

SPRING 2019

LANGDALE 429; TU/ TH 9:30A-10:45A

ENG 1102-096: COMPOSITION II

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

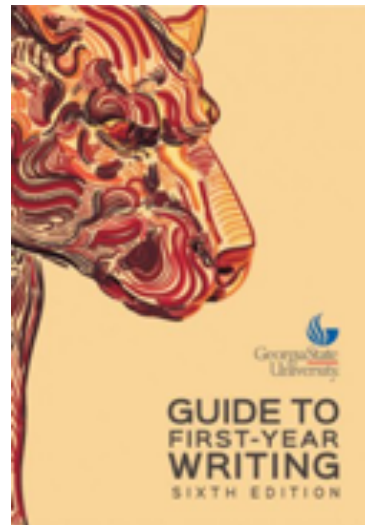
COURSE DESCRIPTION

This course builds on writing proficiencies, reading skills, and critical thinking skills developed in ENGL 1101. It incorporates several research methods in addition to persuasive and argumentative techniques. A passing grade is C. *Prerequisite: C or above in ENGL 1101.*

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:

Mon. 2PM-3PM
& by appointment

CLASS WEBSITE:

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

CRN:

11457



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
RHETORICAL ENGAGEMENT

8

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

COURSE REQUIREMENTS AND POLICIES

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)

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.

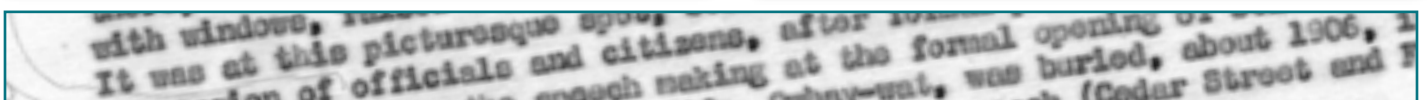


ACADEMIC HONESTY/ PLAGIARISM

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."



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.

COMMUNICATION

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

ATTENDANCE & PUNCTUALITY

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.

Daily writing and in-class work cannot be made up if you are absent.

POLICY ON CHILDREN IN CLASS

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!



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 there is 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 case of a major extenuating emergency, notify your instructor ASAP. In a valid, documented emergency, absences can be excused and deadlines for major assignments can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU's Lower Division Studies Attendance Policy on at www.lds.gsu.edu/.

ASSIGNMENT SUBMISSION

Mini-Essays will be uploaded to iCollege. Projects (the larger assignments) must be uploaded to iCollege AND handed in as a printed hard copy in class.

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 BOTH submitted through iCollege by the due date/ time to our class iCollege site in a .doc or .docx format AS WELL AS a hard copy handed in during the next class period. 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.***

ONLINE EVALUATION OF INSTRUCTOR

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

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.



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.

**ALL MAJOR ASSIGNMENTS
MUST BE COMPLETED TO
PASS THE COURSE.**

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

Joseph Joubert

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.

GRADING SCHEMA

GRADING SCALE

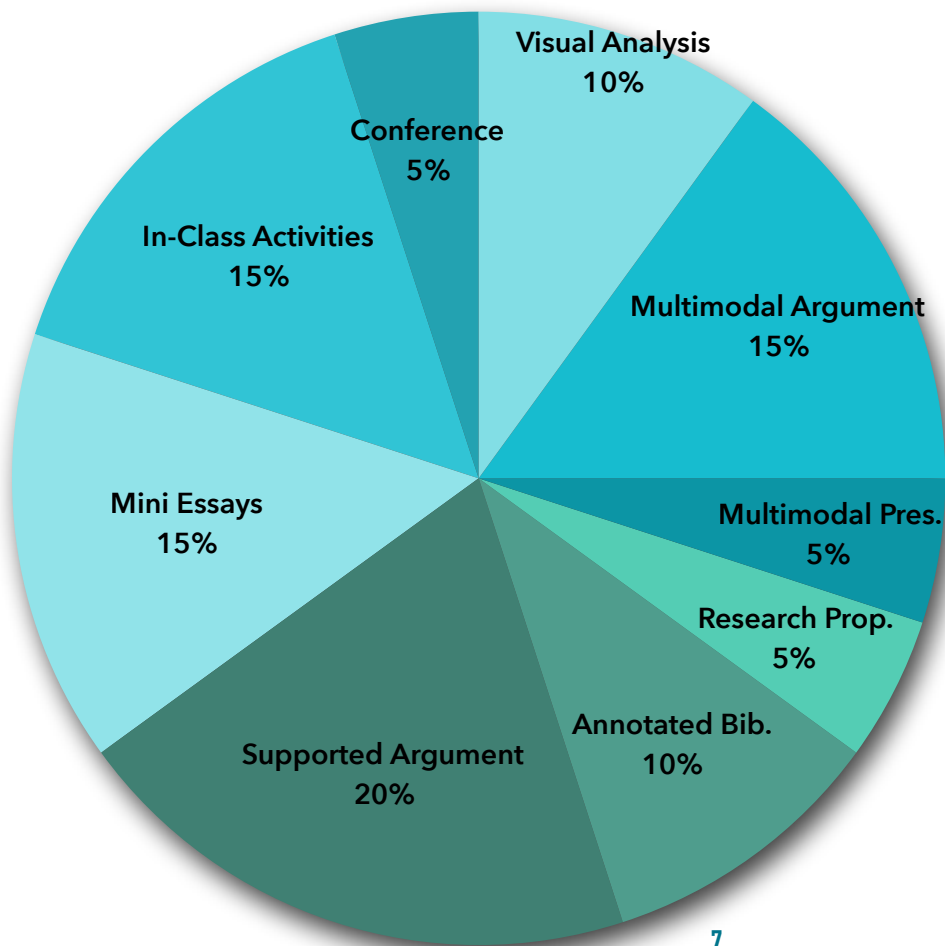
SUPERIOR	SATISFACTORY	NEEDS IMPROVEMENT	FAILING
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

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 change in the student's community.

