W131: Reading, Writing, and Inquiry

Section 16105

Tu/Th 3:00 – 4:15, CA 008D/SL 054

Instructor: Kelsey Hawkins

Email: kphawkin@iu.edu

Zoom URL: https://iu.zoom.us/j/4685389272

Office: CA 313 Cubicle E

Phone: 317-442-1680

Office Hours: Tu/Th 1:00 – 2:00

Please message me with any questions or concerns. While I may not respond immediately, you can generally expect me to respond to an email or Canvas message within 24-48 hours. I will answer messages sent during evenings or weekends on the next weekday. I am available to talk with you via Zoom or by phone as you prefer. Please send me a message to schedule an appointment.

Course Overview

The goal of W131 is to help you develop strategies for reading, writing, and asking questions that will help you communicate effectively in a variety of situations. You will develop these strategies by reading, analyzing, and discussing texts from published sources and from students in class. To help you make sense of what you learn, you will engage in regular reflective activities that ask you to think about your changing understanding of writing as both a process and an area of study. You will also complete a range of writing tasks for various audiences and purposes, some of which may be new to you. Major writing assignments will ask you to investigate your identity as a writer, create multimodal texts, and contribute to important discussions in the writing studies discourse community. The purpose of these course activities is to support you as you develop healthier, more productive conceptions of writing and come to a deeper understanding of your own writing practices. By the end of the course, you will have acquired knowledge and expertise about writing that you can transfer to future writing contexts whether they be academic, professional, or personal.

Required Texts

Readings for our course are anchored in Rhetoric & Writing/Composition Studies. They include academic articles, chapters from readers and textbooks, and undergraduate student writing. They will be provided as open-access resources, PDFs, and library-accessible texts. In addition to these readings, we you will be required to purchase Sidney I. Dobrin's *AI and Writing*.

Course readings draw heavily from the following resources:

- Ball, Cheryl E. and Drew M. Loewe, editors. *Bad Ideas About Writing*. West Virginia University Libraries Digital Publishing Institute, 2017. https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf
- Driscoll, Dana, Mary Stewart, and Matthew Vetter, editors. *Writing Spaces: Readings on Writing*, vol. 1-4. https://wac.colostate.edu/books/writingspaces/
- Wardle, Elizabeth and Douglas Downs. *Writing about Writing: A College Reader*. 4th edition, Bedford/St. Martin's, 2020.
- Dobrin, Sidney I. *AI and Writing.* Broadview Press, 2023.

Course Goals and Learning Outcomes

Every section of W131 across IUPUI's campus is designed to help you meet the following course goals and learning outcomes. Everything we do in this class is informed by these goals and outcomes in some way, and I use them to assess the final portfolio that you will submit by the end of the semester.

Course Goals:

- Develop meaningful questions to engage in inquiry
- Develop strategies for reading rhetorically to understand and comprehend a variety of print/online resources
- Develop strategies for writing rhetorically to communicate with a variety of audiences for varying purposes
- Identify yourself as a writer who controls your own processes for reading, writing, and inquiry

Learning Outcomes:

- Employ essential and worthwhile questions to investigate thinking, reading, and writing
- Describe how writers use purpose, audience, genre, language, and editing to make writing effective
- Produce writing that employs suitable choices about purpose, audience, genre, language and editing
- Apply analysis and synthesis to develop content
- Contribute and use feedback to reshape and revise texts
- Document references and citations to others' words and ideas
- Generate reflections that evaluate progress and improvements in one's own inquiry, reading, and writing processes

Course Structure

This synchronous, in-person course meets twice weekly on Tuesday and Thursday excepting those class sessions reserved for workshopping or individual conferencing. The course is organized around three Major Writing Projects. Two drafts of each major project will be due during the unit in which they are assigned along with a reflective writer's statement. In lieu of a traditional final exam, you will submit a final portfolio of the work that you complete and revise throughout the semester. To submit a final portfolio, you must first complete all three Major Writing Projects.

