

Course Information



Writing as Superpower

ENGL 2020 [REDACTED]

Spring 2024

Department of English, Linguistics, and Wing Studies

School of Humanities and Social Sciences

Salt Lake Community College

Course Section Information

Meeting [REDACTED] [REDACTED]

Meeting [REDACTED] [REDACTED]

Classroom: [REDACTED]

[REDACTED] [REDACTED]

Meeting Dates: Jan 8, 2024 to May 9, 2024

Course Description

When we think of “superpower” we think of extra-human abilities: flight, speed, strength. But the greatest superpower may actually be fundamentally human: Writing. Writing can pause time, heal pain, possess bodies, control minds, and make us immortal. This course studies writing as a human artifact, practice, process, and system that carries great power...and great responsibility.

Recommended Prerequisite(s): ENGL 1010

Semesters Offered: Spring

Instructor Information

██████████ ██████████
██████████ ██████████
██████████ ██████████

Office Location: ██████████

Office Hours: ██████████ and by appointment

Email responses within ██████████ Grades within ██████████

Required Readings

You do not need to purchase any books for this course. All of the readings will be available online through Canvas. You will find the following types of readings:

- **Canvas Pages:** These pages replace a traditional textbook and course lectures. These are required reading assignments and provide necessary instructions, content, and information. If you skip them, you will have a difficult time with the assignments.
- **PDF files:** You will find links to PDF files in the Perusall app and on some of the pages and assignments. If you don't have Acrobat Reader, go to <https://get.adobe.com/reader/>. You will be able to download and print any of these files if you would prefer to do so.
- **Webpages:** You will find links to live websites and pages throughout the course. If a link is (or appears to be) broken, contact ██████████.

Required Technology

Required Technology for Course

All of the work for this course will take place online through Canvas. Before starting the course, make sure that you have access to the following technology:

A computer (or other electronic device and a keyboard) with internet access. Because there is a lot of writing in this course, you will most likely not be able to complete course activities with just a cell phone. If you have trouble with your computer or the internet at any point during the course, computers are available on SLCC campuses. See "[SLCC Technology Services for Students](#)" for information about computer lab locations.

Microsoft Office 365 (available for free to SLCC students) or google documents. See "[Office 365 Information for Student Personal Devices](#)" for instructions on how to download a free copy of Microsoft Office.

Adobe Acrobat Reader. To download it for free, go to <https://get.adobe.com/reader/>

Technology for Watching Videos. See the YouTube System Requirements page for information about the technology required for playing videos on your computer or other device. If you are unable to watch or listen to videos, transcripts and closed captioning are available.

Videoconferencing

I will use [REDACTED] to meet with you individually during this course. You can access [REDACTED] for our course through [REDACTED]

Salt Lake Community College Technology Resources

See "[SLCC Technology Services for Students](#)") for information about campus computer lab locations, Office 365, and other technology support.

See [What Technology Do I Need for Remote Courses](#) for an overview of the technology that students typically use for SLCC courses.

Privacy Policies

The [Instructure privacy policy](#) explains how your privacy is protected as a Canvas user.

[Course Prerequisites/Co-requisites](#)

This course has no prerequisites or co-requisites. It is recommended for Writing Studies majors who plan to transfer to the University of Utah's Writing and Rhetoric Studies program.

Course Student Learning Outcomes

- Apply key writing studies concepts, theories, terms, and definitions to the study of writing.
- Critically read, analyze, and interpret a variety of written and multi-modal texts.
- Adapt composing strategies to produce a variety of written and multi-modal genres.
- Identify how writing reinforces, contributes to, and disrupts social and structural inequities.
- Evaluate intersections of writing and systemic power.

Coursework & Assignment Descriptions

Assignments

You have several different types of assignments in this course. Each assignment is identified by the type of activity you will be doing and has a point value. While there is a regular "pace" set for the weekly assignments (see next page), I have decided to vary the assignments that you do from week to week. I think that doing the same assignments each week can make your learning experience ritualistic (and potentially less engaging) instead of exploratory and exciting. Because of this, please read the instructions for each week carefully. Don't assume that we will do the same thing we did the week before.

