Fall 2024- Writing For Change
English 151

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Course Description:

Writing is making transformation visible. Your own transformation and your hope to transform the lives of others. In this course you will explore what it means to be a writer at this university. You'll discover that writing is not only a means of communication but a path towards learning.

You might have experienced writing as a formulaic process with prescribed steps in the past. In this course the goal is not to give you a perfect equation for writing the perfect essay. The goal is to give you tools to create your own path towards a unique relationship with writing.

Throughout this semester, I encourage you to bring your own personal history and background into class. I will endeavor to bring you texts that come from a range of backgrounds and beliefs that will create fertile ground for new understandings. In the classroom we will have a productive space for you and your classmates to generate ideas together.

Instructor Statement:

In this course I need you to be brave. You will read things that may make you uncomfortable. You will discuss difficult topics. This will stretch the boundaries of what you may think you are capable of to new levels.

For us all to do this important work, we need to create a community where it is safe to try and safe to fail in front of one another. I will expect you to treat your classmates with kindness, respect, and understanding. I will expect them to treat you in the same way.

Disrespect, dismissiveness, prejudice, and apathy would harm the community that we need to create together. This is not something that I will tolerate in the classroom, and it will have a negative impact on your grade.

If you decide to join this section of English 151, please come knowing that I expect you to be imaginative, curious, passionate, and communicative. I look

forward to meeting you in class and journeying on this path of discovery together.

ACE Outcomes:

This course is also certified as an Achievement Centered General Education (ACE) Outcome 1 course. Therefore ENG 151 will help you meet the following general education outcome: "Write texts, in various forms, with an identified purpose, that respond to particular audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of form and structure.

To help you achieve this outcome, English 151 will provide you opportunities to draft, receive feedback on, and revise at least three extended writing projects, composed for different purposes and audiences. You'll have a chance to integrate outside sources into your texts, which you'll document in conventions appropriate to the form employed. You'll also be invited to draw and reflect on your existing knowledge, using the writing process to see your experiences in new ways. At the end of the term, your writing may be used to assess the course's overall effectiveness in helping students to achieve ACE-1 requirements. Please let me know if you have any questions about this.

Course Policies

Add/ Drop/Withdrawal Dates:
- September 3 (Tues.).) Last day to drop a full semester course and receive 100% refund
- September 6 (Fri.) Last day to drop a full semester course and receive 75% refund
- September 13 (Fri.).) Last day to withdraw from a full semester course and receive 50% refund
- September 13 (Fri.) Last day to withdraw from a full semester course and receive 25% refund

Grading Policies:

Grade Breakdown

Components of Final Grade^
Class Work and Low Stakes Writing – 30%
Major Writing Project 1 – 20%*
Major Writing Project 2 – 25%*
Major Writing Project 3 – 25%*

*In order to receive a passing grade for the course you must complete ALL of the major course projects and drafts.

^Note that English classes, by virtue of low enrollment caps and the interactive/discussion-based nature of the courses share a department-wide attendance policy that may be different from courses in other departments.

Grading Scale

Grading Scale for Course	
Letter Grade/Percent	**Ranges/Percent**
A+ (4.0)	(97-100%)
A (4.0)	(90-96.9%)
B+ (3.3)	(87-89.9%)
B (3.0)	(80-86.9%)
C+ (2.3)	(77-79.9%)
C (2.0)	(70-76.9%)
D+ (1.3)	(67-69.9%)
D (1.0)	(60-66.9%)
F (0)	(60%<)

Grading Contract:

As long as work has been submitted that fulfills all of the requirements of the assignment, work will receive at least a B grade. Work which demonstrates higher quality and/or demonstrates risk-taking in considering or implementing new ideas will be awarded an A.

This is meant to ease the worry over grading for you! As long as you sincerely attempt the assignment you will get at least a B and may likely get an A depending on your work.

Late Work and Extensions:

Late work may be accepted with a request for extension which was submitted up to 48 hours before the due date. To request an extension, send me an email at

fjohn3@unl.huskers.edu. Include EXTENSION REQUEST in your subject. If you ask before the due date I will almost certainly say yes, so just ask! If the due date has passed, the answer will be no.

