

ENC 2135-___: Research, Context, and Genre

Course Policies | ___ 20__ | Fully Online

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INTRODUCTION

Welcome to our online ENC 2135! This document is our syllabus. Here, you will find detailed descriptions, outlines, and definitions of crucial course content and policies. More information will be available on our Canvas page. Please read, and again, welcome!

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COURSE STRUCTURE

1 This section of ENC 2135 is *entirely online*; while you do not have to be on campus to complete any portion of this course, it does contain synchronous elements (i.e., instant messaging, video conferences) and regular participation; in other words, this is not a self-paced, modular, online course. Note: Synchronous elements will be tailored to student schedules.

ENC 2135 uses Florida State University's learning management system Canvas. Canvas will serve as our "home base"; I will post announcements, informational videos, readings, and other information here. This is also where you submit your coursework.

Our Canvas page will link to a Google Drive folder, tailored to this specific section of ENC 2135. You must have a free Google account that you are comfortable using for this course. This Google account will allow you to access our Drive and Hangouts for peer review, conferences, and more.

COURSE DESCRIPTION

ENC 2135 fulfills the second of two required composition courses at Florida State University. ENC 2135:

- stresses the importance of critical reading, writing, and thinking skills emphasized in ENC 1101
- the importance of writing as a recursive process involving invention, drafting, collaboration, revision, rereading, and editing to clearly and effectively communicate ideas for specific purposes, occasions, and audiences
- focuses on effectively incorporating outside sources into papers and composing in a variety of genres for specific contexts.

ENC 2135 consists of three major projects:

- an analytical essay
- a research essay
- a cross-genre project

These projects are designed to help you develop an understanding for the genres you use and the voices you adopt as a writer, as well as provide you with the rhetorical agency to make creative choices that suit your own, self-defined purposes.

COURSE OBJECTIVES

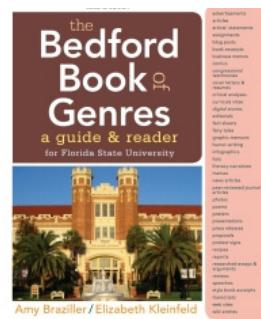
By the end of the course, you will demonstrate the ability to:

- Write artful prose in a variety of genres;
- Respond to the needs of different audiences;
- Understand generically-situated voice, tone, and level of formality;
- Be aware that it usually takes multiple drafts to create and complete a successful text;
- Develop flexible strategies for your process; i.e., generating, revising,

editing, and proof-reading;

- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work;
- Understand the collaborative and social aspects of the writing process;
- Learn to critique your own ideas and others' work;
- Read and compose in several genres and understand how genre conventions shape and are shaped by readers' and writers' practices and purposes;
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources;
- Use strategies such as: interpretation, synthesis, response, critique, and design/redesign to compose texts that integrate your ideas from those appropriate sources.

COURSE MATERIALS



Braziller, Amy and Elizabeth Kleinfeld. *The Bedford Book of Genres: A Guide and Reader*. Bedford, 2018. E-Copy. Additional readings will be posted to Canvas.

Access to a computer, reliable Internet access, and a free Google account are also required for this course.

ABOUT OUR COURSEWORK

Course Philosophy

ENC 2135 teaches writing as a recursive act; that is, not always linear, not firm, not final. In order to demonstrate this, our course will encourage the process of invention, drafting, and revising. In other words, this course is going to challenge the ways you've been taught to write.

Because this fully online section of ENC 2135 emphasizes process, it is not a modular, self-paced, online course. ENC 2135 is a collaborative course with both synchronous and asynchronous elements, regular assignments, and strict due dates that are paced by me. ENC 2135 requires regular, week-by-week participation.

During this course, you will take each of your projects through at least three drafts. Our first unit tasks you with an analytical essay. You'll explore strategies to engage with varying rhetorical concepts, with explicit focus on genre. The second unit asks you to compose in an academic genre: the bibliographic research essay. You will craft an argument on a topic you find provocative, incorporating no fewer than ten sources; seven must be academic, scholarly, and/or peer-reviewed. The third unit will ask you to engage with new, self-defined genres and modes of composition.

Each project will have you write a rationale—your ‘Theory of Writing’—explaining the rhetorical choices made in each genre and how you see those choices as rhetorically effective for your context and audience.

The course will conclude with an E-Portfolio. Here, you will present your work from the semester and compose a final reflection that explores what you learned about genre, the rhetorical situation, and, how each project added to, challenged, and/or complicated your theories and practices of composing. The texts in your E-Portofolio may be revised for re-assessment, giving you a chance to better your as-is grade. If you choose to revise any of your texts for the E-Portfolio, you must include the original final draft, the revised draft, and a 350-500 word statement on what you revised and why.

