcomes.

- Responds fully to topic and thoroughly addresses issues.
- Shows unusual or substantial depth and complexity of thought, including strong analysis.
- Demonstrates clarity, focus, organization, and unity throughout.

- Thoroughly investigates the topic; shows full development with supporting detail.
- Documents ideas, information, and questions according to convention.
- Demonstrates superior control of diction, shows appropriate variety of sentences, and incorporates smooth, well-integrated transitions.
- Evidences mastery of mechanical and technical aspects of writing.

B: Represents *good* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with consistently high quality in course work. Evidence of *marked* and *above average* development across the five learning outcomes.

- Clearly and directly responds to topic and to issues.
- Shows depth and complexity of thought; investigates issues and addresses basic counterarguments.
- Demonstrates effective organization and adequate development.
- Incorporates a wide range of sources; uses plenty of detail to support ideas and conclusions.
- Documents sources correctly, with occasional minor errors.
- Contains only minor mechanical errors and exhibits no pattern of errors.

C: Represents *average* participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of *some* development across the five learning outcomes.

- Addresses question or topic and explores issues but draws no clear conclusion.
- Shows clarity of thought and organization but fails to show sufficient complexity or depth of thought.
- Uses only a few basic sources.
- Attempts to include adequate detail and development but may leave out obvious counterarguments.
- Attempts to document correctly.
- Demonstrates competence in mechanics; avoids major errors.

D: Represents *weak and uneven* participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five learning outcomes is partial or unclear.

- Consistently strays from topic; is oblique or irrelevant.
- Reflects simplistic, reductive, or stereotypical thinking; relies heavily on generalization; shows little evidence of research.
- Shows poor or confusing organization; is too short.
- Contains garbled paraphrases; words or passages are nearly plagiarized.
- Documentation is careless, incorrect, or missing in some cases.
- Exhibits consistent flaws in language, syntax, or mechanics.
- Exhibits inadequate research or reading.

F: Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

- Distorts topic or assignment; fails to address assignment; fails to establish topic.
- Provides no development.
- Contains obvious or deliberate plagiarism; lacks documentation of some or all sources.
- Displays gross technical or mechanical incompetence and repetitive errors.
- Exhibits inadequate research or reading.

How do I Turn in Work?

Most work will be turned in **electronically** via GoogleDrive, but the player should make sure he/she checks the quest, adventure, and raid details before turning them in. We will utilize several different platforms (i.e. *Minecraft Education*, Adobe product, Behance, and Youtube). All assigned work is due before the class gaming session starts unless otherwise stated. A missed gaming session or late sign in does not excuse the player from this rule.

Can I Turn Work in Late?

All assignments **must** be turned in on time. All work is due at the start of the class session. No late quests, adventures, or journey logs will be accepted late.

Raids, however, may be turned in late, but at great cost. If a raid is turned in late, the raid becomes **tarnished**. Once the raid is **tarnished** it is only worth ½ the XP, and it will decay within five (5) weekdays. Remember, once a raid is due to be turned in, no new quests/adventures may be taken on until the raid is submitted and cleared.

Deadlines for drafts and other aspects of raids will be dealt with in one of two ways: 1) If the game master requires a draft or a check-in from the player and he/she does not have the required materials, the player will receive a zero for that portion of the raid; 2) If the missed deadline is in association with the **guild contract**, then the **guild master** is responsible for doling out the punishment and must inform the game master immediately.

What are the Session Policies and Expectations?

Player Conduct Overview:

- I expect all players to sign into every gaming session on time and to arrive prepared to engage in the session.
- I expect all players to be curious, active, engaged and enthusiastic learners, who take ownership of their education.
- I expect that if a player must miss a session, they will notify me via e-mail and will be responsible for getting notes from other players on the material they missed.
- Finally, I expect all players to come to me for help when needed, to raise your hand in session to ask questions, and to support one another – learning to navigate advanced academic reading and writing can be difficult and frustrating. It helps to know that we're all in this together.

How Many Sessions Can I Miss?



This is a writing intensive course, so all players are expected to sign in on time and be prepared to work. Players are allotted two **health points** which will account for missed sessions. After both health points are gone, the player automatically purchases a single health point for **50 experience points**. As game master, I reserve the right to drop any players that exceed the two health points before the last “drop date.” I will also determine what to do in case of extended illness or personal crisis on a case-by-case basis. However, excessive absences are an adequate reason for being failed in first-year composition, even if players submit all work on time.