Assignments

Below is a brief overview of the types of assignments you will complete this semester.

Reading Responses

You will be assigned reading each week. Most reading will be about the processes of reading, writing, and inquiry. Many have been written by Rhetoric and Writing scholars, but some are from other undergraduate student writers like you. The readings provide grounding concepts for us to reflect upon and discuss. The reading should take around an hour to complete each week.

We will be using discussion boards for our reading reflections and other short writings. The purpose of each reading response is for you to consider the ideas you encounter in the texts we read in relation to your lived experiences. While you will be provided with a specific prompt each week, the hope is that you will find ways to connect the reading to your own histories with and plans for writing and communicating. Your reading responses will help me plan for our course discussions and activities. I am hoping they will also be useful to you as a place to solidify your thinking and as pieces to return to for continued reflection across the semester. The reading responses should be around 300-500 words in length and take around 20-30 minutes to compose each week. **Reading responses will be due by Sunday nights at midnight** (to be negotiated in class) and may be submitted as a written text or as an audio or video file.

Weekly Check-Ins

Weekly Check-Ins are one of the course activities that you may choose to complete as part of the engagement-based grading contract (see in Canvas). These check-ins are intended to offer you an opportunity to communicate any questions or issues you have about the course work or expectations, report your progress with the grading contract, and discuss any engagement needs that might arise throughout the course. These check-ins also allow me an opportunity to give you feedback on your performance in the course and troubleshoot any problems you may be having fulfilling the grading contract. **Weekly Check-Ins will be due by Friday night at midnight.**

Major Writing Projects

The three Major Writing Projects lead you through a series of reading, drafting, revising, and reflecting assignments that end with an essay and a writer's statement. The purpose of these projects is to help you learn strategies for reading and writing. Because learning involves taking risks and sometimes failing, the writing projects are assessed primarily on the basis of engagement. You will receive feedback from me to guide you in revising the major writing projects, and you will select which ones will appear in your final portfolio. More detailed assignment guidelines will be provided in class and via Canvas.

Exploration of Writing Conceptions

Project 1 asks you to think about your current conceptions of writing and reflect on the experiences that have shaped those conceptions. You will put those experiences in conversation with course readings from Unit 1 to explore and challenge the conceptions of writing that you brought to W131.

Infographic Set with Rationale

For Project 2, you will create multimodal texts in order to explain concepts from Unit 2 to a digital audience. Using software that we explore in class, you will create a set of infographics on a particular topic for a particular audience. In your rationale, you will explain your process for composing your infographics including the rhetorical visual choices you made.

Joining the Discourse Community

Project 3 asks you to join the writing studies discourse community by contributing to the conversation on AI use and language. After exploring AI tools like ChatGPT and reading scholars from writing studies who discuss critical AI use, you will communicate your own ideas about these topics.

Midterm Reflective Essay

Roughly halfway through the semester, you will complete a Midterm Reflective Essay. In this essay, you will reflect on your progress in the course with a special focus on the Course Goals and Learning Outcomes. You will revise this essay for your Final Portfolio.

Portfolio

For the final portfolio, you will select two of the Major Writing Projects to continue revising. You will compose a third draft of these projects and write new Writer's Statements about your revision choices and how you see the projects meeting the course learning outcomes. You will write a reflective retrospective essay as an introduction to the portfolio that discusses your writerly identity, your experience with writing across the semester, and the ways you have engaged with course goals and outcomes more broadly. The portfolio will be organized as follows:

- 2 revised major writing projects
- 2 writer's statements to accompany each project
- A final reflective essay

I will evaluate your portfolio based on how well it demonstrates your facility with the Course Goals and Learning Outcomes. Students who have not completed all of the assigned essay drafts for the three Major Writing Projects will not be eligible to submit a portfolio. **The Final Portfolio is due on April 26.**

Assessment/Grading Policy

This course uses an engagement-based grading contract as its assessment tool. Please see the "Engagement-Based Grading Contract" for this course in the Canvas Modules for more information about assessment policies.

