

ENGLISH 513.01W: Composing in the 21st Century

COURSE SYLLABUS: SUMMER I 2023 • Section: 01E • CRN: 42356
June 5 – July 6, 2023 • 100% Online • Async with Optional Meeting



INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)
Email: gavin.johnson@tamuc.edu
Opt Class Mtg: Thurs, 4:00-6:00 pm
(Zoom)

Student Visiting Hours: (Zoom)
Tuesday: 1:00 – 2:00 pm (drop in)
other times available upon request;
appointment preferred

COURSE INFORMATION

ENG 513 – Composing in the 21st Century • 3 credit hours

From the catalog: Examines to what extent and how composing influences learning and knowledge, how the nature of knowledge is affected by composing and the kinds of knowledge transformations that occur through composing. Includes attention to uses of writing across communities. This course may cover topics on writing with technology; transnational, global, and multilingual writing; multimodality and more.

Something more specific: This accelerated summer graduate course considers the question, “What are the challenges and possibilities of teaching composition in the 21st century?” Building on Computers and Writing and related interdisciplinary scholarship, we will investigate five current issues:

- **Multimodality & Digital Literacy**
- **Multimodality & Multilingualism**
- **Privacy, Surveillance, & AI**
- **Assessment**
- **Futures Past**

Through an intensive introduction to these topics, we will, as Cindy Selfe (1999) demands, “pay attention” to the entangled nature of technology, literacy, and the teaching of writing so that we can engender change in our classrooms and communities. *While this iteration of English 513 is not a digital composing course (take Dr. Woods’ English 611 in Fall 2023 online!), you will have the opportunity to both write about and with various technologies and interfaces.*

Required Materials

This course does not require you to purchase any textbooks. All readings will be supplied through our D2L site and/or the Waters Library collection. To fully participate in this course, you will need:

- Access to our D2L course website & hypthes.is (embedded in D2L)
- Access to your Leomail/A&M-Commerce email
- Access to a word processing program and/or other digital composing software
 - *Note: D2L does not work well with Pages*
 - *Note: Free access to Microsoft Office 365 for students:*
<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>
 - *Note: Free access to Adobe Creative Cloud for students:*
<https://www.tamuc.edu/adobe/#tamuc-section-267428>
- Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.]

The syllabus/schedule are tentative and subject to change.

Instructional Methods

This section of ENG 513 is taught 100% online and can be completed asynchronously. Weekly assignments will be due on Wednesdays and Fridays. On Thursdays from 4:00-6:00 pm CST, I will host an optional Zoom call of approximately 2 hours (give or take). During these meetings, you can expect a mix of lecture, reading review, discussion, and student-driven Q&A. You are highly encouraged to attend these Zoom meetings; however, attendance is not required, and all Zoom meetings will be recorded and shared via D2L. You are expected to *at least* review the Zoom meetings once they are posted.

Access

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** below and course webpage for additional support services.

Instructor's Support for Student Learning Objectives and Goals

Throughout this course, you and I will work together to establish, interpret, revise, and remix our learning objectives and goals. That is, our goals will need to be flexible as we move through our course. We may struggle to achieve every goal we set, and that is okay! But, as your instructor, I provide the following resources to aid us in developing our critical reading, writing, and research skills:

- **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, podcasts, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts.
- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.
- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy
- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

The syllabus/schedule are tentative and subject to change.

COURSE WORKLOAD

As a student in this graduate course, you will read, think, and write constantly. You should plan for 75-100+ pages of academic readings (including theory, research studies, pedagogical reflections, etc.) as well as 45-60 minutes of required listening that you will be responsible for annotating and/or responding to each week. As the course progresses, you'll receive feedback on your formal writing from me, and you'll have the chance to continue to develop and revise those pieces based on that feedback. One ultimate and important goal of our class is to help you define yourself as a teacher and researcher, see your writing through the eyes of other teachers and researchers, listen to what they have to say about your writing and ideas, and revise your writing accordingly.

