So, what's Pooh's discourse community eh?

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Spring 2021
ENG 105 (N-1) Academic Writing: Conceptualizing Discourse Communities
TUE/THU: 8 a.m.- 9: 15 a.m. Online Instruction
University of Miami

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Office hours: Tue 1 p.m. to 2p.m. or by appointment. You may also schedule a Zoom meeting with me using *link*. Please do not hesitate to email me if you have any course-related doubts or concerns.

Welcome to ENG 105! In this course, we will read challenging texts that would help to formulate our own writing. Peer review, collaboration with classmates, active participation in classroom discussions, and revision are some of the methods that you will adopt to develop your own writing. The primary goal of this course is to hone your ability to think critically and help you become a more expedient, more thorough, and a more sophisticated writer. You will work with multiple sources, engage in inquiry-based projects, and present your findings in non-written formats (e.g., oral, visual, multimodal) where appropriate.

Course Description
 Given the times we are living in acknowledging and developing an intimacy with our discourse communities has become even more important. After all, finding solace and solidarity within our own discourse community during a pandemic and economic crisis is calming. In this course, using John Swale's concept of the discourse community, we will investigate academic and non-academic discourse communities that we are a part of. Through our research and writing we will document the various literacy practices, rhetoric, modes of communication, and participatory mechanisms of different discourse communities. This course will also give you the opportunity to engage with campus life and the world at large. You will be constantly challenged to ask meaningful questions and seek answers through directed investigations of yourself and society.

Learning Outcomes

At the end of this course, you will be able to:

1. Understand the theory of discourse communities
2. Engage as a community of writers who dialogue across texts, argue, and build on each other's work
3. Discuss writing metacognitively
4. Use texts as invitations and opportunities for writing and critical thinking
5. Develop a knowledge of different genres of writing
6. Be exposed to multimodal forms of research

Expectation and Scholarly Research

You are expected to:

1. Express ideas clearly and concisely
2. Edit and proofread your own writing to correct mechanical errors
3. Maintain the focus of an argument
4. Reflect on your own writing and the writing of others (peers and professionals)
5. Describe the choices you've made in composing your texts and why those were or were not appropriate
6. Gather relevant and credible sources using appropriate tools and methods, including UM Library resources
7. Engage responsibly with and within the UM research community and use appropriate citation practices that meet the expectations of academic integrity

Attendance Policy, Late Policy and Class Participation

Students who know they must be absent because they participate in University-sponsored events are responsible for notifying me in advance by providing a memo from their coach, director, or academic advisor. Students who will miss class for religious observances should notify me within the first three days of the semester in writing.

Students are expected to attend class as attendance will be factored into the participation grade. After three unexcused absences, the participation grade will be lower by half a point. Therefore, after three unexcused absences an A will become an A-. If you miss excessively, you may fail the course.

*Unless otherwise arranged, late papers **will not be accepted**, as they are an extremely important determinant to our class progress. Also, I will only accept final drafts via Canvas. You will also be evaluated on the basis of your participation in the group/ class workshops so take each class seriously.

Course Digital Infrastructure

We will make use of multiple online systems and programs in this course: a course site, Zoom, Google drive, and Blackboard. The "Passwords and Login Instructions" doc in our shared class folder on Gdrive will contain the passwords and other information you need to use our course digital systems.

Zoom

All of our synchronous class sessions will take place over Zoom. If you don't have a Zoom account already, you will need to sign up for one via UMIT (https://www.it.miami.edu/a-z-listing/zoom/). You

will need a laptop or a smartphone that can run Zoom, with a working microphone and camera. You will receive our class Zoom call info via your UM email address, and it will also be listed in the "Passwords and Login Instructions" doc in our shared class folder (you will also be able to access Zoom information via Blackboard and our course site). We will use this Zoom call link and password for all class sessions. We will use a separate Zoom session link for office hours. To access recordings of class sessions:
1. Select "Zoom Class Meeting Info" from the left-hand menu on our Blackboard site.
2. You will be taken to a screen with a link to our class Zoom meeting. This is how you will access this link throughout the semester.
3. Select "Cloud Recordings". There, you will see a list of all of the class session recordings from the past 30 days. This is also how you access the class chat from each session. A class session recording is automatically deleted after 30 days.

Google drive
We will have a class Google drive folder, and at the beginning of the semester I will share you into this folder. We will use this folder to store slides and other materials from our class sessions. We will also use the class Google drive folder to distribute course readings. To protect your privacy, you will need to sign in to Google drive using your UM CaneID and password, and to use this account when working on materials related to this class. You will be shared into our class Gdrive folder via your UM email address.

Blackboard
You will submit your assignments via Blackboard. I will also use Grade Center to record your grades on course assignments, and you will also be able to access recordings of class sessions and chats via Blackboard.