Course Policies

Attendance

Much of our work in W131 happens during class time; however, I recognize that regular attendance is not always accessible or realistic for every student. Therefore, we will negotiate as a class what a reasonable attendance policy looks like. The attendance policy we agree on may be adjusted in response to individual situations as the semester progresses. Please contact me if you are concerned with your attendance or the attendance policy at any point. Please refer to the "Engagement-Based Grading Contract" in our course Canvas to review the attendance policy that our class negotiates.

Late Work

Students conceive of labor and time in different ways. I recognize that you may have commitments and responsibilities outside of this course that affect your ability to complete assignments by the designated due date. Therefore, we will negotiate as a class what our general policy on late submissions and extensions should be. This general policy is intended to create accountability for our classroom community; however, my intention is to be flexible and responsive to individual students' needs. If at any point in the semester you are struggling to adhere to the expectations of the deadline and extension policy, please reach out to me and we

can make individualized accommodations specific to your situation. Please refer to the "Engagement-Based Grading Contract" in our course Canvas to review the deadline and extension policy that our class negotiates.

Technology Policy

While technology can be an invaluable tool for research and writing, it can also be a distraction to you, your classmates, and your instructor during class time. I understand that many students prefer or depend on personal laptops for reading and note-taking while others may find it reduces engagement and interferes with their ability to focus completely on class discussion. On the first day of the course, we will decide as a class how we would like to navigate the complexities of tech use during class time. If you have medical reasons or learning challenges that necessitate the use of additional/alternate technologies or technological accommodations, please communicate with me and class expectations will be adapted to best fit your needs. Cellphone use is prohibited, but you may step out of the classroom in the event of emergency to avoid distracting your classmates.

AI Usage

Generative AI tools like ChatGPT or Bard are quickly becoming ubiquitous. I am not interested in pretending that these tools are not already a part of many writers' processes or that they are not capable of being used productively and ethically even in academic contexts. In this class, we will discuss large language models in order to critically think about how they are used, their affordances and constraints, and the consequences of using them in our own writing. However, Generative AI tools should not be used without explicit permission from me or without proper attribution and citation.

Note that there is a difference between AI-assisted text and AI-generated text. **Students should avoid submitting any work that is entirely generated by AI tools.** This is a particularly important consideration in W131; writing, reading, and inquiry are human activities. A Generative AI tool cannot fulfill the course goals and outcomes. It cannot analyze, synthesize, reflect, critically think, or make rhetorical choices.

Here are some general ground rules for AI use in this course:

- AI tools should only be used if the instructor has given express permission to do so
- AI tools should not be used to complete any course readings, reading responses, informal writing activities, or in-class activities without explicit instruction to do so
- AI use (when permitted) should be acknowledged in the assignment or in accompanying Writer's Statements
- AI use (when permitted) should be cited when appropriate

Changes to the Syllabus

I reserve the right to make any changes to the syllabus throughout the semester, though you will be notified of any major changes. I may make adjustments to course policies or the schedule in response to student feedback or performance. For example, if enough students would like to change the standing due date from Sunday to Monday, I would consider making that adjustment.

Linguistic Diversity

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one another, and seek out clarification when necessary.

I recognize that a writer's identity and language are inherently connected; therefore, I commit to honoring students' rights to their own language and encourage students to use their authentic voices in my class. Additionally, I reject the privileging of Standard American English (also known as Academic English or White Mainstream English) and oppose practices of linguistic discrimination that reflect oppressive belief systems about language, race, and identity. In this class, you are encouraged to draw upon your full spectrum of language resources in order to fully express yourself.

Diversity, Equity, and Inclusion:

The English Department values diversity in its faculty, students, and staff, and the work it does to advance the goals of our discipline. We define diversity as accepting, respecting, and recognizing individual differences. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Exploring differences in a safe, positive, and respectful environment creates understanding beyond simple tolerance, honoring and celebrating the various aspects of diversity within individual identities. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Your suggestions are encouraged and appreciated. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

My classroom and office are safe spaces for justice-involved or formerly incarcerated students.