If no request for an extension was submitted, **there is an automatic 3-hour grace period**. After the grace period the following grading policy will be applied to the submitted assignment:

TIME ELAPSED SINCE ASSIGNMENT DUE	GRADE REDUCTION
UP TO 24 HRS	10%
24-48 HRS	20%
48-72 HRS	30%
BEYOND 72 HRS	Not Graded

Academic Honesty and Plagiarism Policy:

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Any writing turned in for this class must be your own original independent work, and any information, language, or ideas drawn from other sources must be cited appropriately in MLA format. We will talk in more detail about the specifics of these principles during the semester, but it is important to understand from the outset that turning in someone else's work or using someone else's language as if it is your own will result in a failing grade and/or additional disciplinary action by the university.

For more information on UNL's plagiarism policies, see this website:
http://unl.libguides.com/plagiarism

Artificial Intelligence

The use of A.I. tools such as ChatGPT is prohibited in this course.

This is for two reasons.

One is moral. AI usage is exploiting workers and damaging our ecology at lightning fast speeds. This is widely documented. Article like [“OpenAI Used Kenyan Workers on Less Than $2 Per Hour to Make ChatGPT Less Toxic,”](#) and [“ChatGPT consumes 17,000 times more energy than an average US household,”](#) make the real world material consequences of using AI clear.[1]

The other is practical. This is a writing course. Writing is a form of thinking in public, and using AI to complete your homework deprives you of the opportunity to do either. I do not expect perfect writing in this class. The most important thing you can bring to this class is your own personal viewpoint. I hope that through your writing assignments you are able to discover something new about yourself and the world around you. I have designed this course so that it is a space where you're able to do that without fear of receiving bad grades. By using AI, you lose the opportunity to explore yourself in ways that you may not be able to in other courses.

Examples of AI usage:
- Using AI to generate content for assignments.
- Using AI image generators to create visuals for journalism or fact-based reporting, photojournalism, or anything you're creating that's represented as real.
- Using AI to plagiarize content from other sources.
- Using AI to answer exam or quiz questions.
- Using AI to automate the completion of assignments.
- Using AI to generate alternate versions of pre-existing text. For example: text spinning

Any use of AI to complete assignments may result in a failing grade.

(Seriously it's not worth it.)

Email Policy:
When sending me an email, be sure to include your topic followed by your name and class number with section in the subject line. Make sure to be specific about your requests. This is to help me respond to you as quickly as I can, since I receive many emails every day. If you don't do this, I may miss your email and be unable to respond to you.

For example:

Subject: [The topic you are writing about YOURNAME ENGL151: SECTION #]

Body:
Instructor John,

[What you're writing about. If it is an assignment, include the assignment name. If it is about an absence, include the specific numerical date.]

[Best, Sincerely, or another sign off],
Your Name

I will generally respond to emails within 48 hours, except on weekends. If you haven't received an email after that timeframe, feel free to send another email. Should the topic be urgent and require a quicker reply, please include the word URGENT in your subject so I can respond to you sooner.

Please note that I do not commonly check email between 6 pm and 8 am or over the weekends--so keep that in mind when asking about time-sensitive issues.

Many questions can be answered by consulting this syllabus, so please read carefully. I will also communicate with you through CANVAS announcements, so please check CANVAS regularly.

Inclusivity:
Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Students are responsible for knowing the university policies and resources found on this page (https://go.unl.edu/coursepolicies).

Course Requirements

Required Materials:
All course readings will be available on Canvas. There is no required textbook.

If you do not have a laptop and you would like to use one during class, you can check one out **for free** from Huskertech. Seven-day and semester-long rentals are available.

https://services.unl.edu/service/huskertech-laptop-checkout

Course Assignments (Tentative)

Note that I may use homework as an example assignment in class. Write a note at the top of your assignment if there is a particular reason you would like an assignment not to be shared.

These are just broad outlines. More information will be given in class and posted to CANVAS.

General Work

Author's Notes: Each major assignment will be accompanied by an approximately 250-word author's note. The author's note allows you to reflect on your writing process. It also allows you to direct the type of feedback you'd most like to receive from me and your peers.

Peer Feedback: You will be required to engage peer feedback throughout the semester.

When giving feedback, consider what would best serve to help your peer improve. Try not to simply give feedback like "I like this," or "This was good." Go into depth about what the peer has

done that was successful or unsuccessful. We will go over methods of giving and receiving feedback in depth throughout this class.