Zoom Etiquette
During our synchronous sessions, I ask that you please mute your microphone unless you are speaking. The university recommends that I require you to turn on your video during class, but I find that requirement distasteful. While I strongly encourage you to turn your video on if possible because I would like to be able to see your face, I do not feel it is my place to require it, and wifi connection issues can sometimes make it impossible. Please do not attend our synchronous class sessions while you are laying down in bed or on the couch.

Plagiarism
The principle of academic integrity is taken very seriously and violations, especially plagiarism, are treated gravely. In terms of this course, academic integrity means that when you are responsible for a task, you – and no one else – will perform that task. When you rely on someone else's work in performing an aspect of that work, you will give full credit in the proper, accepted form. Turning in work for this class that you have not done yourself or that you have previously completed for other courses is a violation of academic integrity. The University of Miami's honor code can be found here: https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html. Ignorance of what constitutes academic dishonesty is not an acceptable excuse for academic dishonesty. Violations of academic integrity constitute grounds for failure of the course and possible expulsion from the university. If you have questions about what constitutes plagiarism, please contact me.

Writing and Tutoring Resources
The Writing Center offers free, one-on-one assistance with any aspect of the writing process. I strongly suggest you take advantage of this resource. You can schedule a consultation via their website at https://english.as.miami.edu/writing-center/index.html. The Camner Center for Academic Resources also offers free tutoring for UM students. You can learn more and schedule an appointment here: https://camnercenter.miami.edu/tutoringservices/index.html.

Counseling Resources

UM offers counseling free of charge to students who have already paid the Health and Counseling Center fee. The Counseling Center website is https://counseling.studentaffairs.miami.edu/index.html, and you can make an appointment by following the steps outlined here: https://counseling.studentaffairs.miami.edu/appointments/make-an-appointment/index.html.

Resources for Students with Disabilities

It is important to me that all learning experiences be as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to contact the Office of Disability Services, https://camnercenter.miami.edu/disability-services/index.html.

The Draft Process

You are required to take each of your essays for this class through multiple drafts or stages. As you work through the cycle, you'll have the chance to assess your work and receive feedback from me and your peers. Do not treat early drafts as blow-off work, and plan to write the "real" essay at the final stage. I will eventually see all of your work for each essay, and I will want to see evidence that you treated each draft as a formal assignment.

Grading Scale

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	0-59
C+	77-79		

F: Fail. An F is usually given to those who don't do the work or have excessive absences. However, if your work is poor and shows little understanding of the needs of the assignment, you will receive an F.

Required Texts

*You will notice I have included a film and the UM Campus Sculptures in the list of required texts. In order to fully grasp the concept of discourse communities in theory and in a more tangible, literal sense, I have included a film and sculptures as alternate texts that will motivate your learning process. Also, since I know all of you will be on campus for other classes and/or because you avail on-campus housing, I am assigning you ethnographic research on campus. *That said, you must take necessary precautions while conducting this research in person, maintain social distancing and wear a mask.*

*All texts will be made available on Blackboard at the beginning of the semester.

- Birkenstein, Cathy. *They Say / I Say: The Moves That Matter in Academic Writing*. W. W. Norton & Company, 2018.
- Kim, Deoksoon, and Oksana Vorobel. "Discourse Communities: From Origins to Social Media." *Discourse and Education*, 2017, pp. 267–281.
- Sanz Sabido, Ruth. *Representing Communities*. Springer International Publishing AG, 2017, pp. 19-34 and 183-198.
- Swales, John M. "Reflections on the Concept of Discourse Community." *ASp*, no. 69, 2016, pp. 7–19.

- *The Help*. Dir. Tate Taylor. DreamWorks Pictures, 2009. Film, (available on Netflix).
- UM Public Sculpture Program

Required Work

Response papers – These three essays will be inquiry-based exercises modeled after the four readings we will discuss throughout the semester. Emphasis will be placed on being succinct and disciplined in your use of language. Length may vary from 3 to 4 pages. (25%)

Flash Writing Thursdays (FWT)- These quick writing activities will be held on Thursdays. You will be expected to finish short writing tasks in a timely manner (15 minutes) and post it on Blackboard.
No prior preparation is necessary. (15%)
Description: As the name suggests, these fun and surprise writing activities will help you become a more expedient writer and thinker. These are not gradable assignments, rather these are opportunities for you to practice free writing throughout the semester. The FWT topics may include short journalistic pieces from the *New York Times*, *The New Yorker*, *The Guardian*, *The Miami Hurricane etc*.

Classroom Work– Class participation includes attending class, coming to class on time and prepared, participating in all class work activities, turning in assigned work when due, participating fully in any peer work, participating in class discussion, focusing on the work at hand, and conducting oneself in a manner appropriate to the college classroom. Failure to meet these guidelines for participation will impact your grade. Absences, lateness, and failure to participate fully in discussion and peer editing will lower your final grade. (15%)

Presentations- Prepare a lecture-style verbal presentation (15 mins max) on a text/topic of your choice from the syllabus (15%).
Description: Speaking in front of an audience can be unnerving. This exercise will help you hone your public speaking skills. You will get constructive feedback from me and your peers in an inclusive and respectful environment.