Accessible Educational Services

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, mobility, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at https://accessibility.iu.edu/ada/requesting-accommodations/for-students/index.html.

Engagement Preferences:

Everyone has unique engagement preferences that they bring to learning. For example, I'm a visual learner – I prefer to see things written down or illustrated over hearing things explained verbally. Conversely, when answering difficult questions from students, it's easier for me to do so in face-to-face meetings during office hours or over Zoom rather than over email. I prefer to print out readings rather than reading them digitally on a laptop screen. You will have your own

preferences for engagement and communication, and I want to try my best to accommodate those preferences. Early in the course you will have an opportunity to discuss your engagement preferences and needs with me (including any accessibility information you want to share). Throughout the semester, we will continue to check in and make sure that we are all engaging with the course in productive and accessible ways for us. I encourage you to share engagement preferences or needs at any time in the semester as issues or concerns arise.

Technical Support:

For help with technological difficulties, please contact UITS:

Chat: http://ithelplive.iu.edu

Phone: 317-274-4357

Email: ithelp@iu.edu

Online: Knowledge Base at https://kb.iu.edu/

The Student Advocate Office

The Student Advocate Office will answer questions, direct students to the appropriate departments and people, familiarize students with university policies and procedures, and give guidance as students look at ways to solve problems and make choices. For more information, contact (317) 278-7594 / stuadvoc@iupui.edu / https://studentaffairs.iupui.edu/advocacy-resources/refer-student.html

Counseling and Psychological Services (CAPS)

If you find that life stressors are interfering with your academic or personal success, consider contacting (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located at Walker Plaza, Suite 220 719 Indiana Avenue. For more information, contact (317)274-2548 https://studentaffairs.iupui.edu/health/counseling-psychological/index.html.

Administrative Withdrawal

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Academic Misconduct

The IU Code of Student Rights, Responsibilities, and Conduct. states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course

instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit this website. For information on how faculty and students are expected to handle cases involving academic misconduct, visit this website.

IUPUI Policy on Sexual Misconduct

What you should know about sexual misconduct: IU does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the university can help. It is important to know that federal regulations and university policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Deputy Title IX Coordinator(s) or IU's Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The university will work with you to protect your privacy by sharing information with only those that need to know to ensure the university can respond and assist. Find more information about sexual violence, including campus and community resources at this website .

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Counseling & Psychological Services (CAPS) at (317) 274-2548

- Confidential Advocacy Resources at (317) 274-2503

- IUPUI Student Health Center at (317) 274-2274 (University Blvd. location) or (317) 274-8214 (West Michigan St. location)

Additional Policies

Please see the School of Liberal Arts Syllabus Supplement in Canvas for additional, important policies.

Daily Class Schedule (subject to change)

This schedule contains our basic activities for the course and deadlines for the major projects. Please note that we will revise this schedule as necessary throughout the semester. More specific information will be provided in Canvas.

Week	Topics	Readings, Assignments, & Activities
1	*Course syllabus, engagement-based grading, rhetorical reading*	Read: course syllabus (in Canvas), engagement-based grading contract (in Canvas); "Rhetorical Reading: The Reader's Role in Conversational Inquiry" (Wardle and Downs) In class: Review syllabus and assessment system; tour Canvas cite; negotiate grading contract; discuss rhetorical reading strategies; explore initial writing conceptions

