

## ENGL 212: Topics in Critical Writing

Spring 2024 – Online

Monday, May 13-Saturday, June 29

**Professor:** Dr. Kim Lacey (please, call me Kim!)

**Virtual office hours on Canvas:** Tuesdays 10:00-11:30 a.m. I will be in the chat room on Canvas and on Teams. If you'd prefer to conference, we can set something up, too. If these times don't work for you and you'd like to have an online meeting, we can figure out a good time!

**E-mail:** [krlacey@svsu.edu](mailto:krlacey@svsu.edu)

**Office:** Z 231B

**Office phone:** 989-964-2016

### Considerations before we begin this course

- This is a 16-week course crammed into 7 weeks. There will be a lot of work.
- ENGL 212 is a Category 10 course, meaning you will be writing a lot.
- This is an asynchronous course, meaning we will not be “meeting” for a virtual lecture nor will be meeting in person. You are responsible for completing each week's module on time.
- Please read the course calendar, which is at the end of the syllabus, carefully. Note that some assignments are due at different times throughout the week, but all are due by 11:59 p.m. EST. If you are living in a different time zone, please make sure you take careful note of this requirement. No late assignments will be accepted. If you know there's a conflict, submit your work early.

### Very important

Ask yourself this question: “What will happen to my participation in this course if my computer goes down?” If the answer is “I am doomed,” then you should withdraw and register for a different section another time. You need to have backup technology plans, because a “down” computer will not excuse you from the work in this course. Please use a cloud-based storage system (such as Dropbox, Google Docs, or OneDrive) to save your work and have access to it in multiple locations. Please also download the Canvas app on your phone.

### Technology requirements

- Canvas: To have success in this class, you are expected to access and use Canvas regularly.
- Cloud storage: You should also have access to a cloud-based storage system (as noted above). I really like Dropbox, but you might be partial to Google Docs. It's completely your decision, so find one you like and can access easily. SVSU students have free access to Microsoft OneDrive, which is another great service. If you don't use one of these services already, please start this semester.
- GenAI: You must have access to some GenAI such as ChatGPT, Claude, Perplexity, Gemini, or one of the many others available. You don't have to pay for service; a free account will be enough.
- Video creation: You must have access to a means of creating and posting a video. This could simply be recording a video on your phone, tablet, or computer. You do not need extra software or editing know-how. You'll see in my weekly videos that I'm fairly laidback when it comes to recording videos. Please feel free to do the same.
- Email: Please check your SVSU email regularly. I'd recommend at least once a day. You will receive notifications about grades, paper feedback, and other course communication via email.
- Chat, Teams, Conferences: All of these can be used for Office Hours. If you'd like to “meet” we can do so in any of these “places.”

- Canvas app: Please make sure you download the Canvas app on your phone or tablet (if you use one). This will save you time and allow you to complete class work if you have a free minute here-or-there. Lots of students like to use the app for online courses because they can watch videos or post to the discussion boards on the go.

### **Class procedures**

This course is divided into modules. You are expected to complete the activities in each module by the due dates. While all the modules are available “on demand,” the modules are **NOT** self-paced—that is, each week has different activities that must be completed in that week (i.e., discussion posts). You must complete all the activities in each module to earn credit. Just as you would in a face-to-face class, you are expected to be active and participate in discussion with your classmates. Failure to do so will result in a lower grade. In rare cases, depending on the course needs, I might cancel an assignment. If you complete an assignment and it is ultimately canceled, you do not receive extra credit for completing it.

Participation in this course is asynchronous, meaning you are not expected to be online at the same time as the professor or as your peers. Each week, all instructions and assignments, along with a description of the week's activities, are made available to you in the “Modules” tab.

If you need help with Canvas, please refer to the extensive library of Canvas how-to videos and help pages: <http://guides.instructure.com/>

### **Participation**

For this class, I strongly suggest you log on at least once a day, if for no other reason than just to keep up with what is going on in the course. I also want to reinforce that you should try to check the course at least one weekend day, even if you have completed the requirements for the week.

Similar to face-to-face courses, attendance does not equal participation. Merely logging in does not mean that you are participating in class. Although I do not take attendance in this course, you are required to demonstrate professionalism towards the other members of our learning community.

### **Tone**

The objective of our discussions will be collaborative rather than combative. Remember that even an innocent remark in the online environment can be easily misconstrued. Some suggestions to avoid misunderstandings are to carefully proofread your responses and to remember that humor online is sometimes difficult to carry off. Sarcasm is particularly difficult to get across in written form, so be careful. Disrespect will not be tolerated.

