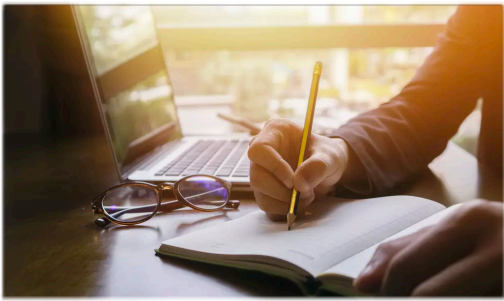


ENG 1102-015: COMPOSITION II

SUCCESS ACADEMY

Instructor: Ms. Stephanie Graves

 sgraves15@gsu.edu



"Put the argument into a concrete shape, into an image, some hard phrase, round and solid as a ball, which they can see and handle and carry home with them, and the cause is half won."

—Ralph Waldo Emerson

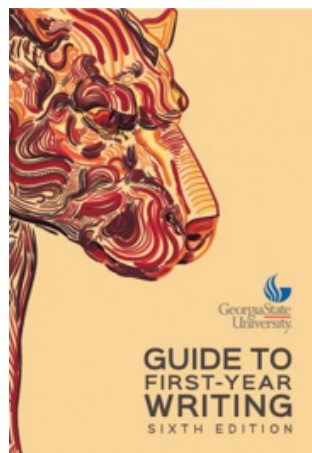
COURSE DESCRIPTION

Prerequisite: grade of C or higher in English 1101. This course is designed to develop writing skills beyond the levels of proficiency required by English 1101. It stresses critical reading and writing and incorporates several research methods; readings will be drawn from a wide variety of texts. A passing grade is C.

REQUIRED TEXT

Lopez, Elizabeth Sanders, Angela M. Christie, and Kristen Ruccio. **Guide to First-Year Writing**. 6th Edition. Fountainhead Press, 2017.

NOTE: This is the same text that was required in your 1101 course. You must have access to this textbook to be successful in this course. I will assign additional readings during the term that may be available from the library, on the internet, or on our class iCollege site.



OFFICE:

25 Park Place, 22nd Floor, Cubicle #104

OFFICE HOURS:

TU 11:30A-1:30P
& by appointment

CLASS WEBSITE:

<http://icollege.gsu.edu/>

CRN:

81270



Students must have access to the Internet for supplemental readings, iCollege, and GSU email. Students may find a flash-drive, GSU estorage, or other electronic storage tool useful for managing drafts and assignments.

GENERAL LEARNING OUTCOMES

In addition to the skills acquired in English 1101, by the end of the course, students will be able to:

1

ANALYZE, EVALUATE, DOCUMENT, AND DRAW INFERENCES FROM VARIOUS SOURCES

2

IDENTIFY, SELECT, AND ANALYZE APPROPRIATE RESEARCH METHODS, RESEARCH QUESTIONS, AND EVIDENCE FOR A SPECIFIC RHETORICAL SITUATION

3

USE ARGUMENTATIVE STRATEGIES AND GENRES IN ORDER TO ENGAGE VARIOUS AUDIENCES

4

INTEGRATE OTHERS' IDEAS WITH THEIR OWN

5

USE GRAMMATICAL, STYLISTIC, AND MECHANICAL FORMATS AND CONVENTIONS APPROPRIATE FOR A VARIETY OF AUDIENCES

6

CRITIQUE THEIR OWN AND OTHERS' WORK IN WRITTEN AND ORAL FORMATS

7

PRODUCE WELL-REASONED, ARGUMENTATIVE ESSAYS DEMONSTRATING

8

REFLECT ON WHAT CONTRIBUTED TO THEIR WRITING PROCESS AND EVALUATE THEIR OWN

We are going to do a lot of writing—there's no way around that. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer. The good news is that the writing and reading skills you acquire will be applicable to all of your future endeavors, both professional and personal (yes, even if you are a budding biochemist or concert cellist). Ultimately, our course goal is to learn to communicate effectively through writing—an invaluable skill. I will ask you to consider your own experiences and interests throughout the course as well as introduce you to other ideas and approaches to those ideas.