Throughout the semester, you'll receive feedback from myself and your peers. Based on our suggestions, you may decide to reorganize your work, change your argument, or rewrite entire sections of your text. These transferable skills—adaptivity, mental flexibility, and rhetorical awareness—will help you with college-level and professional writing.

Overview of Major Assignments

(Assignment sheets with specific instructions will be posted on Canvas for each assignment. They can be found in the “Modules” tab under the module titled “Assignment Sheets,” in the “Files” tab, and pasted in the description of each assignment page. Videos describing major assignments will also be created and posted on our “Home” page and “Announcements.” Assignments receive an ‘as-is’ placeholder grade upon submission and an updated, final grade based on optional revisions in the E-Portfolio.)

Project One: Analytical Essay (15%, 1,500 words)

In our first project, you will define genre and explore how genres function in particular rhetorical situations.

First, in class, we will define the term “genre” and begin to develop an understanding of how genres function in practical terms. We will situate genre within other concepts like: rhetorical situation (exigence, audience, constraints), context, the rhetorical appeals (ethos, pathos, logos), kairos, and more.

Once you have developed an understanding of these core rhetorical concepts and genre, you will choose one-to-three artifacts to analyze. The artifact(s) may be chosen from any genre, but if you choose more than one artifact, they must be within the same genre and have a clear relationship to one another.

Finally, you will combine these ideas in a 1,250-word essay. This essay tasks you with briefly summarizing, then thoroughly analyzing, your artifact(s). Your analysis should describe your artifact(s) fully yet succinctly, and then, explain how genre and other corresponding rhetorical terms operate within your artifact(s), with specific attention to genre. This is a space to show me you understand the terms and concepts we've defined together and put them into practice, grounded in a specific context with a specific audience.

Your 1,250-word essay is due in three stages:

- Draft One: ___

- Draft Two: ___
- Final Draft and ToW: ___

This assignment also requires a 250-word ‘Theory of Writing,’ articulating your writing process, approach to analysis, and overall lessons you learned in writing this essay.

Project Two: Research Essay (25%, 3,500 words)

Your second assignment asks you to compose in an academic genre: the bibliographic research essay. For this project, you will write a research essay on a topic you are passionate about. I leave the topic wide open because the key to enjoying the research process is writing on something you truly care about. That said, the assignment sheet for project two will include a list of “overdone topics.” If you intend to write on an “overdone topic,” you must submit a 250-word proposal discussing what new commentary you bring to the issue.

Once you have decided on your topic, you will create an exploratory research question for your essay to answer. This research question is the foundation of your essay: it will drive your thesis, narrow your inquiry, help with your research, and more. Your research question does not have to argue for one “side” or another; instead, it may help you raise additional questions or advocate for more research on your selected topic. Once your research question is finalized, you will begin your research process, making connections between the research you discover and determining how to communicate this information to your audience.

Your sources—at least ten in total, with a minimum of seven being scholarly, peer-reviewed—are your evidence. These will support, contradict, or expand upon your research question; therefore, engaging analysis of these sources is essential for an effective research paper.

To help you in this process, we'll develop a research proposal and annotated bibliography prior to the first draft of this project. The informal research proposal will identify your topic, research question, and aims for the paper. The annotated bibliography will ask you to make works cited-style citations for ten sources and compose a brief annotation alongside your citation, summarizing its content and discussing its applicability to your paper.

The final research essay will be a minimum of 1,750 polished words. Your annotated bibliography must be at least 1,000 polished words, and your research proposal at least 500. You will also compose a 250-word ‘Theory of Writing’ articulating what it takes to produce critical research and any developments in your writing process. You will take your research essay through five stages:

- Research Proposal: due ___
- Annotated Bibliography: due ___
- Draft One: due ___
- Draft Two: due ___
- Final Draft and ToW: due ___

Project Three: Cross-Genre Project (15%, 1,000 words)

Project three asks you to take the research you conducted in project two and re-interpret or remediate it across three genres. In other words, you need to create

three new pieces of media or remediate a prior essay, utilizing three different genres that communicate claims related to your research essay to new audiences in new ways.

In this assignment, you will be relating your topic to an audience even further than you did in your research essay, using your research to create new arguments designed for audience expectations, grounded in the constraints of the genres you choose. This is another space for you to consider the rhetorical situation; but, in this project, you will be responding to a situation that you yourself create.

The genres chosen are up to you: they will be based on your analysis of the rhetorical situation learned through your research process. While at least one of your creations should contain written text to meet this project’s word count, this is not another lengthy paper. Instead, you will add new media and text to a past paper, or get creative with the genres you choose. Will you write a movie review? Create a collage? Develop a script for a play? Make a vlog or video essay? A short film? A PSA? The choice is yours.

The final cross-genre project must contain 500 words across all three genres; these 500 may appear in full in one genre, or exist across all three genres. Project three will also exist in stages:

- Draft One: due ___
Draft Two: due ___
Final Draft and ToW: due ___

In addition, you will write a rationale (500 polished words) that explains the rhetorical choices made in each genre and why you made them.

