



Image: Valerie Anex, Ghost Estates

## ENG 101: Writing Home

Instructor: Dr. Sarah Harsh

Synchronous sessions: weekly zoom meetings Thursday, August 20 through Thursday  
November 19

Synchronous session times: 9:40 AM EST (section 19) or 1:00 PM EST (section 8)

Office Hours: Wednesdays, 9-11 AM EST and 2-4PM EST or by appointment

Office: My [“Zoom Room”](#)

Email: [sharsh@emory.edu](mailto:sharsh@emory.edu) | Course Website: Canvas

### **Course Description**

Throughout the coronavirus pandemic, we’ve been spending a lot more time at home. We are rethinking what a home can be and what it might mean to us. Alternately comforting and confining, “home” is always a complicated place. In this class, we will read and write about the people, places, and things that make us feel at home. At the same time, this class will also consider what keeps us from feeling at home. We’ll interrogate the structural forces in America that work to exclude people based on their race, gender, or immigration status. In the process, we’ll explore representations of belonging and alienation across cultures. Assignments will include regular reading and writing alongside major written and multimodal compositions. Students will practice writing as a process through extensive drafting, revision, and reflection. Completion of this course will make students better writers, thinkers, and communicators.

## Course Structure

This course is entirely online. There will be asynchronous and synchronous components to this class; your success will depend on your efforts in both areas. Asynchronous work will include studying introductory content in the form of brief recorded lectures or PowerPoints, completing the assigned reading, writing original discussion posts, commenting on classmates' discussion posts, and completing major assignments. Our synchronous sessions will take place via Zoom and will be formatted as a discussion.

## Suggested Weekly Schedule

One of the benefits of an online course is that it allows you greater flexibility. While some of our work for this class has a hard deadline (discussion posts, major assignments, and synchronous sessions) you are free to complete other work (reading, drafting, responding) on your own time. Keeping our deadlines in mind, you should do whatever works best for you, your course schedule, and your other commitments. That being said, many students may find it helpful to structure their workload. Below is a suggested schedule that will help you organize your time. As you'll see, Mondays and Tuesdays are suggested reading and writing days. Wednesdays and Thursdays are about collaboration: first on our Canvas discussion forums and then in our synchronous session. Fridays are flexible days for submitting major assignments, catching up, or working ahead. Of course, work will carry over from one day to the next. (While major assignments will be due on Fridays, you will need to work on them throughout the week as you do your regular reading and writing.) Hard deadlines are indicated in bold:

Monday	Tuesday	Wednesday	Thursday	Friday
-Watch introductory content - Begin assigned reading	- Complete assigned reading -Draft discussion post	<b>-Submit discussion post to Canvas</b> -Respond to other students' discussion posts	-Review your notes -Prepare any questions <b>-Attend synchronous session</b>	<b>-Submit major assignments</b> <i>or</i> -Catch up on this week's work <i>or</i> -Work ahead on next week's work

## Required Texts

Available at Emory bookstore:

*The Norton Field Guide to Writing with Readings*, 5th edition, edited by Richard Bullock and Maureen Daly Goggin, 2019.

*Home*, Toni Morrison, 2012.

## Technology

Reliable technology is essential to our course. Here is a [link](#) to the technology recommended by Emory College. This class will utilize Zoom, Canvas, and other digital tools. Here is a [link](#) to student technology support.

## Course Learning Outcomes

Learning Outcome	Description	Related Assignment(s)
Rhetorical Composition. Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations.	Through composing a variety of texts and using a number of composing technologies, students demonstrate an understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.	Literacy narrative, remix, profile, photo essay, literary analysis, oral history, discussion posts.
Critical Thinking and Reading Resulting in Writing. As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others.	Students may encounter the ideas of others in a variety of texts generated both inside and outside the classroom: print, visual, aural, oral, spatial. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation. Students use writing as a critical thinking tool.	Discussion posts, literary analysis, oral history, profile.