COURSE REQUIREMENTS AND POLICIES

DIVERSITY STATEMENT: 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. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

COMMUNITY

We are part of a learning community and must treat one another with **respect** at all times. Eating, sleeping, text messaging, web browsing, holding personal conversations, doing work for other classes, or any other disruptive behavior cannot be tolerated. If you are disturbing the class, I may ask you to leave, forfeiting any in-class assignments we may complete after your departure. Our community does not end at the classroom door, but also extends to our iCollege space and all other out-of-class environments used for our course interactions as well.



Please see <http://deanofstudents.gsu.edu/faculty-staff-resources/disruptive-student-conduct/> and https://codeofconduct.gsu.edu/files/2018/03/2018_March_Student_Code_of_Conduct.pdf for information regarding the Disruptive Student Behavior Policy.

EXPECTATIONS OF A UNIVERSITY-LEVEL STUDENT

The expectations in this space and community may be very different from those of your previous classrooms and teachers. In this course, students should understand the following expectations that are customary in classes at the college level:

- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Attend class
- Attend class prepared to participate and to complete any work assigned in class
- Follow the posted schedule for the course for attendance and work
- Keep track of any deadlines whether given on a printed calendar, in an electronic form (e.g., email or iCollege), on the board, or verbally in class
- Correspond with your instructor in a respectful and polite way
- Talk to your instructor and ask questions when they arise (this may be in class, via email, or during office hours)

* things including your suggestion
you a sample of Hilary's hd/writing. I did
an excuse for not writing before. I did
then we went to give

ACADEMIC HONESTY/ PLAGIARISM

We will discuss what plagiarism is in class and you should familiarize yourself with Georgia State's policy on Academic Honesty: https://codeofconduct.gsu.edu/files/2017/12/2017_DEC_AcademicHonestyPolicy.pdf

This policy refers to every piece of writing you do for class, drafts, reading responses, and finished essays alike. If you are ever unsure what may or may not be

plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized will receive an automatic 0 for the assignment grade. Furthermore, I may refer you to the Dean of



Undergraduate Studies for further disciplinary action.

Georgia State University defines plagiarism as . . .
" . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else." At GSU, "the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility."

INCOMPLETES

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish. Assignment of incompletes and the terms for removal of the "I" will be set at the instructor's discretion.

COMMUNICATION

The only acceptable mode of electronic communication with the instructor is via email to yourcampusid@student.gsu.edu from my sgraves15@gsu.edu faculty email account.

If you would like to contact me outside of class, please do so via email or come by during my office hours (you may have questions or just want to chat – I encourage both!).

Do NOT use the iCollege messaging system–I do not regularly check it.

You may reasonably expect to receive a reply from your instructor **within 24 business hours**–successive emails every 15 minutes inquiring about a reply will not speed up that reply.

Plan to check your GSU student email and the class iCollege page daily for updates and announcements regarding this class.

STUDENT ACCOMMODATIONS

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Also, please schedule an appointment with me so that we may discuss any accommodations you need in our class during office hours. To respect your privacy, we will not discuss these accommodations in class.

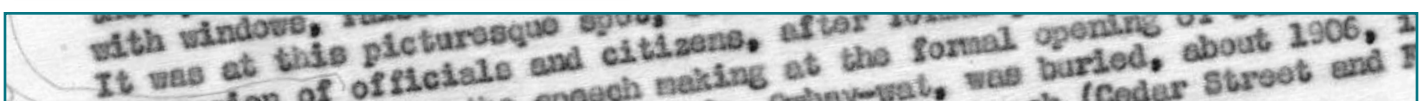
For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.



NOTE: THE ONLY EMAIL ADDRESS YOU SHOULD USE TO CONTACT YOUR INSTRUCTOR IS SGRAVES15@GSU.EDU

CONFERENCES

Students are required to schedule a conference with me around the semester's midpoint. I will provide a sign-up sheet and each student will sign up for and meet me at the scheduled time. These conferences are not optional. The conference is worth 5% of your final grade.