Final: E-Portfolio (65%; 500 words)

The final for ENC 2135 will take the form of an E-Portfolio, or, a web-based collection of your work. While portfolios can exist in a range of genres, most students in ENC courses design their portfolios in Wix, a free, online website builder; thus, Wix is the format we will cover together in the course, and the assignment will be scaffolded around Wix.

The point of the project is to reencounter and revise your work, reflect on your writing progress, and demonstrate your development at using our recursive, process approach to writing. The E-Portfolio will also allow you to reflect on your command of voice and adaptability to a variety of audiences. Additionally, the E-Portfolio gives you the opportunity to revise final drafts for re-assessment. If you would like a higher grade than your as-is grade, you must upload your original draft, a revised draft, and a 350-500-word process note documenting the choices made in your revision and why they are substantive.

Your E-Portfolio will contain the final drafts of your three major projects (their points will comprise the vast majority of the possible points for the portfolio). The portfolio should be professional and intuitive, something you might link on your resume that you send to prospective employers or that you might link in your application for academic scholarships and honors in the future.

In addition to uploading your major projects, you will also submit a final

reflection (500 polished words, worth 10% of the portfolio grade) which explores what you learned about voice, audience, genre, analysis, and research and how the projects this term added to, challenged, or complicated your theories and practices of composing.

The final ePortfolio is due ___. We will start working on it far earlier in the class, however, and I encourage you to upload work throughout the semester.

Overview of Minor Assignments Self-Introduction (5%)

Your first minor assignment is a self-introduction. This assignment will be posted to a public discussion board at the beginning of the course. In this assignment, you must decide upon a genre that goes beyond the normative, introductory discussion board post. Will you introduce yourself with a video? A poem? A photo collage? The decision is yours to make. The self introduction will be due ___.

Discussion Boards (5%)

Discussion boards will serve a variety of purposes throughout the semester. Some discussion boards will be the home for some of our minor assignments, like the short introduction. Other discussion boards will be QCCs (or, the posing of a Question, Quotation, and Comment) for readings and videos assigned throughout the semester. Others, still, will give you the opportunity to thoughtfully respond to a guiding question provided by me. Discussion boards are used to develop community within the classroom. During each discussion board you will extend

the conversation by responding to a classmate's post.

Discussion boards will also serve as a form of digital attendance and participation. Because discussion boards are minor assignments, these cannot be "made-up" unless specific arrangements are made with me in advance. Instead, a missed discussion board will affect your attendance in the course and hurt your participation grade.

Writer's Journal (5%)

Throughout the semester you will be writing journals. These journals allow a space to explore and develop ideas and differ from other informal writing in that they will only be accessible to you and me. To receive credit, each journal assignment must be 150-300 words, submitted on time, and demonstrate a knowledge of and engagement with the topic. Journals will not be evaluated for grammar and style, but, rather, content and mastery of the material. The 150-300 words will not count towards the final word count of 6000 words. Journals are due Fridays at 11:59 p.m.

Peer Review (5%)

In addition to instructor-student conferences, each project will have a peer-review at the second draft. During peer review, I will assign small groups. Peer reviews will be organized on Google Drive. To participate, you must upload your document to your group's Drive folder by the assigned time. Once documents are uploaded, reviewers will read each document, leaving comments corresponding to a handout created by me and provided in each group's Drive folder.

GRADE BREAKDOWN

A: 93-100	C: 73-76
A-: 90-92	C-: 70-72
B+: 87-89	D+: 67-69
B: 83-86	D: 63-66
B-: 80-82	D-: 60-62
C+: 77-79	F: 0-59

PROJECT BREAKDOWN

Electronic Portfolio	65%
Project One	15%
Project Two	25%
Project Three	15%
Final Reflection	10%
Minor and Preparatory Work	35%
Research Proposal	5%
Annotated Bibliography	10%
Self-Introduction	5%
Discussion Boards/ Participation	5%
Writer's Journal	5%
Peer Review	5%

COLLEGE-LEVEL WRITING REQUIREMENT

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

COURSE POLICIES

Attendance

FSU's Composition Program maintains a strict attendance policy to which this course adheres: an excess of two weeks of absences is grounds for failure. For this class, an excess of four absences is grounds for failure. You are required to be an active member of the ENC 2135 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform me, ahead of time when possible, about why you miss class. Save your absences for when you get sick or for family emergencies. If you do miss class, it is your responsibility to get notes from a fellow student in class. I will not respond to emails along the lines of, "Hey Noah, what did I miss?" Important: missed conferences count as two absences.

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies—(850) 644-2451—and make an appointment to discuss your situation with a dean. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will work with you.