### **Required text to purchase**

This text has been ordered at the bookstore, but feel free to shop around online for the cheapest price.

Sidney Dobrin, *AI and Writing*

ISBN: 978-1554816514

### **Assignments**

Reflect: Before you Read this Chapter: 2% each (20%)

Respond: “So What?”: 2% each (20%)

Think and Write: Conceptual AI: 2% each (20%)

Applied AI: 4% each (20%) \*\*You are responsible for 5 Applied AI assignments of your choice!  
Discuss: Discussion board response: 2% each (20%)

### **Grading scale**

↑95%: A  
↑90%: A-  
↑87%: B+  
↑83%: B  
↑80%: B-  
↑77%: C+  
↑73%: C  
↑60%: D  
0%: F

Please note: SVSU does not give out C- grades. Any grade lower than 73% automatically defaults to a D. Any grade lower than a 60% automatically defaults to an F. There are no “pluses or minuses” in that range. ENGL 212 courses use a common rubric, which can be found in the “Files” tab.

### **Grade postings**

All grades will be posted on Canvas. I do not share grades or other course related information on social media.

### **Late work**

**Late work is unacceptable.** Please ensure that your work is submitted on time. The deadlines are clearly marked on all paper descriptions and on the course calendar. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. If Canvas is not working, please email me your work.

### **Accessibility and accommodations**

Students with needs which may restrict their full participation in course activities are encouraged to contact the SVSU Office of Accessibility Resources and Accommodations Services, Wickes Hall 260, Phone: 989-964-7000. SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

### **Academic integrity policy**

Please see the full Academic Integrity Policy here:

<http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

In ENGL 212 plagiarism or cheating in any form, deliberate or otherwise, will result in the grade of zero (0) for the entire assignment and will be reported to the Academic Conduct Board for further sanctions.

### **Writing Center information**

One of the many advantages as an SVSU student is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Visit them here:

<http://www.svsu.edu/writingcenter/onlinetutoring/>

### Course Calendar

Important notes:

- This schedule is subject to change. If changes are made, you will be notified via e-mail.
- Make sure you read through and complete the entire module for each week. The “module work” listed below is simply a checklist of weekly requirements. Each part of the module has very specific directions.
- Do not rely on the “to-do” list on Canvas. Some assignments might not appear there. It is your responsibility to consider the deadlines.
- Except for the “Applied AI” assignments, **all deadlines are on Sunday by 11:59 p.m. EST of the week they are introduced.**

#### Week 1: Monday, May 13-Sunday, May 19

- 1.1 Welcome to ENGL 212!
- 1.2 Watch: Weekly Update #1
- 1.3 Introduce yourself!
- 1.4 Reflect: Before you Read this Chapter
- 1.5 Read: Dobrin: Ch. 1
- 1.6 Respond: “So What?”
- 1.7 Think and Write: Conceptual AI
- 1.8 Applied AI
- 1.9 Discuss: “For Discussion” question”

#### Week 2: Monday, May 20-Sunday, May 26

- 2.1 Watch: Weekly Update #2
- 2.2 Reflect: Before you Read this Chapter
- 2.3 Read: Dobrin: Ch. 2
- 2.4 Respond: “So What?”
- 2.5 Think and Write: Conceptual AI
- 2.6 Applied AI
- 2.7 Discuss: Discussion board response
- 2.8 Reflect: Before you Read this Chapter
- 2.9 Read: Dobrin: Ch. 3
- 2.10 Respond: “So What?”
- 2.11 Think and Write: Conceptual AI
- 2.12 Applied AI
- 2.13 Discuss: “For Discussion” question”

#### Week 3: Monday, May 27-Sunday, June 2

- 3.1 Watch: Weekly Update #3
- 3.2 Reflect: Before you Read this Chapter
- 3.3 Read: Dobrin: Ch. 4
- 3.4 Respond: “So What?”
- 3.5 Think and Write: Conceptual AI
- 3.6 Applied AI
- 3.7 Discuss: Discussion board response

- 3.8 Reflect: Before you Read this Chapter
- 3.9 Read: Dobrin: Ch. 5
- 3.10 Respond: "So What?"
- 3.11 Think and Write: Conceptual AI
- 3.12 Applied AI
- 3.13 Discuss: "For Discussion" question"