Assignment Types

Each assignment in this course is indicated with its type. Some assignments include multiple types. Explanations for the types are:

- **ANALYZE:** You will respond to an assignment that asks you to produce an essay or another formal type of writing.
- **ANNOTATE:** You will use an application in Canvas called Perusall to make annotations on a reading. Your classmates and you will annotate the reading

together:

- CHECK IN: You will send a letter or a message to me letting me know how you are doing with the class.
- CHOOSE: You will select a topic for a research and presentation assignment.
- DO: You will do an activity (e.g. research, data collection, draft, interview, etc.).
- READ: You will read a Canvas page that I have written, instructions for an assignment, or assigned readings that will be linked.
- REFLECT: You will respond to questions that I have asked you in assignments. REFLECT assignments are only read by me.
- SHARE: You will respond to questions in an assignment to your classmates. SHARE assignments are conversations either with the whole class or with a smaller group of classmates.
- UPLOAD: You will upload files to your ePortfolio.
- WATCH: You will watch videos of content for the course or explanations that I have recorded.

Assignment Point Values

Each assignment has a point value associated with it. You can see these values if you look at your Grades page or you can look at the Syllabus that shows each assignment with its point value.

Because I consider every assignment in this class to be of equal value -- none are just busy work --, I have assigned point values based on the time and effort I believe you will need to put into the assignments. This means that if I think an assignment will take you longer, or will be more challenging, it will have more points than if it seems like there will be less time or effort needed.

I determined the point values based on informed assumptions that I am making from three decades of teaching here at SLCC. But, the point values for each assignment may not always line up with the effort that you make. A lower-point value assignment may take more time or effort than a higher-point value assignment. I hope this does not happen consistently for you. If it does, please let me know.

The pacing of the effort I anticipate you will need to put towards this course starts out with some intensity and then levels off before increasing to the most effort in the middle of the semester. It then drops off a bit before building up to a bit more effort before declining in the last two weeks of the semester. This should allow you to adequate time to ensure that you can complete the course successfully.



How to Succeed in the Course

This is an asynchronous online course. All of the learning for this online course takes place entirely through Canvas.

You won't meet with me or other students at a scheduled class time, though I am available to meet with individually through [REDACTED] to provide you with support and feedback.

You will do your all work in Canvas at your own pace based on the deadlines provided in the assignments. You will participate in discussions and group activities with other students through Canvas, but each student will participate at different times based on their individual schedules.

To succeed in an asynchronous online course, you need to use all of your organizational skills. It's up to you to check the weekly instructions and assignments and to keep up to date on the assignments. It requires self-discipline and self-motivation. Know this going in, and you can do it!

I make a habit of asking students to anonymously share their recommendations for taking courses that I teach. Below are their responses:

- Get a calendar. Look ahead in the modules. See what's coming up. Don't rely on the Canvas to-do list.
- Just because the deadlines are flexible, don't let yourself fall into the trap of "I'll just do it later"
- Just have an open mind and to always take anything in life as a grain of salt.

- Same as in every class DO THE WORK!
- Stay caught up and ask questions if needed. [REDACTED] is always there to help.
- Stay on track and ask for help if you need it.
- [REDACTED] designed this course to make it incredibly difficult to fail. Reviewing the modules and doing the coursework will practically guarantee success.
- [REDACTED] does everything [REDACTED] can to help you succeed in this class. If there is something you are struggling with, go to [REDACTED] will be more than happy to assist you.

Grading Scale

Final Grade Distribution

A	94 → 100	C	74 → 77
A-	90 → 94	C-	70 → 74
B+	87 → 90	D+	67 → 70
B	84 → 87	D	64 → 67
B-	80 → 84	D-	60 → 64
C+	77 → 80	E	0 → 60

Course Grading Policies

Grading Criteria/Rubrics:

I will evaluate your work in two ways: 1) Complete/Not Complete; 2) Percentage

Most of your work will be graded in the first way: Complete/Not Complete. Each assignment will explain what the requirements are to complete the assignment. As you see below, you will have the opportunity to revise as many times as you would like until the assignment is Complete.

Some assignments will be evaluated using a Percentage grade. These are the more in-depth assignments that will take you more individual time and effort. Just like the other assignments, you will have a chance to revise these as many times as you would like.

Grading Turnaround Time: You will receive grades on all assignments within one week of submission.

Late Submissions:

I have set the deadlines above to help you pace yourself through the week's assignments. You may decide not to follow this regular pacing, which is okay. The most important deadline is the Sunday deadline. Prioritize having all of the module's work in by Sunday at 11:59pm.

