

Advanced College Writing: Fall 2023

WRIT 340 65210 T/Th 12:30 - 1:50 pm — GFS 112

Student Office Hours

[Make Appointment at link](#)

Tues, 3:30 - 4:20 pm (GFS Lobby)

Wed, 11 am - 5 pm (Zoom Appt)

Thurs, 11 am - 12 pm (GFS Lobby)

Professor Maddox K. Pennington

(they/them or he/him)

Cherokee Nation

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Office: JEF 102F

Choose Your Own Adventure

1. A La Carte	<p>Prompt: I give you the Assignment type</p> <p>Topic: Individually, you choose the topics</p> <p>Components: From a list, you choose the ancillary assignments that you want to try for your process and design your schedule</p>	<p>Assmt 1: Single Text (3-4 pgs)</p> <p>Assmt 2: Visual Exhibit Convo (5-6 pgs)</p> <p>Assmt 3: Controversy Essay (6-8 pgs)</p> <p>Assmt 4: Repurpose for a new audience</p> <p>Presentation: During Assignment 3, to generate multiple points of view</p>
2. Publication Bootcamp	<p>Prompt: You choose a publication/venue in your field and a rhetorical situation you might pitch to it.</p> <p>Topic: You'll commit to one topic for the whole semester.</p> <p>Components: I provide ancillary activities</p>	<p>Assmt 1: Profile the publication (3-4 pgs)</p> <p>Assmt 2: Proposal/Pitch 3 ideas (3-6 pgs)</p> <p>Assmt 3: Draft Essay (6-8 pgs)</p> <p>Assmt 4: Process Analysis or Pitch letter</p> <p>Presentation: During Assignment 2, you'll pitch 2-3 ideas to the class as an editorial board.</p>
3. Crowdwork	<p>Prompt: Individually, you propose assignments, including recommended ancillary/draft activities. The class votes and the top two become Assignments 2 and 3.</p> <p>Topics: Pending class vote</p> <p>Components: Pending class vote</p>	<p>Assmt 1: Write an Assignment Prompt</p> <p>Assmt 2: Class Choice 1 (6-8 pages)</p> <p>Assmt 3: Class Choice 2 (6-8 pages)</p> <p>Assmt 4: Repurpose for a new audience</p> <p>Presentation: During Assignment 1, to pitch your prompt</p>
All three options require a Final Portfolio:		<p>Revised Assignments</p> <ul style="list-style-type: none"> → One "Final polish" → One "Substantive Revision" <p>Process Reflection (2-3 pgs)</p>

FAQ

Please review [the Class Miro](#), check [Blackboard](#) or [consult a classmate](#) before emailing your professor about due dates, formatting, or other housekeeping issues. Always include the basic components of correspondence when you write--a salutation, a message, and your name.

Under no circumstances should you write me the words “did I miss anything in class today?”



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[Schedule a 15 minute meeting with me](#) when you have questions or concerns about assignments or your progress in the course. Student Office Hour appointments are a great way to ask for verbal feedback on a draft. If you need additional support, just ask.

Class Policies

- **In-Person Classes:** **Masks are strongly recommended.** Our on-campus experience is made possible by vaccinations, collective responsibility, and mutual respect. Please support one another’s efforts and do your part to social distance, wash your hands regularly and mask up.

Do not come to class if you are sick. No explanation is necessary; email me to let me know, then [schedule an office hour appointment](#) to review what you missed.

- **Conferences:** You’ll have three required conferences with me during the semester. Because of the volume of student meetings I have on conference weeks, I don’t reschedule conferences once the schedule is made. If you must miss a meeting, try to swap with a classmate or [schedule a make-up appointment during my next available office hour](#). After a 5 minute grace period, it’s a “no show” (which counts as a class absence) and cannot be made up.