**Week 4: Monday, June 3-Sunday, June 9**

- 4.1 Watch: Weekly Update #4
- 4.2 Reflect: Before you Read this Chapter
- 4.3 Read: Dobrin: Ch. 6
- 4.4 Respond: "So What?"
- 4.5 Think and Write: Conceptual AI
- 4.6 Applied AI
- 4.7 Discuss: Discussion board response
- 4.8 Reflect: Before you Read this Chapter
- 4.9 Read: Dobrin: Ch. 7
- 4.10 Respond: "So What?"
- 4.11 Think and Write: Conceptual AI
- 4.12 Applied AI
- 4.13 Discuss: "For Discussion" question"

**Week 5: Monday, June 10-Sunday, June 16**

- 5.1 Watch: Weekly Update #5
- 5.2 Reflect: Before you Read this Chapter
- 5.3 Read: Dobrin: Ch. 8
- 5.4 Respond: "So What?"
- 5.5 Think and Write: Conceptual AI
- 5.6 Write: Applied AI
- 5.7 Discuss: "For Discussion" question"

**Week 6: Monday, June 17-Sunday, June 23**

- 6.1 Watch: Weekly Update #6
- 6.2 Reflect: Before you Read this Chapter
- 6.3 Read: Dobrin: Ch. 9
- 6.4 Respond: "So What?"
- 6.5 Think and Write: Conceptual AI
- 6.6 Applied AI
- 6.7 Discuss: "For Discussion" question"

**Week 7: Monday, June 24-Saturday, June 29**

- 7.1 Watch: Weekly Update #7
- 7.2 Course Evaluation
- 7.3 Reflect: Before you Read this Chapter
- 7.4 Read: Dobrin: Ch. 10
- 7.5 Respond: "So What?"
- 7.6 Think and Write: Conceptual AI
- 7.7 Applied AI
- 7.8 Discuss: "For Discussion" question"
- 7.9 Bye and thank you!



	<b>4 (advanced)</b>	<b>3 (target)</b>	<b>2 (developing)</b>	<b>1 (entry level)</b>
write in a manner responsive to the context, the audience, and the purpose of the assigned task(s). (SLO 1)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., incorrectly assumes the instructor or self are the audience).
use conventions particular to a specific genre or discipline, including organization, content, presentation, formatting, and/or stylistic choices. (SLO 2)	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
employ high quality, credible, relevant sources to develop ideas that are appropriate for the discipline or genre of the writing. (SLO 3)	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

	<b>4 (advanced)</b>	<b>3 (target)</b>	<b>2 (developing)</b>	<b>1 (entry level)</b>
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<p><b>Critical Thinking</b>  <i>The evaluation of information and ideas to synthesize conclusions in order to affirm existing perspectives and solutions, or propose new ones.</i></p> <p>(tripartite 1)</p>	<ul style="list-style-type: none"> <li>• Evaluates information, ideas, or sources</li> <li>• Identifies gaps or limitations in existing ideas or sources</li> <li>• Synthesizes existing ideas or information to take a position</li> <li>• Affirms existing ideas or proposes new ones</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates information, ideas, or sources</li> <li>• Identifies gaps or limitations in existing ideas or sources</li> <li>• Synthesizes existing ideas or information to take a position</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates information, ideas, or sources</li> <li>• Identifies gaps or limitations in existing ideas or sources</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a conclusion based on given information</li> <li>• Superficially evaluates conclusion</li> </ul>
<p><b>Effective Communication</b>  <i>Exchange of information, regardless of medium, between two or more people wherein the intended message is purposefully designed and delivered.</i></p> <p>(tripartite 2)</p>	<ul style="list-style-type: none"> <li>• Delivery of information is highly coherent</li> <li>• Communication achieves stated purpose</li> <li>• Communication aligns with intended audience</li> <li>• Uses conventions appropriate to a particular medium in a sophisticated way</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of information is coherent</li> <li>• Communication achieves stated purpose</li> <li>• Communication aligns with intended audience</li> <li>• Follows conventions appropriate to a particular medium</li> </ul>	<ul style="list-style-type: none"> <li>• Intended information is delivered</li> <li>• Communicates with a clearly-stated purpose</li> <li>• Follows conventions appropriate to a particular medium in a rudimentary way</li> </ul>	<ul style="list-style-type: none"> <li>• Information is delivered</li> <li>• Communication lacks a clearly-stated purpose</li> <li>• Shows an awareness of conventions appropriate to a particular medium</li> </ul>