Tips for Success in the Course

A 5-week online graduate course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you struggle to stay on track, know that there is no shame in the struggle! My best tips:

- **Establish a routine** and set consistent times (in a calendar or planner) to focus solely on this class. Use this time to check your email, check D2L, and work on assignments.
- **Attend the optional Zoom meetings!** When working through complex materials, engaging in conversations and making connections with others is essential. While this course can be completed asynchronously, I encourage you to attend the optional weekly Zoom meeting to engage in discussion, ask questions, and be curious together.
- **Begin working on your assignments early and use resources** such as the Writing Center, Waters Library, and student visiting hours with Dr. Johnson.
- **Communicate with Dr. Johnson regularly**, especially if you find yourself struggling! I will work with you to strategize the best ways for you to reach your learning goals.
- **Take breaks to rest, relax, and do the activities that bring you joy.** Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

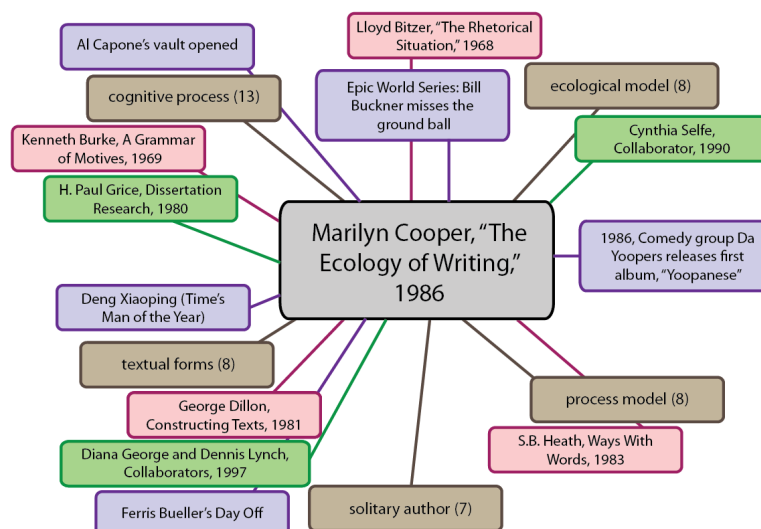
Assignments

Below are brief descriptions of our assignments for ENG 513. No exams are given; instead, you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing. Full prompts for each assignment will be available in D2L.

- **Assessment Dialogues and Week 3 Check in Survey:** Opportunities for you to consider your learning processes and set goals for our course. These are dialogues because you will write and revise these in conversation with Dr. Johnson and, when appropriate, your peers. Assessment Dialogue #1 will be due in Week 1 and Assessment Dialogue #2 will be due in Week 5, and each should be 250-500 words. In Week 3, you will also complete a brief survey checking in on your progress and helping you prepare for the final course assignments.

The syllabus/schedule are tentative and subject to change.

- Weekly Reading Annotations, Questions, and Peer Responses:** Each week you will be responsible for several assigned readings, which will be discussed in the optional Zoom meeting. By Wednesday at 11:59 pm CST, you should digitally annotate the readings through the social annotation tool Hypthes.is, which is open-access, privacy conscience, and embedded in D2L. You might engage a reading via highlights, annotations, or page notes. For each reading, you should aim for *at least 3* engagements (note: highlighting without a comment remains private and will not count toward your expected annotations). By Friday at 11:59 pm CST, you should return to the course readings and engage with your peers (no minimum amount but I'd like to see engagement across readings and topics). Overall, you will likely aim to have **approximately 20 engagements across the readings each week**.
- Collaborative Bibliography of Supplemental Readings:** There is so much to read and so little time! In an effort to expand your knowledge beyond the core texts of the course, we will, collaboratively, compose an annotated bibliography of supplemental readings. You will each select **three (3) additional readings** from a provided list and create a short rhetorical precis with keywords and important quotes for each. You will submit your precis on the Fridays of Week 1, 2, and 3.
- Worknet Assignment:** According to Clary-Lemon et al. (2022), "Worknets give us a visual model for understanding how sources interrelate, how key words and ideas become attached to certain people, and why *provenance...matters*" (p. 43). In this course, you will work through the four-part worknet model to engage a single focal source (class reading) across semantic, bibliographic, affinity, and choric phases toward other sources and deep synthesis of current conversations in the field. Your final worknet will include a **visualization of the four phases as well as a short document (~1,500 words)** summarizing your focal article, reflecting on your research choices, introducing three (3) additional sources to synthesize with your focal source, and projecting toward future research and your Mini-Podcast Final Project.



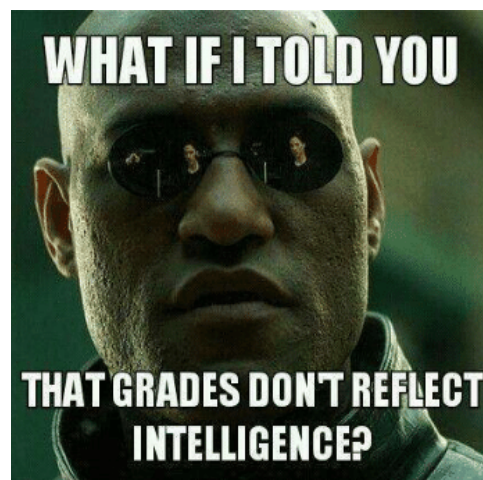
Example Worknet published in Mueller (2015)

The syllabus/schedule are tentative and subject to change.