Academic Integrity and the Other AI¹

Tools such as ChatGPT, DALL-E, Bard, and others are now part of the cultural landscape. As in your professional lives, in your academic experience there will be times when using these tools is appropriate and others when there is more benefit to not using them. As social animals, we seek out live interactions over technological alternatives all the time—going to a live baseball game over playing MLB the Show, for example, or going for a hike rather than just driving from one trailhead to another.

We will work together to determine the opportunities and responsibilities of using these tools. In the meantime, I would like you to commit to the following policies:

1. If it would not be ethical or academically responsible to use an individual person’s work in a particular way, please do not use AI that way. Consider your goals for the course—will interacting with AI-generated material help you reach them?

2. If you choose to use AI, document your process in detail. In addition to a Works Cited, I’ll be asking for a Resources Consulted page in final drafts, so develop a practice of annotation that suits your individual process. This can be done through standard attribution and citation within a paper if you are using specific sites like Grammarly or adding ideas or language from a particular source. For example, you could include a footnote with a link to a conversation with ChatGPT or a reflection on what you gained from the conversation.

3. When in doubt, Ask The Prof. You can always make an office hour appointment and come talk to me about your writing process or any issues or stresses that perhaps make turning to AI an appealing alternative to doing original work. I would much rather offer you an extension or collaborate on an alternative assignment timeline than read a hastily robot-written essay.

Work that does not reflect the ethical use of other people's work and clear documentation of AI interactions may be treated as a breach of academic integrity. Consequences include, but are not limited to, being required to redo the assignment, incurring grading contract penalties, and in certain cases failure for the course as a whole.

I reserve the right to determine the appropriate consequence based on what I believe will best serve our course, classroom learning, and my responsibilities as a USC faculty member.

¹ Statement adapted from materials created by Patti Taylor, Steve Bucher, Mark Marino, and the Writing Program

Fostering an Anti-Racist Classroom²

Together, we will create a classroom environment that pursues diversity, equity, and justice. We will strive to support each other and make it safe to be fully ourselves in class.

Respect for others' racial, ethnic, and class backgrounds, nationalities, immigration statuses, religious and political beliefs, sexual orientations, and gender expressions is the value that underlies our coursework. This value should be reflected in your written materials, as well as in class discussion. The WRIT 150 curriculum emphasizes hearing out and understanding all viewpoints *within an academic discourse community*. There is no room for disrespect of systemically marginalized people or populations in our academic discourse community.

In this class, “respect” will require that we do more than ignore race: we will confront racism, and its intersection with other systemic injustices, such as sexism, homophobia, transphobia, classism, ableism. Because this is a learning space, we will also engage one another with grace and openness to revising our views, our habits, and our language.

I will implement instructional strategies that support diverse learning styles and strive to allow for deep exploration of identity and diversity, which requires awareness of, and attention to, structural racism as it marks the classroom space and our lives.

Your role as students will include the freedom to speak up in the moment or to communicate with me privately outside of class, either via email or [this anonymous reporting survey](#).

WRIT 340 will present moments that may feel uncomfortable. We will have to work together to allow discomfort to exist in the classroom, building trust that mistakes don't have to define our relation to each other. Gaps in our knowledge are an opportunity to grow. When we know better, we do better. Thank you in advance for your efforts.

² adapted from work by Chris Belcher, July 2020

Writing 340 Grading Contract

This class uses a “grading contract” rather than a set of graded assignments to calculate your grade. Under the terms of this contract, students are guaranteed a semester grade of “B” provided that they meet the following terms:

1. Attendance: It is the policy of the Writing Program that missing more than 2 weeks of classes irreparably compromises your full participation in the course. College Writing is interactive, and you need to be present (in person or virtually) to benefit from it. That said, we’re all still coming to school amidst a pandemic, and a disability-informed teaching praxis is one of my core values. Therefore, you can miss two (2) classes without incurring a penalty, up to four (4) if all absences are excused. Please let me know if you will be missing class, preferably 24 hours in advance.

An “**Excused Absence**” is related to university-sanctioned events (such as athletics or religious holidays), or for reasonable cases where you simply cannot attend class—this might include illness (mental or physical), environmental disruptions, accidents, or other unavoidable mishaps.