Assignments that have not been turned in by Sunday night at 11:59pm will receive a "Not Complete" or a "0" grade until you complete them. You may complete assignments until the end of the semester, but you will have a much better learning experience if you stay caught up -- or at least nearly caught up.

If you want to work ahead in the schedule, for example if you know you are going to have limited time for a week, I have set the modules so they will open three weeks early. This means that, at the start of the semester, you will be able to access up through the Week 3 module. In the second week, you will be able to access through Week 4. And, so on...

I am not opening up the entire course at the same time because binge-learning an entire semester in a short time is not an effective educational practice.

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
	Ask Questions/Get Answers	Discussion	0
	Citations & Formatting Review	Quiz	0
	Introduce Yourself	Discussion	0
1/8	ENGL 2020 Orientation Review	Quiz	5
1/8	Well-Being Survey	Quiz	5
1/8	Syllabus Review and Perusal Introduction	Assignment	5
1/9	SHARE: Introduce Self and Superpower	Discussion	10
1/11	READ & ANNOTATE: Writing Studies Concepts: Naming What We Know	Assignment	20
1/14	SHARE: Collaboratively Comprehending Writing Studies Concepts	Discussion	10
1/16	READ, DO, & SHARE: Stop Time with Observational Poetry	Discussion	10
1/18	WATCH & SHARE: An Animated History of Writing	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
1/18	WATCH & SHARE: Writing that Changed the World	Discussion	15
1/21	DO: Recite Your Poem (Optional)	Assignment	0
1/21	SHARE: Stopping Time with Writing Technologies	Discussion	10
1/23	READ & ANNOTATE: Generative AI & Writing	Assignment	20
1/25	DO & SHARE: Exploring Gen AI	Discussion	10
1/28	REFLECT: Technology, Writing & Me	Assignment	10
1/30	DO & SHARE: Exact Instructions Challenge	Discussion	15
2/1	READ & ANNOTATE: Writing Instructions	Assignment	10
2/4	DO & REFLECT: SuperSpeed and Telekinesis	Assignment	10
2/6	READ & SHARE: Poetry Therapy	Discussion	15
2/8	DO & REFLECT: Journaling for Wellbeing	Assignment	15

Due Date	Assignment Name	Assignment Type	Points
2/11	READ & ANNOTATE: "From Trauma to Writing: A Theoretical Model for Practical Use"	Assignment	20
2/13	READ & ANNOTATE: Pennebaker	Assignment	20
2/15	READ & ANNOTATE: Mogk, et al. -- Health Effects of Expressive Writing on Stressful or Traumatic Experiences - a Meta-analysis	Assignment	20
2/18	SHARE: Validity of Writing to Heal	Discussion	10
2/18	REFLECT: Touching Back on Course Outcomes	Assignment	10
2/20	READ & REFLECT: Anonymity and Hate	Quiz	10
2/22	READ & REFLECT: Anonymity and Freedom	Quiz	10
2/25	SHARE: Thoughts on Anonymity	Discussion	15
3/5	CHECK IN: Letter to Tiffany	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
3/10	DO & ANALYZE: Studying Shapeshifting and Invisibility through Discourse Analysis	Assignment	75
3/12	READ & ANNOTATE: Vulnerability and Writing	Assignment	20
3/14	DO & DO: Upload Writing and Give Feedback	Assignment	5
3/16	DO & DO: Credit for Providing Feedback	Assignment	10
3/17	REFLECT: Processing Feedback and Writing Invulnerability	Assignment	10
3/19	DO, WATCH & SHARE: What Is Propaganda?	Discussion	10
3/21	READ & ANNOTATE: Huckin, "Propaganda Defined"	Assignment	15
3/24	DO: Writing Studies Questions for Propaganda Analysis	Assignment	15
3/24	SHARE & CHOOSE: Potential Subjects of Study	Discussion	5
3/31	DO & SHARE: Mapping Propaganda	Discussion	65

Due Date	Assignment Name	Assignment Type	Points
3/31	REFLECT: Touching Back on Course Outcomes Again	Assignment	15
4/2	READ & SHARE: The Rhetoric of Protest	Discussion	20
4/4	DO & SHARE: Material Protest Writing	Discussion	15
4/7	DO & SHARE: Digital Protest Writing	Discussion	15
4/14	DO & SHARE: Generative AI-Assisted Protest Writing	Discussion	30
4/16	READ & ANNOTATE: Rak, "Introduction," Boom!	Assignment	15
4/18	READ & SHARE: The Genre of Memoir	Assignment	10
4/21	READ & CHOOSE: Flash Memoir	Assignment	10
4/28	DO & SHARE: Drafting Immortality	Discussion	35
5/2	Course Feedback -- Extra Credit (10pts)	Quiz	5
5/2	REFLECT: Final Reflection	Assignment	10