- **Mini-Podcast Final Project:** Across the course, you will listen to a number of podcast episodes related to the key concepts we are studying. At the end of our course, you will **produce a polished mini-podcast episode (5-10 minutes) with script for accessibility** that builds on your worknet and reflects on potential futures for teaching composing in the 21st century. You will also include a short reflection on the composing process. We will also consider the potential for publishing a remix/collaboration of the podcasts.

Grades Feedback & Assessment

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt that they limit the learning process, create nasty habits designed to “get the A,” and cause more anxiety than they are worth. However, I also realize that grades are important data points for you – your financial aid, future jobs, and ability to graduate are all tied up in the grades you receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model*. In this model, **you will not receive individual letter grades on assignments**. Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.



In the D2L gradebook, assignments will be marked

- **Full Credit** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident and only minor revisions would be beneficial.
- **Half Credit** when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions would be beneficial. *For assignments marked Half Credit, you are able and encouraged to revise and resubmit.*
- **No credit** when a project wasn't completed and/or wasn't turned in.
- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Johnson.

With that being said, this course is not “gradeless” because I, begrudgingly, have to enter final course grades. These final grades will take into account your work completion, my various responses to your work, and your laboring toward meaningful compositions and engagement. Assignments will be considered based on the weighted percentage listed below.

Assignment	Weight
Assessment Dialogues (3 assignments)	20%
Collaborative Bibliography (3 assignments)	20%
Worknet (1 assignment)	15%
Mini-podcast (1 assignment)	15%
Hypothes.is Annotations (5 assignments)	30%
13 assignments	100%

The syllabus/schedule are tentative and subject to change.

You will outline your own evaluation of your labor in Assessment Dialogue #2. Collaboratively we will determine a grade using the (very limiting) A&M-Commerce standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your writing and your general progress in this course (though don't expect me to give you a "grade" in lieu of a discussion of your progress).

COURSE & UNIVERSITY POLICIES

Communicating & Meeting with Dr. Johnson

Communication is a key part of success in this course. I rely on D2L announcements for general information and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner). I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you!

For Summer 2023, I am available to meet for virtual drop-in hours:

- Tuesdays 1:00 – 2:00 pm CST
- Other days & times are available upon request

I prefer that you schedule an appointment with me so that I am sure to be available and ready to focus on your concerns.

Pandemic(s) Response

We are currently living through health pandemic(s) that impact nearly every facet of our lives, from employment to housing, childcare, and both mental and physical health. We are fortunate to be able to work as a class, albeit remotely, and, in this course, we will prioritize community, care, and flexibility above all else as we attempt to continue living and learning as best we can under these circumstances. You should always feel free to reach out to me for clarification and assistance with the work assigned in this course. More likely than not, others in the class, including me, are facing similar challenges.

Learning Coalition

This classroom is a community of researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ableist, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

The syllabus/schedule are tentative and subject to change.

University Policy on Student Conduct & Nondiscrimination Notice

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: **I expect your work to be your work.** I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect – it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as teachers and researchers is to build knowledge in relational and accountable ways.

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below.

- [Graduate Student Academic Dishonesty 13.99.99.R0.10:](https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf)
<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

University Note on Artificial Intelligence (AI) [May 25, 2023 version]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their

The syllabus/schedule are tentative and subject to change.

instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Ashanka Kumari (PhD Coordinator; ashanka.kumari@tamuc.edu)** or **Dr. Charles Woods (Interim MA/MS Coordinator; charles.woods@tamuc.edu)**. If the issue must be elevated beyond the instructor and the student's respective program coordinator, then the student should contact **Dr. Hunter Hayes (Chair of the Department; hunter.hayes@tamuc.edu)**. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the modification of the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are tentative and subject to change.

RESOURCES & SUPPORT

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Mental Health Support

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

International Student & Scholar Services

The ISSS provides services to international students and scholars including immigration advising, cultural adjustment and personal advising, cultural and education events, trips to the Dallas/Fort Worth area and other destinations, and programs for our new international students and scholars. Learn more at <https://www.tamuc.edu/international-student-scholar-services/>

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

Accessing the Course Website

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

The syllabus/schedule are tentative and subject to change.