2	*Introduction to Writing Studies*	Read: "First-Year Composition Prepares Students for Academic Writing" (*BIAW*); "Investigating Writing" (Wardle and Downs) In class: discuss the purpose of W131; explore threshold concepts of writing studies; interrogate initial writing conceptions
3	*Writing Process*	Read: "The More Writing Process, the Better" (*BIAW*); "Shitty First Drafts" (Wardle and Downs) In class: introduce Project 1; discuss writing process theory; create writing process maps; reflect on past writing experiences; practice analysis
4	*Peer Review and Negotiating Feedback*	Read: "Responding, Really Responding, to Other Students' Writing" (Writing Spaces); "What's That Supposed to Mean: Using Feedback on Your Writing" (Writing Spaces) Due: **Writing Conceptions Exploration Draft 1 due 2/1 (bring print copies to class for peer review)** In class: discuss peer review strategies; practice peer review strategies; negotiate class expectations for peer review; discuss feedback; peer review workshop for Project 1; practice evaluating and negotiating feedback; determine preferences for instructor feedback
5	*Revision and Reflection*	Read: "Changing Your Mindset About Revision" (Writing Spaces); "Reflection and the Revision Process" (Writing Spaces) Due: **Writing Conceptions Exploration Draft 2 and Writer's Statement due 2/9 at midnight** In class: discuss revision and reflection; practice revision strategies; create a revision plan for Project 1; introduce Writer's Statement; workshop Project 1 and Writer's Statement; introduction to citation
6	*Multimodal Composition and Visual Rhetoric*	Read: "An Introduction to and Strategies for Multimodal Compositing" (Wardle and Downs); "Understanding Visual Rhetoric" (Writing Spaces) In class: discuss multimodal composition; discuss visual rhetoric; discuss writing rhetorically; practice analyzing multimodal texts; explore design platforms like Canva and Adobe Spark; introduce Project 2
7	*Introduction to Generative AI*	Read: "Understanding Generative AI – Change" (Dobrin); "Understanding Generative AI – Integrity" (Dobrin)

		In class: discuss generative AI; practice using AI platforms like ChatGPT; discuss ethical AI use
8	*AI and the Writing Process*	Read: "Opportunities and Applications – Writing with Generative AI" (Dobrin); "Experimenting with Writing Workflows" (Writing Spaces) Due: **Infographic and Rationale Draft 1 due 2/29** In class: discuss applications of AI in the writing process; examine the affordances and constraints of AI use; practice different citation tools; reflect on the role of technology in the writing process
9	*Problems with AI*	Read: "Challenges – Bias" (Dobrin); "Defining Moments, Definitive Programs, and the Continued Erasure of Missing People" (Owusu-Ansah) Due: **Infographic and Rationale Draft 2 and Writer's Statement due 3/8 at midnight** In class: discuss the role of bias in generative AI technologies, explore the relationship between AI tools and language use
10	**Spring Break**	No class
11	*Discourse Communities*	Read: Read: "Understanding Discourse Communities" (Writing Spaces*)*; "What Can I Add to the Discourse Community? How Writers Use Code-Meshing and Translanguaging to Negotiate Discourse" (Writing Spaces) In class: introduce Project 3; discuss discourse community theory; practice analyzing discourse communities; discuss how language operates within discourse communities
12	*Language*	Read: "Should Writers Use They Own English?" (Wardle and Downs); "What Color Is My Voice? Academic Writing and the Myth of Standard English" (Writing Spaces) In class: discuss language and academic discourse; reflect on our experiences with language
13	*Linguistic Justice*	Read: "Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices" (Writing Spaces); "Workin' Languages: Who We Are Matters in Our Writing" (Writing Spaces) Due: **Joining the Discourse Community Draft 1 due 4/4**

		In class: reflect on our experiences navigating academic discourse communities; reflect on our language practices in various contexts; discuss linguistic justice
14	*Integrating Source Material*	Read: "Weaving Personal Experience into Academic Writing" (Writing Spaces); "Annoying Ways People Use Sources" (Writing Spaces) Due: **Joining the Discourse Community Draft 2 and Writer's Statement due 4/12 at midnight** In class: workshop draft 2 of Joining the Discourse Community
15	*Final Portfolio*	In class: TBD
16	*Final Portfolio*	In class: TBD Due: **Final Portfolio due 4/26 at midnight**