Class Work: During class we will engage in several shorter, lower stakes activities and assignments to support your learning throughout the semester. These may be short quizzes, writing responses, peer workshops, or drafts. These will be graded for completion. This is so that you can practice these new skills without worrying about being penalized by a low grade. Submissions that fulfill the assignment requirements will receive a full complete grade. Should a submission not fulfill the requirements, there may be a partial grade.

Assignment List

DATE	WRITING ASSIGNMENT	OVERVIEW
	Write Your Story	Personal Narrative Length: Approximately 500 words (2 double-spaced pages)
	Write to Digress	Personal Narrative Length: Approximately 250 words (1 double-spaced page)
	Project 1: Resisting the Rubric Essay	Personal Narrative on Writing Length: At least 1500 words (5 double-spaced pages) Incorporating 3 sources from the unit and a Works cited page (not part of page count) This is a personal narrative exploring your
	Write to research	Research Proposal Length: Approximately 500 words (2 double-spaced pages)
	Annotated Bibliography	Annotated Bibliography Length: Approximately 750 words (3 double-spaced pages)
	First Draft of Project 2	Research Project Length: Approximately 1250 words (5 double-spaced pages)
	Interview	Interview Length: Approximately 500 words (2 double-spaced pages)
	Full Draft including Counterargument	Research Essay Length: Approximately 1500 words (5 double-spaced pages) Incorporating 3 sources from the unit Original Title

		Works cited (not part of page count)
	Project 2: An Exercise in Empathy	Research Essay Length: Approximately 1500 words (5 double-spaced pages) Incorporating 3 sources from the unit Original Title Works cited (not part of page count)
	Multimodal Project Proposal	Proposal Length: Approximately 500 words (2 double-spaced pages)
	Project 3: Multimodal Remediation Project	Depending on project, may be essay, photos, journalism article, etc.
	Course Portfolio and Reflective Essays	Reflective Essay Length: Approximately 1250 words (5 double-spaced pages)

Course Schedule (Tentative)

Note: This is tentative and there will be changes. I will notify you of the changes via CANVAS announcements.

Preparation for the week will be expected to be completed to be able to discuss the readings/videos during class that week.

Weeks	Date	Topics/Activities	Preparation for the week	Assignments Due This Week
W1		Introduction to the course	Read the Syllabus	Participatory Reading, Canvas Activity, Letter to Your Instructor, Self Introduction
W2		"Your Silence Will Not Protect You:" The Personal in Writing	Audre Lorde "The Transformation of Silence into Language and Action." · Amy Tan, "Mother	Participatory Reading, Canvas Activity, Write Your Story

			Tongue"	
W3		"Inventing the University:" Investigating Conventions	***Reading Assignment:*** **Chimamanda Ngozi Adichie, "The Danger of a Single Story"** • **Watch the video and make annotations on the transcript.** · **Gloria Anzaldúa, "How to Tame a Wild Tongue" from Borderlands/La Frontera** · **David Bartholomae, "Inventing the University"**	Participatory Reading, Canvas Activity
W4			Rebelling Against the Rubric	
W5		Finding Your Audience	bell hooks, "Talking Back" · This is a link to the whole book but you only need to do the second chapter. · James Baldwin, "Letter to My Nephew"	Participatory Reading, Canvas Activity
W6		Let's Get Lost	**Michael Griffith, "A State of Ungress"** · **Rebecca Solnit, " An Open Door"**	Participatory Reading, Unit Project
W7		Introduction to Unit Two Project- How to write a research paper	***Reading Assignment*****:** Chapters 4 and 5 of *MLA Guide to Digital Literacy*	Schedule Writing Center Appointment
W8		Evaluating sources and Annotated bibliography	***Reading Assignment:*** guidelines for the annotated bibliography	***Writing Assignment***: *Write to research*
W9		Selection of formats, Intentions and Strategies	**Reading assignment:** chapters 7 and 8 of *MLA Guide to Digital Literacy* "Modes" from Sweetland Digital Rhetoric	***Writing Assignment:*** *Annotated Bibliography* ***Writing Assignment:*** *P*ick the final format for the 5-page piece

			Collaborative	by the end of the week and communicate it to the rest of the class.
W10		To be decided		***Writing Assignment****: First Draft of project
W11		Interviews		
W12		Counterarguments		***Writing Assignment****: Interview transcript
W13		Introduction to Unit Three Project: Course Portfolio and Multimodal Remediation	**Reading assignment :** "What is Multimodal?" from the University of Illinois Springfield