Technical Requirements

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

- LMS Requirements: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- LMS Browser Support: https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- If you are having technical difficulty with any part of Brightspace, you can contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE OVERVIEW

Week 1: June 5-10 Teaching Composing in the 21 st Century: Multimodality & Digital Literacy	
<p>Required Reading (~98 pages):</p> <ul style="list-style-type: none"> • Course Syllabus & D2L (including course assignments) • Gail E. Hawisher and Cynthia L. Selfe (1991), “The Rhetoric of Technology and the Electronic Classroom” (11 pages) • The New London Group (1996), “Multiliteracies: Designing Social Futures” (33 pages) • Adam Banks (2016), “Dominant Genre Emeritus: Why It’s Time to Retire the Essay” (12 pages) • Rick Wysocki et al. (2019), “On Multimodality: A Manifesto” (13 pages) • NCTE (2019), “Definitions of Literacy in a Digital Age” (9 pages) • Kristen Hawley Turner and Troy Hicks (2022), “Digital Literacy (Still) Can’t Wait: Renewing and Reframing the Conversation” (9 pages) • NCTE (2023), “Digital Platforms and the ELA Classroom” (8 pages) <p>Required Listening (~60 minutes):</p> <ul style="list-style-type: none"> • <i>Teacher of the Ear</i>, Digital Pedagogy, pt. 1 (time: 31:44) • <i>Teacher of the Ear</i>, Digital Pedagogy, pt. 2 (time: 28:20) 	
Wednesday, June 7 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings & viewings • Annotate Readings in hypothesis (D2L)
Thursday, June 8 @ 4:00-6:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, June 9 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers in hypothesis (D2L) • Submit to Collaborative Bibliography (gDoc) • Submit Assessment Dialogue #1
Week 2: June 12-17 Multimodality and Multilingualism	
<p>Required Reading (~85 pages):</p> <ul style="list-style-type: none"> • Christina Cedillo (2017), “Diversity, Technology, and Composition: Honoring Students’ Multimodal Home Places” (10 pages) 	

The syllabus/schedule are tentative and subject to change.

- Susan Miller-Cochran (2017), “Understanding Multimodal Composing in an L2 Writing Context” (2 pages)
- Cruz Medina (2018), “Digital Latinx Storytelling: testimonio as Multimodal Resistance” (~13 pages; webtext)
- Laura Gonzales and Janine Butler (2020), “Working Toward Social Justice through Multilingualism, Multimodality, and Accessibility in Writing Classrooms” (~14 pages)
- Eunjeong Lee, Sara P. Alvarez, and Amy J. Wan (2021), “Cultivating Multimodality from the Multilingual Epicenter: Queens, “The Next America” (26 pages)
- Mimi Li and Julie Dell-Jones (2023), “The Same Topic, Different Products: Pre-/In-service Teachers’ Linguistic Knowledge Representation in a Multimodal Project” (18 pages)

Required Listening (~45 minutes):

- *Pedagogue*, Episode 21: Laura Gonzales (time: 21 minutes)
- *Pedagogue*, Episode 111: Bethany Monea, Joselyn Andrade, & Mikaela Pozo (time: 24:05)

Wednesday, June 14 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings & viewings • Annotate Readings in hypothesis (D2L)
Thursday, June 15 @ 4:00-6:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, June 16 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers in hypothesis (D2L) • Submit to Collaborative Bibliography (gDoc)

Week 3: June 19-24
Privacy, Surveillance, and AI in the Writing Classroom

Required Reading (~90 pages):

- Colleen A. Reilly (2020), “Critical Digital Literacies and Online Surveillance” (21 pages)
- Charles Woods and Noah Wilson (2021), “The Rhetorical Implications of Data Aggregation: Becoming a ‘Dividual’ in a Data-Driven World” (~12 pages; webtext)
- Morgan C. Banville and Jason Sugg (2021), “Challenging Surveillance: Linguistic Justice in the College Classroom” (6 pages)
- Ezekiel Dixon-Román, T. Philip Nichols, and Ama Nyame-Mensah (2020), “The Racializing Forces of/in AI educational technologies” (16 pages)
- Sandra Jamieson (2023), “The AI ‘Crisis’ and a (Re)Turn to Pedagogy” (5 pages)

The syllabus/schedule are tentative and subject to change.