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Policies

Netiquette Expectations

Humans make mistakes when we communicate. All. The. Time. When we are face-to-face with each other, we get immediate feedback on our mistakes (e.g. a frown, scowl, raised eyebrow) and can remedy them. Speech and body language are ephemeral (Links to an external site.)forms of communication (in other words, they don't stick around).

Online, however, is a different story. Once you've hit the "send" button on an annotation, a discussion post, an assignment, an email, a text, you cannot un-send it. Not only is your writing out there for everyone to see; you also have no control over what happens to it. Copy. Paste. Forward. It's all out of your hands.

Because of this, I have certain expectations for you as you engage online in this class. Please read through them and hold yourself accountable to them.

No lurking

No lurkers allowed. Even if you sit quietly in the back of the classroom in face-to-face classes, we can still see you are there. Not so when all of the assignments are online. You've got to participate to feel like you are a part of this class and for others to feel like you are too. I will do my best to create opportunities for you to do so.

Please refrain from YELLING!

Upper-case letters mean yelling in digital genres. If you need to emphasize something, use bold, italics, or *asterisks*.

Read before you post

Some discussion posts require you to reply before you see others' posts. If you can see your classmates' responses before you reply, read them first. This will reduce the repetition that can make discussion strings frustrating to read. Refer to other posts or reply to them. Build on what you've read or take the conversation in new directions!

Write for a semi-formal situation

We constantly shift our levels of formality when we write. Texts to your best friend are one level; final assignments are most definitely another. The online environment for our class is a semi-formal one. This means that you should be careful to do the following: Do not curse or use profanity. Be polite and respectful. We are classmates and a teacher, not your old friends from elementary school. Re-read everything before you hit "send."

Another word about respect

Twitter, Facebook, Reddit, and all of the other platforms that allow people to be anonymous have pretty much destroyed civility in public discourse. But here, in our college class, we are going to uphold standards of respect, civility, and kindness. Language that is racist, sexist, heteronormative, or derogatory towards religious beliefs, abilities, or age will not be allowed. If I witness this, I will communicate directly with you and will expect you to take responsibility for it. If you witness it, please notify me.

Absences

There are no absences in an asynchronous online course. Your "presence" is demonstrated by doing the work that is assigned to you and staying on schedule.

Accessibility

I am committed to creating an environment that will help you do your best learning. Please contact me if you encounter any issues with Canvas or barriers in the course that make learning difficult for you. I can also help you access SLCC resources for supporting your work as a college student, for staying safe on campus, and for dealing with any stressful life situations that make learning challenging for you.

Changes

Course assignments, syllabus information, planned course topics, and/or the schedule may be revised to correct errors or to support the needs of students in the course. If any

changes occur, you will receive a written notice through a Canvas announcement.

Communication

I will communicate with you through Canvas. Set up your Canvas Notifications to get daily alerts for Announcements and Email messages for this class. Please do this now following these instructions [Links to an external site.](#)

Incomplete Grades

Incomplete grades are an option for you if your life falls apart at the end of the class and you cannot finish. An Incomplete grade puts your grade in this class on hold until you finish it. You must be passing and have completed 80% of the course work in order to be granted an Incomplete. You and I will come to an agreement with what needs to be finished and how long you will have to do it (with a one year limit).

Plagiarism

Students intentionally or unintentionally commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Most plagiarism happens when students are too stressed out to function or because you haven't developed your referencing skills adequately. If your work appears to be plagiarized, I will talk with you about it and ask you to re-do the assignment.

Using Generative Artificial Intelligence

Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so.

Language Diversity and Writing

Language Diversity and Writing

Students' diverse languages, varieties of English, and individual approaches to writing are welcome and respected in this class. There are many ways to write and speak in English. The choices that writers make depend on cultural and social situations, audiences, and purposes for writing.

Ideas about writing correctness are closely linked to social and cultural values, and guidelines for using language vary for different cultural situations. Therefore, your grade for writing assignments will be based on the guidelines provided with each assignment, which will typically focus on demonstration of effort.