"Examples of Multimodal Texts" from UM RhetLab | **Assignment:** Find and share with the class an example multimodal artifact

PROJECT Assignment: Final project 2 |
| **W14** | | Drafting your project | **Reading Assignment:** 2 examples from Peer Multimodal projects

Peer's Proposals

"Notre Dame's Toxic Fallout" by Elian Peltier, James Glanz, Weiyi Cai, and Jeremy White | Assignments: Proposal for multimodal project, due at the start of the week |
| **W15** | | Reflection through course portfolio | | |
| **W16** | | | | Multimodal remediation project

Course Portfolio project |

Resources and Support

The Writing Center:

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

There are **three** ways you can connect with a Consultant: **Online** (a real-time, video conversation), **eTutoring** (email feedback), and **in person**. To learn more about online options and view video tutorials, visit https://www.unl.edu/writing/online-writing-center-services. **In Fall 2023, in-person Writing Center appointments will take place in the Love Library Link, on the second floor.**

Sign up for an appointment any time by visiting unl.mywconline.com. For other information about the Writing Center, please visit unl.edu/writing.

Accommodation statement:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (e.g. physical disability, learning disability, ADHD, chronic health issue, mental health condition, complications with a pregnancy, long Covid, temporary injury, or other condition), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall.; 402-472-3787

Mental Health Resources:

UNL offers a variety of options to students to aid in dealing with stress and adversity. Counseling and Psychological & Services is a multidisciplinary team of psychologists and counselors that works collaboratively to help you explore your feelings and thoughts and learn helpful ways to improve your mental, psychological and emotional well-being when issues arise. CAPS can be reached

at 402-472-7450.

Big Red Resilience & Well-Being provides one-on-one coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached at 402-472-8770

On the UNO campus, the Counseling and Psychological Services
Links to an external site.

 (CAPS) office can be reached at 402-554-2409. The UNO Wellness Center
Links to an external site.

 provides a variety of wellness resources and can be reached by calling 402-554-2539.

Writing Lincoln Initiative:

The Writing Lincoln Initiative (WLI) is a collaboration between UNL students and community volunteers who partner with writers of all ages and backgrounds to provide a friendly and supportive space for writing in Lincoln. If you're interested in helping sponsor literacy learning in the community by joining WLI, please contact them via email at writinglincoln360@gmail.com or visit their website at wirtinglincoln.org. They're always looking for new volunteers to help in whatever way they can.

Basic Needs Security:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect your academic progress, is urged to contact the Office of Student Affairs by emailing studentaffairs@unl.edu, calling 402-472-3755, or stopping by their office in person.

Furthermore, please notify your instructor if you are comfortable in doing so. An online guide of resources here at UNL can be found at http://pantry.unl.edu/welcome#donate. Students (and others) not in need of such support should also visit this webpage to learn opportunities for donating goods, materials, or time.

Counseling & Psychological Services :
402-472-5000 | https://health.unl.edu/counseling-and-psychological-services-caps

The Women's Center :
| 402-472-2597 | womens-center.unl.edu/welcome

The University Health Center :
 402-472-5000 | https://health.unl.edu/

The LGBTQA+ Resource Center:
 402-472-1652 | https://lgbtqa.unl.edu/welcome

English as a Second Language Support:
402-472-1884 | https://www.unl.edu/piesl/esl-support-lab

Student Money Management Center:
402-472-9093 | https://www.unl.edu/smmc/

Suicide Prevention Hotline:
1-800-273-TALK | https://health.unl.edu/caps/prevention

Victim Advocates:
 402-472-2598 | https://womens-center.unl.edu/victim-resources

Office of Academic Support and Intercultural Services:
The Gaughan Multicultural Center continues the tradition of past UNL Culture Centers, providing a home away from home for underrepresented students, while welcoming all UNL students, faculty, staff, alumni and guests. Contact them at 402-471-5500 or the center at 1505 S.St.

This is a tentative document. Any and all aspects of this syllabus are subject to change.

[1] Rivers, Nathaniel. "Generative AI Statement." *A Statement on Generative AI*, http://www.nathanielrivers.org/aistatement. Accessed 24 Aug. 2024.

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