ATTENDANCE, PUNCTUALITY, & PARTICIPATION

Attendance is expected and integral to success in the course. You should come to class each day, on time and prepared to work, and be sure to stay for the duration of the class. A 15% portion of your final course grade is connected to daily writing activities structured to help you be successful in the course, as well as your participation in class. This 15% can raise or lower your final grade by a full letter and a half. If you ever have questions about your course grade or attendance record, please feel free to ask me. We will go over your current standing and how, if needed, you may improve your participation and in-class writing grade.

Our course is designed as a face to face course and, as such, your success will rely on your being in class to engage with course materials, other students, and your instructor. Even though we may use iCollege and other online platforms for discussions and completing work, nothing can replace the in-person interaction during class. **For this reason, no daily writing or in-class work can be made up if you are absent.**

Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses.

Participation in a university-level classroom may seem intimidating at first. Some of you may be nervous speaking in front of others—you're not alone, as most of us have been there. Public speaking is unavoidable, both for the duration of your academic career and beyond. Overcoming this uneasiness is remarkable, and is something you should be very proud of. Additionally, because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas.

ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take time to fill out the online course evaluation.



ALL MAJOR ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE.

ASSIGNMENT SUBMISSION

Throughout the semester we will have different kinds of assignments. With the exception of in-class exercises, these will be submitted through iCollege.

PEER REVIEW DRAFTS: (2) printed hard copies of your essay draft must be brought to class on Peer Review days. (Front/ back printing is fine, and it saves trees.) Please staple all drafts of your essays BEFORE coming to class. All papers must follow MLA 8th edition guidelines, which means papers need to be typed in 12-point Times New Roman font, double spaced. Margins need to be set at 1" for top, bottom, left, and right sides. There are several computers and printing services available on campus and possibly at your local library.

FINAL ESSAYS: Final Drafts of essays must be submitted through iCollege by the due date/ time to our class iCollege site in a .doc or .docx format. It is the responsibility of the student to have and maintain access to iCollege, to properly submit all work through this platform, and to contact the instructor immediately if they have issues with paper submission. *If a student is unable to upload a paper to the iCollege platform for some reason, he/she must notify the instructor via email and include the paper as an attachment to that email.*

The aim of argument, or of discussion, should not be victory, but progress.

Joseph Joubert



MISSED & LATE WORK

Generally, late major projects and papers are not accepted. However, I understand that emergencies can arise. Late projects and papers will therefore be evaluated on a case-by-case basis. **ALL MAJOR ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE.**

In-class writing (that 15% portion of your grade) cannot be made up. If you are absent, you will miss any in-class assignments and will receive a zero for that day's work. If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

If you have a valid reason that your work will be late, you can request an extension. Instructor approval for extensions is more likely to be granted (but not guaranteed) if requests A) come before the deadline, rather than after; B) are clear, specific (naming the assignment and the proposed submission date), and courteous; and C) are not part of a pattern of missed due dates. In the case of extraordinary circumstances (such as illness) that will result in multiple missed deadlines, contact the instructor with a proposal (subject to approval) for alternate deadlines.

THE WRITING STUDIO

The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Online tutoring is also available; contact the Studio for information. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in Room 2420 of 25 Park Place or at www.writingstudio.gsu.edu for more information.



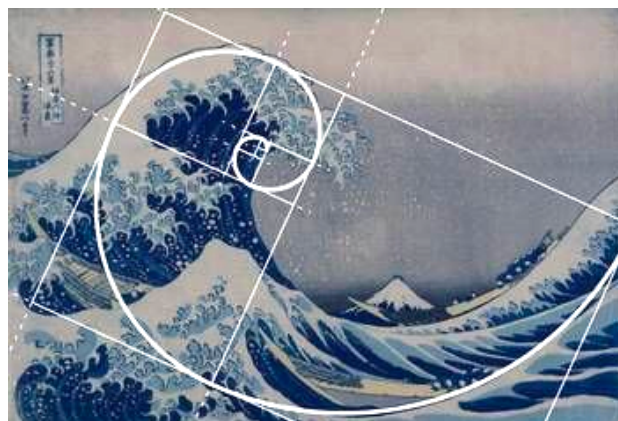
FOR ENGLISH MAJORS

English Majors and the Graduation Portfolio

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at https://english.gsu.edu/undergraduate/undergraduate_resources/senior-portfolios/. In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.