<ul style="list-style-type: none"> Antonio Byrd, John Gallagher, S. Scott Graham, Gavin P. Johnson, Aimée Morrison, Alfred Owusu-Ansah, Courtney Stanton, and Annette Vee (forthcoming), "Where We Are: AI & Writing" (~30 pages) <p>Required Listening/Viewing (~80 minutes):</p> <ul style="list-style-type: none"> <i>Pedagogue</i>, Episode 126: Anna Mills (time: 19:38) Gavin P. Johnson, Laura L. Allen, and Jessica Lappin, "From 'Crisis' to Classroom: AI, Generative Text, and Digital Composing," DMAC presentation (time: 60 minutes) 	
Wednesday, June 21 by 11:59 pm CST	<ul style="list-style-type: none"> Complete Required Readings & viewings Annotate Readings in hypothesis (D2L)
Thursday, June 22 @ 4:00-6:00 pm CST	<ul style="list-style-type: none"> Attend optional Zoom discussion
Friday, June 23 by 11:59 pm CST	<ul style="list-style-type: none"> Review Zoom discussion recording Respond to peers in hypothesis (D2L) Submit to Collaborative Bibliography (gDoc) Submit Check in Survey
<p>Week 4: June 26-July 1 Responding to Multimodality with Classroom Assessment</p>	
<p>Required Reading (~91 pages):</p> <ul style="list-style-type: none"> Chanon Adsanatham (2012), "Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects" (23 pages) Matthew Davis and Kathleen Blake Yancey (2014), "Notes Toward the Role of Materiality in Composing, Reviewing, and Assessing Multimodal Texts" (16 pages) Shane A. Wood (2018), "Multimodal Feedback: A 'Real' Opportunity for Negotiation in Teacher Response" (14 pages) Christa Teston, Brittany Previte, and Yanar Hashlamon (2019), "The Grind of Multimodal Work in Professional Writing Pedagogies" (15 pages) Logan Bearden (2019), "Favorable Outcomes: How Outcomes Can Make Space for Multimodal Composition Curricula" (23 pages) <p>Required Listening (~54 minutes):</p> <ul style="list-style-type: none"> <i>Pedagogue</i>, Episode 106: Kathleen Blake Yancey (time: 33:17) <i>Pedagogue</i>, Episode 127: Carl Whithaus (time: 20:29) 	
Wednesday, June 28 by 11:59 pm CST	<ul style="list-style-type: none"> Complete Required Readings & listening Annotate Readings in hypothesis (D2L)
Thursday, June 29 @ 4:00-6:00 pm CST	<ul style="list-style-type: none"> Attend optional Zoom discussion

The syllabus/schedule are tentative and subject to change.

Friday, June 30 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers in hypothesis (D2L) • Submit Worknet Assignment (D2L)
Week 5: July 3-July 6 Teaching Composing in the 21st Century: Thinking of Futures Past	
Required Reading (~78 pages): <ul style="list-style-type: none"> • Richard B. Larsen (1984), "The Impact of Computers on Composition: A Polemic" (5 pages) • Chris Anson (1999), "Distant Voices: Teaching and Writing in a Culture of Technology" (19 pages) • Bill Hart-Davidson and Steven D. Krause (2004), "Re: The Future of Computers and Writing: A Multivocal Textumentary" (14 pages) • Janice Walker et al. (2011), "Computers and Composition 20/20: A Conversation Piece, or What Some Very Smart People Have to Say about the Future" (20 pages) • Jennifer Marlow and James P. Purdy (2021), "Conclusion" to <i>Are We There Yet? Computers and the Teaching of Writing in American Higher Education—20 Years Later</i> (~20 pages; webtext) 	
Wednesday, July 5 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings • Annotate Readings in hypothesis (D2L)
Thursday, July 6 @ 4:00-6:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, July 7 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers in hypothesis (D2L) • Submit Mini-Podcast (D2L) • Submit Assignment Dialogue #2 (D2L)
Final Grades Posted to myLeo by Monday, July 10 @ 5:00 pm CST	

SYLLABUS ACKNOWLEDGEMENT

Like all writing and knowledge making, this syllabus is composed of constellated knowledges, spaces, histories, affects, and bodies. Elements of this syllabus have been built, borrowed, and remixed with/from my friends and colleagues. This course benefits from the labor of Dr. Ashanka Kumari, Dr. Kristin Arola, Dr. Scott DeWitt, Dr. Charles Woods, Dr. Shane Wood, among others. I recognize and honor their efforts and the things they have taught me through our shared intellectual relations.

The syllabus/schedule are tentative and subject to change.