<p>Writing as a Process. Students understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.</p>	<p>In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. They also become aware that it usually takes multiple drafts to create and complete a successful text.</p>	<p>Final portfolio &amp; letter of reflection, peer review, discussion posts.</p>
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### **Course Assessment**

In order to receive a passing grade for this course, you are required to submit all assignments listed below. Several of the following assignments have multiple components, including written reflections. I will provide detailed assignment sheets well in advance of due dates, and we will discuss all assignments in class. Please note that our schedule may change as the semester progresses. I will inform you of such changes in class and via Canvas.

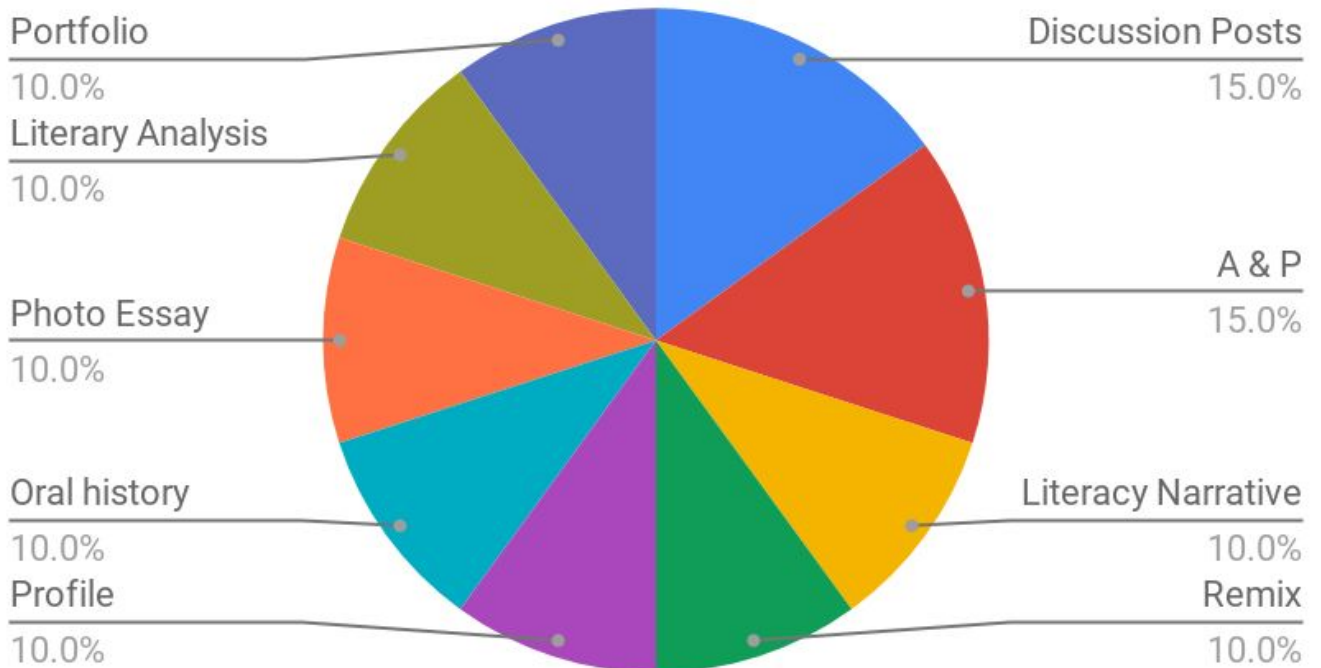
- Literacy Narrative: You'll write an autobiographical piece describing your own experiences with literacy and outlining your goals for our course.
- Remix: You will "remix" your literacy narrative by translating it into a visual or audio medium. You may consider presentations, videos, podcasts, infographics, or comics. You'll write a proposal and discuss your choice with me in advance.
- Profile: You will write a portrait of a person, place, or thing from your home.
- Story Circle: You will participate in an in-class Story Circle and write a reflective essay about expanding on the experience.
- Literary Analysis: You will write an essay that analyzes Toni Morrison's *Home*.
- Photo Essay: You will create a series of images and text-based captions that relate to your idea of home. You will write an Artist Statement describing your project and your process.
- Portfolio and Letter of Reflection: Throughout the semester, you will assemble a portfolio of your work. The portfolio will include short writing assignments, drafts, reflections about writing in progress, and final drafts. Toward the end of the semester, you will use this collection as evidence to argue in a reflective cover letter that you have achieved the learning outcomes for the course. An important part of this reflection process is learning how to think, talk, and write about writing in ways that will enable you to apply (or transfer) your learning from this course to other contexts in which you communicate.