Our session begins at **9:30am**. If the player signs in late, up to 10 minutes past the starting time, they will be designated as late. If a player signs in late twice, it will be counted as a loss of a health point. Players that sign in 10 minutes after the start will lose a health point.

If you will be late or miss a session, it is the player’s responsibility to contact the game master **and** guild leader. If contact is not made, the player will be at a disadvantage and will not receive information about the session from the game master.

What are the Guidelines for Class Participation and Conduct?

I ask all players to be respectful. There will be times when players and guilds will be competing against one another, so trash talking in the spirit of the game is expected, but all players need to know the limits of their playful banter and when it becomes disrespectful. When a player is with her/his guild, s/he will be expected to fully participate and work as a team. Each player will be evaluated by her/his guild mates based on their active participation.

What if I Observe Religious Holidays?

I recognize the rights of students to observe religious holidays without penalty to the player. Students **must** provide **advance notice** to the game master in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays.

Can I use Technology in the Classroom?

Players will be interacting with a variety of sites and programs during the semester. Please let the game master know if a player needs help using the Internet or any computer program. When using a computer, save work frequently, always make backup copies by emailing drafts to yourself and/or using a thumb drive, and plan all projects with extra time allowed for unexpected technological difficulties. The use of GoogleDrive and other cloud based storage systems is always a good idea for saving work.

The use of computers, tablets, and e-readers are *strongly encouraged*, and at times *mandatory*, in the classroom. All in-session use of technology should be focused on the quest related activities, such as note-taking, research, and reading. As long as all players are respectfully attentive when another player is speaking, in-session technology use will not be a problem. That said, use of a cellphones in-session are discouraged, unless they are being used for session related activities. All phones are to be set to silent (not vibrate). The game master reserves the right to ask any player to put away their electronic device if it appears to be distracting other players. Abuse of this policy will result in XP penalization.

A full list of technologies used in the classroom is on the course website. You are required by the university to have a working laptop for word processing and Internet searching. The more demanding programs can be used in the library (except *Minecraft Education*) and I will help you make arrangements for *Minecraft* work if needed, but you must take the initiative. Forgetting your computer is as inexcusable as forgetting something to write with. Please make sure you come to class prepared and ready to work.

Communication with the Game Master and Other Players

Communication out of session with the game master or other players should be conducted respectfully through the institution given email. Make arrangements with other players to get contact information, especially with your guild. If you ever have any questions or concerns, do not hesitate to contact one of your peers or your instructor. With rare exceptions, I will always respond to all email inquiries within 48 hours.

What is Clemson's Accessibility?

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling [864-656-6848](tel:864-656-6848), by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the

Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Also, this course will be conducted in an atmosphere of mutual respect and affirms people of all gender expressions and identities. Please address me as Chris and my gender pronouns are he/him/his. I was provided with a class roster with your name as it appears in the iRoar system. However, if you prefer to be called a different name than what is on the roster, please let me know. You may also share your gender pronouns.

What is the Policy on Plagiarism and Academic Dishonesty?

The following is Clemson’s official statement on “Academic Integrity”: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

A simple definition of plagiarism—one that we will expand upon this semester—is when someone presents another person’s words, visuals, or ideas as his/her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. *This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the university.*

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty: <http://www.clemson.edu/academics/academic-integrity/>

What is the Writing Center (307 Academic Success Center building)?

The Writing Center is a free tutoring service available to the entire student body, regardless of major or academic standing. It provides students opportunities to discuss questions or problems related to academic writing—from generating a topic and thesis to organizing a draft and integrating appropriate citations. The Writing Center’s goal is to help Clemson students become confident and effective writers. As an English 1030 student, you should feel free to utilize the Writing Center to receive additional help or feedback on any course assignments or projects. You can make an appointment with a tutor by visiting the Writing Center’s website (<http://www.clemson.edu/centers-institutes/writing/>), by calling them at 864-656-3280, or by simply stopping in.

What is the Title IX (Sexual Harassment) Statement?