Your work will not be graded on non-intrusive grammar "errors." However, I expect you to be thoughtful and demonstrate effort to communicate clearly with your readers (me and your classmates) at all times.

Resources

National Council of Teachers of English, ["Students Rights to Their Own Language"](#)

College Conference on Composition and Communication, ["Statement on Second Language Writing and Multilingual Writers"](#)

Navigating Canvas Courses

Navigating Canvas Courses

It can be quite difficult to navigate Canvas given that each teacher sets things up differently. I have compassion for you in your struggle to find what you need, to be aware of due dates, and to generally keep track of everything.

Below are some strategies to help you stay on top of this course and all of your Canvas courses.

Navigating This Canvas Course

1. When you log into the course, you'll see instructions for the week. You'll see a list of assignments for that week.
2. Read any Announcements that you haven't already seen in your email.

3. You can also look at the "To Do" list on the right side of the screen. But, this can get overloaded quickly. Click the "X" on the ones that you have completed to remove them from the list (They don't automatically disappear.)
4. In the Modules, make sure you are looking ahead since assignments won't pop up on your To Do List until the deadline is close.
5. You can ask questions by clicking the "Ask Questions/Get Answers" link at the bottom of the Weekly Instructions pages. You can also message me.
6. To check to see if you are missing assignments, click on "Check for Past Due Assignments." This will take you to a list of all the assignments. The ones you haven't turned in yet will be listed at the top.
7. You can check your grades and feedback from me by clicking on Grades in the navigation list on the left. You can also check grades by looking at "Recent Feedback" on the lower right.

If you ever feel like you are lost or missing something, just send me a message by using the "Inbox" in on the left. I understand. Canvas can be confusing. And, it's entirely possible that I have messed something up as well. Don't hesitate to let me know.

Get a Calendar

It's almost impossible to succeed in Canvas without having a separate calendar (hard-copy or an app). So, get yourself one.

You can use the calendar on Canvas, but it can be quite confusing because assignments are listed by their due dates, not by when they are assigned.

Each Time You Log In

You should look at each of your courses individually, but to get a quick check of all of them, follow the steps below each time you log in. Check Inbox for messages from teachers. Read "Recent Feedback" and look at grades, comments, and rubrics. Read "Notifications" on Dashboard (red circles). Review "To Do" List. Write down assignments in your calendar. Click the X on those you don't need anymore to remove them from the list.

Learning in Challenging Times

Learning in Challenging Times

When the COVID -19 pandemic started, I added this page to my course. That was four years ago. We are still in challenging times, so I keep updating this page to show that I know that we are all under unreasonable and chronic stress.

To build the best possible learning environment for all of us, it's important to acknowledge the stressors that are affecting all of us and be very clear on expectations and assumptions. I will do my best to listen to you, be patient with your needs, and to help you move through this course successfully.

Please be thoughtful of others in the class (and around you in general) and recognize that they may be experiencing stresses too. Talk with me and each other about your needs and listen to others when they share theirs.

On Respect and Discomfort

One of the stressors that we are all dealing with right now in U.S. culture is that it has become "normal" to share our values, beliefs, opinions, and emotions in hostile, derogatory, and violent ways. While the reasons behind this, and the effects it has had, are numerous and complicated, we will be sharing a class learning space within this larger culture, so we have to address this problem directly.

In this class, we will be examining some complex issues, many of which are perceived by, or have disproportionate impacts on, different groups in different ways. I will be providing you with tools and knowledge to engage with these issues in an intellectual manner appropriate for a college course. I will provide you with respectful and open learning opportunities, but you may find yourself uncomfortable at times as we explore the concepts in this course.

That's okay. Discomfort is a part of learning; it's a part of being exposed to, and engaging with, ideas, values, beliefs that may be different than those you are used to. Being uncomfortable is a sign that you are in college. (If you're comfortable all throughout your college career, something's wrong.) Discomfort can actually be a map for you to follow to learn more about yourself.

When discomfort arrives for you, take it in, look at it, wonder about it. What does it mean for you? About you? And, just pause. When we pause, we can prevent the hostility in our

surrounding culture from infecting our class community.

Transfer/Certification/Licensure/Employment Information

This course transfers to the University of Utah's ENGL 2020: Writing as Superpower.