### Method of Evaluation

Your final grade for this course will be evaluated according to the following breakdown of assignments:

Discussion posts	15%
Participation and attendance	15%
Literacy narrative	10%
Remix	15%
Profile	10%
Story Circle Reflection	10%
Literary Analysis	15%
Portfolio and reflection	10%

### Your Grade



### Explanation of Letter Grades

A: An excellent response to the assignment. Demonstrates creativity and a sophisticated use of rhetorical knowledge, writing, and design techniques.

B: A good response to the assignment. Demonstrates thoughtfulness and an effective use of rhetorical knowledge, writing, and design techniques. May have minor problems that distract the reader.

C: An average response to the assignment. Demonstrates effort and acceptable use of rhetorical knowledge, writing, and design technique. May have problems that distract the reader.

D: A poor response to the assignment. Demonstrates a lack of rhetorical knowledge and writing and design technique. May have significant problems that distract the reader.

F: A failure to respond to the assignment appropriately.

### Grading Scale

Percentage	Letter	Emory Quality Points
93.00-100	A	4.0
90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

## **Course Policies**

### **Class Session Recordings**

Our synchronous class sessions on Zoom will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live. Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

### **Zoom Etiquette (“Netiquette”)**

We are all committed to best practices for online learning. As we undertake this new experience, here are some guidelines to help us maintain academic decorum. When using Zoom during our synchronous sessions:

- Sign in on time.
- At the beginning of each class, turn on your camera.
- Look at the camera in order to make eye contact when you’re talking.
- Mute your mic when you aren’t contributing. Sometimes, I will ask you to turn off your video if there is a lag/freeze.
- You may ask questions in the chat.
- Refrain from private conversations in the chat. As the administrator, I have access to all conversations and chat logs, so please do not type anything you would not want all of us, including me, to read.
- Do not watch videos, listen to music, or use other applications (other than note taking apps or Canvas as needed) while attending class. Doing so could not only distract your peers, but could lead to a degradation in computer performance that may affect everyone’s experience.

- You may be viewable, or heard, by the entire class during a Zoom session and should conduct yourself accordingly. Classes will be recorded.
- You may consider a headset for better audio.
- You have my permission to turn off your camera if you have to step out of the frame or use the restroom, but prolonged absences will be reflected in your grade.

### **Attendance**

Attendance in our synchronous sessions is essential. That being said, I understand there are very difficult times that present a number of challenges. You may miss two synchronous sessions without lowering your attendance grade. After that, your grade will lose 5% for every missed session. If you have extenuating circumstances that require multiple absences (such as an illness), please come to me with appropriate documentation and I will work with you to come up with a plan. You will not be penalized for being ill. I encourage everyone to exchange contact information with a classmate so that you have a point person to ask for notes on our synchronous sessions.

### **Participation**

As a member of an academic community, you are expected to take ownership of your learning process by showing initiative, demonstrating consistent engagement with the materials, expressing interest in and respecting the thoughts of your peers. Taking an active role in every aspect of class is expected of you. It's also the best thing for you as a college student and as a developing writer. Despite the challenges we face, there are many ways to participate in this course remotely. To engage in this course's digital space, you can comment on one another's Canvas posts and assignments, schedule a meeting with me in office hours, schedule Zoom study sessions or group projects with your peers, and email me and your peers with comments and questions. With new models of virtual participation available to us, there are myriad ways for us to build a classroom community. Part of how I assess your efforts in this class will be through Canvas analytics, timely electronic submission of assignments, participation in live and Canvas discussions, and preparedness in conferences with me or with writing tutors.