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and is also the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

Chapters and Raids

Chapter One: Through the Looking Glass

Raid One: Literacy Failure Analysis

This assignment requires players to engage with the habits of mind and rhetorical terms discussed in class in order to analyze a moment of failure in their lives related to literacy. This essay should be informal and written as a narrative. The form of this assignment is an integrated *textual and visual* essay that utilizes visual images and the rhetorical elements of *kairos* and *metanoia* to write a rich analysis for the audience. This assignment should include a Works Cited page, formatted according to MLA standards, and be between **750 and 1000 words**.

5% of Final Grade

Chapter Two: Master of Scribes

Raid Two: Research Proposal

This assignment requires you to shift from rhetorical analysis of the individual to a social, or political issues and multiple modes of authoring based in monsters, villains, and heroes. Before doing any research, you should provide a proposal of interest in a figure or culture. Write a detailed proposal that discusses your topic, planned method, and purpose in depth for your Researched Argument (Raid Four). Be sure to cover your topic, your hypothesis, your potential sources and problems, and the significance of the proposed project. This assignment should include a preliminary Works Cited page, formatted according to MLA standards, and be between of **300-600 words**.

5% of Final Grade

Raid Three: Annotated Bibliography

After identifying potential sources for your Research Argument Essay (Raid Four), compile a list of **6** sources into an Annotated Bibliography. List your sources in alphabetical order, provide complete identifying information for each source, and compose a concise annotation for each source. These annotations should include summaries, quotations from your source, and/or supplementary information about the source (how helpful is it, what is the authors *ethos* and stance, does it provide background information, etc.). Format according to MLA standards.

5% of Final Grade

Raid Four: The Researched Argument Essay

This raid requires players to practice their rhetorical knowledge and develop an extended researched argument using multimodal composition strategies. Write an argumentative essay on a monster, villain, hero, or cultural ideology that interests you. Remember you are writing an argument to a general and diverse audience, so in order to be persuasive and effective it is necessary to support your claims with evidence from a variety of sources. Remember to incorporate possible objections to your argument (i.e., rebuttals to those objections) with a goal of helping to mediate opposing sides of an issue (rather than offer mere opinions). The goal is not to achieve consensus, but to put forth a well-reasoned and well-supported argument that helps your audience move toward understanding, rather than conflict. Your essay should be at between **2000 and 3000 words** and have a Works Cited of at least **10 sources** (formatted using MLA guidelines). This project will have a First Draft and a Final Draft.

30% of Final Grade

Chapter Three: A New Age

Raid Five: Visual Rhetorical Analysis

This assignment requires players to develop proficiency in rhetorical analysis and argument by creating a visual and written component. Each player will create a “sanctuary” for their researched villain or monster in *Minecraft Education* and create a video guide of the structure. Then, each player will swap visual texts and write a visual rhetorical analysis of the pieces. The aim of your argument is to support a thesis—using the rhetorical tools of persuasion—concerning how the chosen visual text offers a persuasive argument. Make an argument that persuades readers of your thesis. The form of this assignment is an integrated *textual and visual* essay that utilizes visual images and the rhetorical elements of composition, presentation, intended audience, and argument. This assignment should include a Works Cited page, formatted according to MLA standards, and be between **1000 and 2000 words**.

10% of Final Grade

Raid Six: Minecraft Technical Manual

This raid requires players to work together in order to develop a technical manual for *Minecraft Education*. The technical manual will need to cover basic game information, block information, building techniques, and frequently asked questions and encountered problems. This technical manual should cover all aspects of the game but must be tailored to class functionality. Players will divide tasks among qualified individuals, plan, and publish the technical manual in Adobe InDesign. The full manual with go through several drafts and will amount to **at least 30 pages**.

10% of Final Grade

Raid Seven: Arguing in Multimedia

This assignment requires players to develop an **extended argument** using **multimodal composition** strategies (visual, textual, audio, tactile). Each player must complete a sustained multimodal composition in *Minecraft Education* beyond their “sanctuary.” The project must contain multiple structures of intricate design based on a specific building style. After the project is completed, the player must create an Adobe Spark Page or video in Adobe Premiere to compliment a five-minute presentation on their process, complications, failures, and successes of the project. Students will sign up a date to present their projects (See Website).

10% of Final Grade

Journey Logs

Starting on January 24, every Tuesday a journey log will be due. Journey logs will be reflections on/inquiries into one of the habits of mind or course outcomes using newly acquired skills and knowledge from the week of course readings and varying projects. The requirements of the journey logs will change depending on what specialization is chosen by the player. View the course website for a detailed description of the log.

10% of Final Grade