USEFUL CONTACTS:



Bookstore: 404-413-9700

Campus Police: 404-413-3333

Office of Financial Aid: 404-413-2600

Registrar's Office: 404-413-2600

GSU Student Health Clinic: 404-413-1930

<https://health.gsu.edu/>

GSU Counseling Center: 404-413-1640

<https://counselingcenter.gsu.edu/>

GRADING SCHEMA

GRADING SCALE

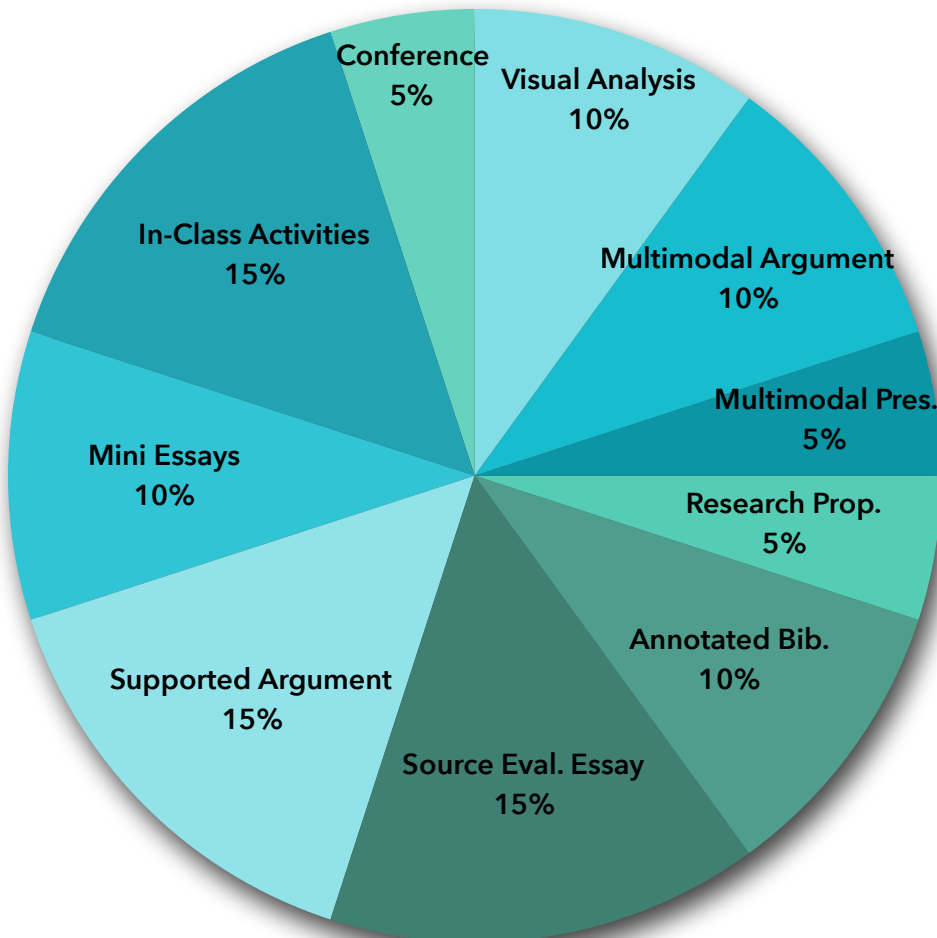
SUPERIOR	SATISFACTORY	NEEDS IMPROVEMENT	FAILING
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

This is the standard grading scale for all English 1101 and 1102 courses at GSU. Note that a grade of C is needed to pass this course.

ASSESSMENT CRITERIA FOR A+

Starting Fall 2017, students will be able to earn an A+ in English 1101 and 1102. An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1. A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a junior or senior level course) and 2. A+ work addresses audience expectations or writing needs beyond the course; for example, the paper has been accepted or is being reviewed for publication, serves a public or community service, or influences social or policy

GRADING BREAKDOWN



ALL MAJOR ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE.