### **Late work**

All assignments are due by the time and date specified. If you'd like an extension, please email me at least 24-hours in advance of the assignment's due date. Typically, I grant each student one extension if requested without needing an explanation. Meet with me if you feel your situation warrants an exception to this rule. Have appropriate documentation ready for this meeting. Late work submitted without advance permission will cause your grade for the assignment to decrease by 5% for each class period the assignment is late.



**Contact/Communication**

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours on weekdays.

**Academic Integrity**

The [Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory's Honor Council. You may also receive an F on the assignment(s) in question.

**Respect for Diversity**

I am firmly committed to diversity and equality in all areas of campus life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to participate in or condone harassment or discrimination of any kind. Class rosters provide me with students' legal names. I will gladly honor your request to address you by a name or gender pronoun of your choosing. Please advise me of this preference early in the semester so that I may make appropriate changes to my records

**Content Advisory**

This course will read about and discuss difficult topics including but not limited to racialized violence and mental illness. If you would like advance notice to prepare yourself to approach these topics, please reach out to me to make arrangements. Any conversations of this nature will be held in the strictest confidence.

## **Public Nature of the Course**

Please consider all writing for this class to be “public.” Part of becoming an effective writer is learning to appreciate the ideas and feedback of others. In this course, our purpose is to come together as a writing community. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others.

## **Student Success Resources**

### **Accessibility and Accommodations**

#### **[Transition to remote learning contact list](#)**

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <http://accessibility.emory.edu/students/> . Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu).

### **Writing Center Tutoring**

The full Emory Writing Center staff of undergraduate tutors and graduate fellows is available remotely this fall to support Emory College students as they work on any type of writing assignment in any field: sciences, social sciences, or humanities. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists, who have received additional training. The Writing Center opens for fall on August 31st, with hours throughout the day to accommodate students in various time zones. Learn more and make an appointment at [writingcenter.emory.edu](http://writingcenter.emory.edu). Please note that you need to make (and cancel) appointments at least 3 hours in advance to accommodate our remote staff. Please review our tutoring policies including our updated [policies](#) and procedures for online [appointments](#) on our website before your visit.

### **Emory Counseling Services**

Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be.

<http://studenthealth.emory.edu/cs/>

### **Course Schedule**

This is an overview of our weekly schedule. Reading, homework, and major assignments will be organized under “Modules” on our Canvas homepage.

Week	Synchronous Session	Topic	Outcome(s)
1	Thursday, August 20	Introductions	Successfully navigate our course and Canvas site. Acquire textbooks.
2	Thursday, August 27	Rhetorical Situations	Articulate the rhetorical situation and apply it to a text.
3	Thursday, September 3	Literacy narratives I	Discuss the rhetorical situation and identify the generic conventions of literacy narratives.
4	Thursday, September 10	Literacy narratives II	Compose a compelling literacy narrative.
5	Thursday, September 17	Profiles I	Discuss the rhetorical situation and identify the generic conventions of a profile.
6	Thursday, September 24	Profiles II	Draft a compelling profile.
7	Thursday, October 1	Profiles and Story Circles	Draft, submit, and peer review your profile
8	Thursday, October 8	Story Circle Reflection	Compose a reflective essay about your story circle
9	Thursday, October 15	Remix I	Evaluate different media

			options for remix. Discuss the rhetorical situation and identify the generic conventions of a proposal. Propose a remix.
10	Thursday, October 22	Remix II	Design a remixed literacy narrative.
11	Thursday, October 29	Literary Analysis I	Discuss the rhetorical situation and identify the generic conventions of literary analysis. Summarize Toni Morrison's biography and interpret the contexts in which she writes.
12	Thursday, November 5	Literary Analysis II	Analyze Toni Morrison's <i>Home</i> .
13	Thursday, November 12	Literary Analysis III	Discuss the rhetorical situation and identify the generic conventions of literary analysis.
14	Thursday, November 19	Portfolios and Reflections I	Discuss the final. Identify components of a portfolio and the expectations for a letter of reflection.
Finals	Section 8: Thus, Dec. 10 @ 2pm EST Section 19: Fri, Dec. 11 @ 10:30am EST	Portfolios and Reflection II	Curate a portfolio. Reflect on the semester.