2. Tardiness: Arriving later than 5 minutes after our scheduled class time counts as a tardy; three tardies counts as one absence. You have 5 minutes of grace for scheduled appointments before I mark it as a “no show.”

3. Essays: You must complete all four of the major assignments for class, and they must be handed in on time (generally 11:59 pm PT, with a 15 minute grace period).

Final Drafts must be submitted to Blackboard to receive credit.

4. Ancillary Assignments: Individual assignments like reading responses, brainstorming, low-stakes research, and revision exercises contribute to your draft in progress. For each essay, you’ll complete ancillary preparation assignments before submitting a final draft. **Ancillary Assignments must be submitted to Blackboard; Late work receives half credit.**

5. Class Citizenship: You need to be an active participant in class. Your written work should meet the length requirements, and be carefully copyedited and proofread. Work that demonstrates insufficient attention or investment may only receive half credit. Being unprepared for class, conference, or peer workshop can also affect your attendance.

6. Extensions: I will negotiate new deadlines on a case-by-case basis. Any new due dates must be **proposed and confirmed in writing** via email or you will be held to the original terms of this grading contract.

Final Grades

- If you've **met the terms of the contract**, you get a B as your semester grade, even if your final essay receives a lower grade.
- If you've **met the terms of the contract**, and you earn a B, B+, A-, or A on your final essay, then that is what you receive for your semester grade.
- If you've **violated the terms of the contract**, then your final grade is lowered depending on how many violations you've accrued.

Note: you can have up to 2 Absences, 2 late Ancillary Assignments and 2 lapses in Class Citizenship without a grade penalty, but tardiness and late homework add up.

About Grade Steps: A Grade Step is $\frac{1}{3}$ of a letter grade. If you violate the grading contract, those are deducted from your final grade for the semester. So, even if your final portfolio received an A, if you had 4 unexcused absences, your semester grade would be lowered one step, from an A to an A-. Deductions are calculated *cumulatively*.

Grade Step Deductions	Total Absences	Late Essays	Late Ancillary Work	Lapses in Citizenship
None	2 or fewer (4 if excused)	None	2 or fewer	2 or fewer
1 step lower (B+ - B)	4		3	3
2 steps lower (B+ - B-)		1	4	4
3 steps lower (B+ - C+)	5		5	5
4 steps lower (B+ - C)		2	6	6
5 steps lower (B+ - C-)	6		7	7
6 steps lower (B+ - D+)		3	8	8
Automatic F	7	4	9	9

*Any essay that remains unsubmitted on the last day of class will drop your grade at least 6 steps and may result in failure. Two unsubmitted essays lead to an automatic F for the semester.

Student Support

TrojansAlert: Sign up for these alerts to be notified of emergency situations on campus or in the immediately surrounding area. These texts and emails will notify you of what to do/where to go in the case of an emergency affecting campus, and will provide real-time updates.

Writing Program main office number: 213-740-1980

Put the **Office of Public Safety** numbers into your phone

Emergency: 213-740-4321

Non-Emergency: 213-740-6000

On-campus resources

The Writing Center: A valuable and free resource available to all students at USC. **Experienced consultants will work with you on any stage of the writing process, from interpreting a prompt and creating a rough plan to citing sources and polishing your final draft.** The consultants will *not* proofread or edit your paper, but they *will* help you to develop skills to revise your own work and act as a sounding board as needed. Come prepared with:

- A copy of your assignment prompt
- All drafts and prewriting
- Specific questions you'd like them to review with you

Office of Student Accessibility Services: Assists with students with accommodations in the classroom

Title IX: Responds to harassment or discrimination

Office of Equity and Diversity: similar to Title IX

RSVP: Relationship and Sexual Violence Prevention

Student Health: Crisis care as well as routine health appointments

Trojans Care For Trojans: Resource for students who are concerned about other students on campus.

Kortschak Center: Programs and workshops that support study habits and creativity