Important Note: FSU's Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the "University Policies" section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

Absence Policy

While this is an online course, attendance/participation is mandatory for success. Attendance and participation in this course are defined by completing weekly assignments as defined in Canvas and progress will be assessed each week upon completing set goals. We will also conference individually at least three times during the semester, and at least three times in peer groups, both regarding the major assignments. These conferences will be conducted using one of the communication modes listed on page one of our syllabus. Failure to attend your conference during conference week counts as a full week's absence, even if you submit a full draft.

Civility (Jerk) Clause

This class will tolerate neither disruptive language nor disruptive behavior in online or synchronous spaces. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones or any other form of electronic communication during synchronous class sessions (email, web-browsing). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement. You will also send me an

email that indicates you have read and understand this policy.

First Year Comp Drop Policy

This course is NOT eligible to be dropped in accordance with the “Drop Policy” adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student’s control (e.g. death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students’ initial enrollment at FSU.

Late Work Policy

Minor assignments will not be accepted for late credit unless other arrangements are made with me ahead of time. Drafts one and two of the three major compositions will be penalized a letter grade (A to A-) per day each day they are late. Final drafts of the three major compositions will be penalized five points per day late.

Assignment due dates can be found in the Tentative Schedule below, the Course Calendar generated by Canvas, and, on the assignment submission page. Each assignment will have a three-hour grace after the due date to accommodate any technology issues.

Important: Do let me know if any extenuating circumstance(s) arise(s). Life happens. I will allow due dates for any

assignment in this course to be reevaluated and discussed on a case-by-case basis. To have new deadlines considered, please email me or approach me at least one day prior to the assignment’s deadline. While I aim to be fair, I do withhold the right to uphold the original deadline of any assignment. Further, if elements of our agreed upon extension are not met, I reserve the right to reinstate the late deduction, or, in extreme cases (like submissions at the end of semester) to not accept the assignment.

Back-Up Policy

Technology issues happen. Throughout the duration of this course, I heavily advise that you take advantage of your Google Drive space when you make your free Google account. Uploading drafts to a cloud-based system or external hard drive regularly will decrease the likelihood of losing an assignment due to technology failures.

Opportunity to Revise “Final” Drafts

All “Final Drafts” are still workable drafts. You will have the opportunity to potentially better your grade if you substantively revise and resubmit your work with the E-Portfolio. Substantive revisions go beyond mere surface copy editing to reinterpret or reimagine, ask deeper or different questions, incorporate new ideas, characters, scenes, places, arguments, or conceptional frameworks. A 350-500-word process note must accompany any works you wish to be reevaluated. The note should outline what revisions you made, why you made them, and what you’ve learned from the process.

Peer Review

Workshops are an important component of this course. On workshop days, you are required to have your most current draft uploaded to your group's Google Drive folder by the assigned time. Should you miss a workshop or join unprepared, you will be marked absent for the day. You are considered unprepared if you do not have a draft uploaded or if you upload a draft that does not meet the draft requirements.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Other Information:

Reading/Writing Center (RWC)

The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas.

RWC hours vary each semester. To view the RWC schedule or make a face-to-face

or online appointment with a consultant, please visit <http://fsu.mywconline.com/>.

Digital Studio

The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an E-Portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. We currently offer consultation at two locations: Williams 222B and Johnston G0062. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects and work collaboratively to give feedback or troubleshoot problems that arise.

Students who attend the Digital Studio are not required to work with a tutor. The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended.

Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit <http://fsu.mywconline.com>.

To view the schedule, access resources, contact the studio, or make an appointment, please visit <http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment>.

Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

UNIVERSITY POLICIES

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I also have a mandatory reporting responsibility

related to my role. I am required to share information regarding sexual misconduct or information about a crime. Students may speak to someone confidentially by contacting FSU's Victim Advocate Program:

Daytime: 850.644.7161, 850.644.2277, or 850.645.0086;
Nights, Weekends & Holidays:
850.644.1234 (FSUPD). Ask to speak to the on-call advocate. <http://dos.fsu.edu/vap/>.

The University Counseling Center also provides confidential support for trauma and mental health crises. Students may visit the Counseling Center on a walk-in basis to schedule a same-day appointment with a counselor.

Walk-in hours are M-F: 8-4.
250 Askew Student Life Building
942 Learning Way
Tallahassee, FL 32306-4175
Phone: (850) 644-TALK (8255)
Fax: (850) 644-3150.
Website: <https://counseling.fsu.edu/>.

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. Because ENC 2135 (and the College Composition program, generally) allows 4 absences, it does not recognize a difference between excused and unexcused absences.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at:

874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167

Phones:
(850) 644-9566 (voice)
(850) 644-8504 (TDD)

E-mail and Website:
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy.>)

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring or tutor@fsu.edu>. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Liberal Studies for the 21st Century

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the Liberal Studies requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.