Ethnographic Research- Your initiative and undertaking of research using the University of Miami Public Sculpture Program will be rewarded with 10% of the total grade. This will be a part of your final research project.
Description: The UM campus is a rich exhibit of numerous pieces of sculpture that not only contribute to its visual aesthetics but also arouses curiosity regarding the way it is observed, photographed and "seen." Choose any two sculptures on campus. Observe the people and area around it. Do people stop to glance or photograph these art pieces? Do people take selfies with them? What kind of community/communities are built around these sculptures? What do these sculptures contribute to the UM campus community? Take photos, notes wherever needed. Any data you collect will be part of your co-curated multimodal research project.

For further reference: Detailed data on current sculptures originally compiled by Lowe Art Museum is available here, https://www.lowe.miami.edu/collections/public-sculptures/index.html

Final Multimodal Research Project- Archiving the Campus Community via UM Sculptures
Description: In this final assignment, you will have the opportunity to create a multimodal project to showcase your ethnographic research about your campus communities. You may choose any digital mode that you like. Some examples include (but not limited to): Power point, MS Photo Story, Adobe Spark, a blog post. Reminder: it should be visually appealing and thoroughly researched. Keep in mind the concepts and framework your learnt from "Constructing Community: Notes on a Slippery Concept" by Rinella Cere. (20%)

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Overall Grade Distribution

Response papers: 25%
FWT: 15%
Classroom work: 15%
Presentations: 15%
Ethnographic Research: 10%
Final Research Project: 20%

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Course Schedule
*You must make it a point to schedule workshop sessions with me for response papers 1 & 2

Date	Course Schedule	Goals
Week 1 T 1/26 TH 1/28	<u>Introduction to the course</u> What is a discourse community? Why do we need to talk about it? "Reflections on the Concept of Discourse Community" by John Swales	-make yourself comfortable -Understand the ENG105 framework
Week 2 T 2/2 TH 2/4	<u>Get ready to write!</u> Continue reading "Reflections on the Concept of Discourse Community." Discuss focal, local and folocal communities. Reading Strategies/ effective writing strategies/ writing rubric from *They Say / I Say* Your first *Flash Writing Thursday* (FWT)	-submit your FWT on Blackboard -sign up for presentations
Week 3 T 2/9 TH 2/11	<u>Ethics of academic writing</u> The MLA format; how to use Purdue Owl, cite right Discuss response paper #1 Presentation: "Writing Ethically and Avoiding Plagiarism"	-student presentations begin -last day to drop without a **W**
Week 4 T 2/16 TH 2/18	<u>Research, Critical Thinking & Argument</u> Work on your thesis statement, plan the structure of your response paper #1 Peer review first drafts	-speak briefly about the structure/organization/thesis of your paper -attendance is not optional
Week 5 T 2/23	<u>Technology and Discourse Communities</u> "Discourse Communities: From Origins to Social Media"	-student presentations -response paper #1 due on 2/24, by 11:59 p.m., submit to BB

TH 2/25	Why is Twitter angry with *The Help?* FWT, watch *The Help*	-submit FWT on Blackboard
Week 6 T 3/2 TH 3/4	<u>Reviews and Counter-reviews</u> Response paper #2, gather your data: past reviews, interviews etc. Peer review draft #2 (Re-review the Mammy community in *The Help)*	-student presentations - attendance is not optional
Week 7 T 3/9 TH 3/11	<u>Local, Focal or Folocal?</u> "New Orleans, Food, Race and Gender on Television" FWT, understanding communities and their contexts	-student presentations -submit FWT on BB - response paper #2 due on 3/10, by 11:59p.m., submit to Blackboard
Week 8 T 3/16 TH 3/18	<u>Let's write together!</u> Workshop response paper #3 Workshop response paper #3	-student presentations
Week 9 T 3/23 TH 3/25	<u>Revisions and more</u> Peer review Last FWT of the course	-student presentations -submit response paper #3 on Blackboard on 3/26 by 11:59p.m. -submit FWT on BB
Week 10 T 3/30 TH 4/1	<u>Discuss our final multimodal research project</u> Best practices for ethnographic research, finding and reimagining the campus community "Constructing Community: Notes on a Slippery Concept" Plan your research methodology	-student presentations
Week 11 T 4/6 TH 4/8	<u>Observing, curating, archiving the campus community</u> Ethnographic research Ethnographic research	
Week 12 T 4/13 TH 4/15	<u>Final week</u> Report your findings in class Last day of class- reflections on ENG 105	-submit a brief 1-page report on BB Final projects due on TBD, submit to Blackboard