ASSIGNMENT DESCRIPTIONS

1

IN-CLASS ACTIVITIES & DAILY WRITING

These grades are comprised of in-class writing, group activities, and peer editing—they may connect to that day's lecture, or they may be a response to the assigned reading. Since you cannot make up an in-class assignment, a total of your (3) lowest in-class grades will be dropped. These in-class assignments are not announced ahead of time. You must come prepared to participate and hand in any written assignments to get credit for the day's work. **This means bringing paper, pens, and your texts, and having your reading or other homework done for the day at the beginning of class. In addition, you are expected to provide thoughtful, meaningful contributions to our class conversations and participate in any in-class work assigned by your instructor.**

2

MINI-ESSAYS

Throughout the semester, you will have a series of 400-500 word mini-essays due. These will respond to specific prompts that relate to the class discussion and reading. There will be submission folders in iCollege for each mini-essay, which is where you will upload your work. Although it may sound like a daunting amount of writing, it's an inescapable fact that writing improves through practice, and these mini-essays are a chance to try out different genres, modes, and tones.

All work must be uploaded to iCollege in .doc or .docx format (you may need to export from your word processor of choice).

3

MAJOR ASSIGNMENTS

VISUAL ANALYSIS ESSAY

- 750-1000 words (not including Works Cited)
- peer review required

MULTIMODAL ARGUMENT PROJECT

- Length dependent on medium
- Project should reflect at least 10 hours worth of work
- In-Class Presentation of Multimodal Argument is worth 5% of final grade

RESEARCH PROPOSAL

- Two pages minimum
- format will be discussed in class

ANNOTATED BIBLIOGRAPHY

- (5) total sources (at least three must be scholarly)
- Annotations of at least 250 words per entry

SOURCE EVALUATION ESSAY

- 750-1000 words (not including Works Cited)
- peer review required

SUPPORTED ARGUMENT ESSAY

- 1000-1250 words (not including Works Cited)
- peer review required

THIS SYLLABUS REFLECTS A PLAN FOR THE COURSE. DEVIATIONS FROM THIS PLAN MAY BECOME NECESSARY AS THE SEMESTER PROGRESSES. STUDENTS ARE RESPONSIBLE FOR KEEPING UP WITH CHANGES TO THIS SCHEDULE, WHICH WILL BE ANNOUNCED IN CLASS OR POSTED TO ICOLLEGE.

COURSE SCHEDULE

DATE	DAILY AGENDA	HOMEWORK FOR NEXT CLASS	DUE
AUG 21—TUE	INTRODUCTION; Note taking	Read Gay, "Feel Me. See Me. Hear Me. Reach Me." (iCollege); Review <i>GTFYW</i> Ch 3	
AUG 23—TH	Fundamentals of Argument (appeals, kairos, audience, etc.)	Read <i>GTFYW</i> Ch 5; Watch " <u>Understanding MLA Style</u> "	8/26: Mini-Essay #1 Due
AUG 28—TUE	MLA Style; Plagiarism	Watch "Reading Assignments," " <u>How to Annotate a Text</u> "	
AUG 30—TH	Rhetorical Analysis; Close Reading; INTRO P1: VISUAL ANALYSIS	Read <i>GTFYW</i> Ch 7; Watch " <u>Visual Rhetoric</u> "	9/2: Mini-Essay #2 Due
SEPT 4—TUE	Visual Rhetoric	Listen to 99% Invisible's " <u>Making a Mark</u> "; Watch " <u>Rhetorical Analysis: Connotation vs Denotation</u> "	
SEPT 6—TH	Rhetorical Connotation vs Denotation	Read <i>GTFYW</i> Ch 6; listen to The Allusionist's " <u>Across the Pond</u> "	9/9: Mini-Essay #3 Due
SEPT 11—TUE	Grammar; Englishes; Quoting Lyrics/ Poetry	Draft & Revise Visual Analysis; BRING (2) HARD COPIES OF VISUAL ANALYSIS TO CLASS FOR PEER REVIEW	
SEPT 13—TH	PEER REVIEW P1: VISUAL ANALYSIS	Listen to <i>Serial</i> Ep 1 "The Alibi", <i>Up & Vanished</i> Ep 1 " <u>Cold as Alaska</u> "	9/16: P1-VISUAL ANALYSIS DUE
SEPT 18—TUE	Ethos; Rhetoric of Sound; INTRO P2: MULTIMODAL ARGUMENT PROJECT	Read " <u>The Ethical Dilemma of Highbrow True Crime</u> ," " <u>What Do Forensic Scientists Think of the True-Crime Boom?</u> "	
SEPT 20—TH	NO CLASS MEETING; Complete Discussion Post on iCollege	Listen to <i>Done Disappeared</i> Ep 1, <i>A Very Fatal Murder</i> Ep 1	9/23: Mini-Essay #4 Due
SEPT 25—TUE	Using Evidence; Parody & Satire; Sign up for Presentations	Read <i>GTFYW</i> Ch 8; Work on Multimodal Project	
SEPT 27—TH	Composition in Digital Spaces; INTRO RESEARCH PROJECT	Work on Multimodal Project; Prepare for Presentation	9/30: P2-MULTIMODAL PROJECT DUE
OCT 2—TUE	P2 PRESENTATIONS	Read GSU Library's " <u>New Students</u> ," " <u>Scholarly vs Popular</u> "	
OCT 4—TH	LIBRARY HUNT (no formal class meeting)	Complete Library Hunt Worksheet	10/05: Library Hunt Worksheet Due

