ENGLISH 513.01W: Composing in the 21st Century

COURSE SYLLABUS: Winter Mini 2025 • Section: 01E • CRN: 10092
December 16, 2024–January 10, 2025 • 100% Online • Asynchronous

INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)
Email: gavin.johnson@tamuc.edu

Student Visiting Hours: (Zoom)
Schedule an appointment using
www.tidycal.com/gpj

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 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 these issues:

- Multimodality & Digital Literacy
- Assigning Multimodal & Digital Composing
- Responding to Multimodality with Classroom Assessment
- Multimodality & Multilingualism
- Teaching Online
- Privacy, Surveillance, & AI
- 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. Loe's English 611 in Spring 2025 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/East Texas A&M email
- Access to a word processing program and/or other digital composing software
    - *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.

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.

COURSE WORKLOAD

This winter mini course will be intensive, and as a student in this graduate course, you will read, think, and write constantly. We have less than 4 weeks to cover approximately 15 weeks of material. I have done my best to distribute the workload so that it is manageable; however, you should expect to complete 60–80 pages of readings and 20–45 minutes of listenings *per day.*

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I have divided the course into 3-day units, with a unit running Monday–Wednesday and the next running Thursday–Saturday. You will have Unit Discussions due on Wednesdays and Saturdays. Sundays are rest/catch-up days. 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 winter mini 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.

- **Return to readings** to see what your peers and Dr. Johnson are saying. The practice of social annotation allows us to have discussions *in the texts,* and you should return to the readings constantly and especially as you craft your major projects.

- **Stay on top of your work.** Falling behind even one or two days will impact your ability to complete course assignments on time. With so little time, I cannot extend much grace on missed due dates. Of course, I am here to work with you and help you access the course and its materials in ways that will work for you.

- **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 Final Reflection**: Opportunities for you to consider your learning processes and set goals for our course. Each should be 250-500 words.

- **Readings & Social Annotations:** In each unit, you will be responsible for several assigned readings. You should digitally annotate the readings through the social annotation tool Hypothes.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). 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). There are 19 days of reading (typically 2 readings per day), and you are expected to complete at least 15 of those days.

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- **Unit Responses & Discussions:** At the end of each three-day unit (every Wednesday and Saturday), you will post a brief but thoughtful reflection on the unit's readings and its application in the classroom. You are expected to engage your peers in discussion on their posts. There will be seven (7) unit responses.

- **Multimodal Homeplace (midterm assignment):** Inspired by Cedillo's (2017) concept, you are tasked with representing your "multimodal homeplace." This may take the form of a visual, audio essay, mini-podcast, video essay, or some other creative expression.

- **Explorative Teaching Materials (final assignment):** This final assignment asks you to put theory into practice and compose a set of explorative teaching materials appropriate for integration into your current or future classroom. It will include five parts:

  o **Teaching with Technology Statement:** A 1-page, single-spaced statement explaining your philosophy on teaching and learning with technology.
  o **Brief review of a composing technology:** Find and review a composing technology or learning tool that you would consider integrating into your course.
  o **Technology demo lesson:** Produce a demo or detailed set of visual instructions of the technology. The goal is to help students understand what the technology is and how to use it to complete your assignment.
  o **A multimodal or digital composing assignment:** Create a prompt for an assignment using the technology you've reviewed. You should include a prompt, list of skills practiced (and/or a list of learning outcomes), a reasonable timeline for learning and composing the assignment, a clear description of the expected deliverable, and an explanation of assessment (and/or rubric).
  o **A brief reflection:** Write or record a reflection explaining your choices throughout this project. What was challenging? What was rewarding?

~~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.
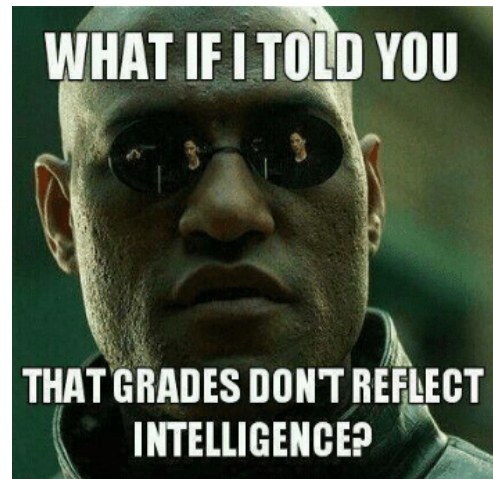
In the D2L gradebook, assignments will be marked

- **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.

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- **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. 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 (often sooner). I highly encourage you to schedule a meeting with me and stay in contact via email and D2L.

For Winter Mini 2025, please schedule a meeting via www.tidycal.com/gpj

Crisis Response
We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose in this course. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as you instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

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, ablest, 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.

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

East Texas A&M 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 wor**k. 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

TurnItIn & Similar Tools

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other

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tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal Hybrid Pedagogy: https://hybridpedagogy.org/resisting-edtech/.

Using AI

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. Considering the content of this course, I suspect that you may experiment with AI technologies. Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

- o ***University Note on Artificial Intelligence (AI)*** [August 2023 version; edited]. East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text (including images and audio), 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 instructor's 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)** or **Dr. Charles Woods (MA/MS Coordinator).** If the issue must be elevated beyond the instructor and the student's respective program coordinator, then the student should contact **Dr. Christian Hemplmann (Chair of the Department;).** 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,"

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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 East Texas A&M 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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

 East Texas A&M
 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/

Mental Health Support

The Counseling Center at East Texas A&M, 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/

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**.**

Technical Requirements

All course sections offered by East Texas A&M 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

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.

COURSE OVERVIEW

Unit	Dates	Topic
1	Mon., 12/16 – Wed., 12/18	Defining Multimodality & Digital Literacy
2	Thu., 12/19 – Sat., 12/21	Assigning Multimodal & Digital Composing
Midterm	Mon., 12/23	Multimodal Homeplace (major assignment due)
Break	Tues., 12/24 – Wed., 12/25	Christmas Holiday (no assignments)
3	Thu., 12/26 – Sat., 12/28	Responding to Multimodality with Assessment
4	Mon., 12/30 – Wed., 01/01	Multimodality & Multilingualism
6	Thu., 01/02 – Sat., 01/04	Teaching Online
7	Mon., 01/06 – Wed., 01/08	AI in the Writing Classroom
Finals	Thu., 01/09 – Fri., 01/10	Thinking Futures Past Course Wrap Up • Final Reflection due • Explorative Teaching with Technology Portfolio (major assignment due)

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