DATE	DAILY AGENDA	HOMEWORK FOR NEXT CLASS	DUE
OCT 9—TUE	P2 PRESENTATIONS	Read Gaiman, "Why Our Future Depends on Libraries" (iCollege)	
OCT 11—TH	Research; Topics vs Subjects; INTRO RESEARCH PROP & P3 SOURCE EVAL ESSAY	Work on Research Proposal; Read "The Art of Quoting" (iCollege)	10/15: RESEARCH PROPOSAL DUE
OCT 16—TUE	Using Research Responsibly CONFERENCES	Drafting P3-Source Evaluation Essay	
OCT 18—TH	NO CLASS—CONFERENCES	Drafting P3-Source Evaluation Essay	
OCT 23—TUE	Responding to Research	BRING (2) HARD COPIES OF YOUR P3-SOURCE EVAL ESSAY TO CLASS FOR PEER REVIEW	
OCT 25—TH	PEER REVIEW P3-SOURCE EVALUATION ESSAY	Revise P3	10/28: P3-SOURCE EVALUATION ESSAY DUE
OCT 30—TUE	Catch Up Day; INTRO ANNOTATED BIBLIOGRAPHY	TBD	
NOV 1—TH	Anticipating Objections	Read Hart, "A Perfect Game" (iCollege), "As a Result" (iCollege)	11/04: Mini-Essay #5 Due
NOV 6—TUE	Answering 'So what?'; Connective Tissue	Read "The Art of Metacommentary" (iCollege)	
NOV 8—TH	Metacommentary; INTRO P4-SUPPORTED ARGUMENT ESSAY	Read "Her Point Is: The Art of Summarizing" (iCollege); BRING (2) HARD COPIES OF INTRODUCTION TO P4 TO CLASS FOR WORKSHOP	11/11: ANNOTATED BIBLIOGRAPHY DUE
NOV 13—TUE	Summary; WORKSHOP INTRO TO P4	Read <i>GTFYW</i> Ch 10; Drafting & Revision of P4	
NOV 15—TH	Revision & Recursivity	Work on P4 Works Cited; BRING (2) HARD COPIES OF P4 WORKS CITED TO CLASS FOR WORKSHOP ON 11/27	
NOV 19 - 23	NO CLASS—FALL BREAK 🍂		
NOV 27—TUE	WORKSHOP P4 WORKS CITED	BRING (2) HARD COPIES OF P4 SUPPORTED ARGUMENT ESSAY TO CLASS FOR PEER REVIEW	
NOV 29—TH	PEER REVIEW P4-SUPPORTED ARGUMENT ESSAY Last Day of Class	Revise P4	12/6: P4 SUPPORTED ARG. ESSAY DUE
DEC 6 - TH	P4 SUPPORTED ARGUMENT	ESSAY DUE BY 11:59PM EASTERN	