GRADING BREAKDOWN



ALL MAJOR ASSIGNMENTS (PROJECT 1, 2 & 3) 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

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
JAN 15—TUE	NO CLASS	(INSTRUCTOR JUST ASSIGNED)	
JAN 17—TH	INTRODUCTION; Syllabus Review; Good Writing	Read <i>GTFYW</i> Ch 5; Watch " <u>Understanding MLA Style</u> "	
JAN 22—TUE	Fundamentals of Argument (appeals, kairos, audience, etc.)	Review <i>GTFYW</i> Ch 3; Read <i>GTFYW</i> Ch 5; Watch " <u>Understanding MLA Style</u> " Watch " <u>Reading Assignments</u> "	
JAN 24—TH	MLA Style; Plagiarism	Read <i>GTFYW</i> Ch 7; Watch " <u>How to Annotate a Text</u> "	1/27: Mini-Essay #1 due
JAN 29—TUE	INTRO P1: VISUAL ANALYSIS; MLA QUIZ; Rhetorical Analysis; Close Reading	Work on Mini-Essay	
JAN 31—TH	NO CLASS —SUPER BOWL INSANITY DESCENDS UPON ATL	Listen to 99% Invisible's " <u>Making a Mark</u> "; Read Bang, "Picture This" (iCollege); Watch " <u>Visual Rhetoric</u> "	2/3: Mini-Essay #2 Due
FEB 5—TUE	Visual Rhetoric; Quoting Lyrics/Poetry	Watch " <u>Rhetorical Analysis: Connotation vs Denotation</u> "; listen to The Allusionist's " <u>Across the Pond</u> "; Read <i>GTFYW</i> Ch 6	
FEB 7—TH	Grammar; Englishes; Rhetorical Connotation vs Denotation	Listen to <i>Serial</i> Ep 1 " <u>The Alibi</u> "; <i>Up & Vanished</i> Ep 1 " <u>Cold as Alaska</u> " BRING (2) HARD COPIES OF VISUAL ANALYSIS TO CLASS FOR PEER REVIEW	
FEB 12—TUE	PEER REVIEW P1: VISUAL ANALYSIS	Read " <u>The Ethical Dilemma of Highbrow True Crime</u> ," " <u>What Do Forensic Scientists Think of the True-Crime Boom?</u> "	
FEB 14—TH	Ethos; Rhetoric of Sound	Listen to <i>Done Disappeared</i> Ep 1, <i>A Very Fatal Murder</i> Ep 1	2/17: P1-VISUAL ANALYSIS DUE
FEB 19—TUE	Parody & Satire; INTRO P2: MULTIMODAL ARGUMENT		
FEB 21—TH	Topics vs. Subjects; Research; Using Research Responsibly	Read " <u>New Students</u> ," " <u>Scholarly vs Popular</u> "; Read <i>GTFYW</i> Ch 8	SIGN UP FOR PRESENTATIONS
FEB 26—TUE	Digital/ Information Literacy	Read "As a Result" (iCollege); Read "The Art of Quoting" (iCollege)	2/26: TOPIC APPROVAL DEADLINE

DATE	DAILY AGENDA	HOMEWORK FOR NEXT CLASS	DUE
FEB 28—TH	Quoting/ Paraphrasing; Responding to Research	Read "As a Result" (iCollege)	3/3: Mini-Essay #3 due
MAR 5—TUE	Responding to Research; Anticipating Objections	Watch " This is Water "; Read "The Art of Quoting" (iCollege)	
MAR 7—TH	Multimodality/ Digital Composing	WORK ON P2 MULTIMODAL ARGUMENT	
MAR 12— TUE	P2 Storyboard/ Script Work Day IN CLASS	WORK ON P2 MULTIMODAL ARGUMENT	
MAR 14—TH	NO CLASS—WORK DAY FOR P2	WORK ON P2 MULTIMODAL ARGUMENT	3/17: P2 MULTIMODAL PROJECT DUE
MAR 18-23	SPRING BREAK—NO CLASS 🌴		
MAR 19— TUE	P2 PRESENTATIONS	NAIL DOWN RESEARCH TOPIC	
MAR 21—TH	P2 PRESENTATIONS		3/21: RESEARCH TOPIC DUE
MAR 26— TUE	INTRO RESEARCH PROP & ANNOTATED BIBLIOGRAPHY		
MAR 28—TH	Answering 'So what?'; Connective Tissue		3/31: RESEARCH PROPOSAL DUE
APR 2—TUE	CONFERENCES	Read "The Art of Metacommentary" (iCollege)	
APR 4—TH	Metacommentary; INTRO P3- SUPPORTED ARGUMENT ESSAY	Read "Her Point Is" (iCollege); BRING HARD COPY OF INTRODUCTION TO P4 TO CLASS FOR WORKSHOP	4/7: Mini-Essay #4 Due
APR 9—TUE	Summary; WORKSHOP INTRO TO P4	Read <i>GTFYW</i> Ch 10; Drafting & Revision of P4	
APR 11—TH	Revision & Recursivity	Work on P3 Works Cited; BRING HARD COPY OF P3 WORKS CITED TO CLASS FOR WORKSHOP ON 4/16	4/14: ANNOTATED BIBLIOGRAPHY DUE BY 11:59 PM
APR 16—TUE	WORKSHOP P3 WORKS CITED	BRING (2) HARD COPIES OF P3 SUPPORTED ARGUMENT ESSAY TO CLASS FOR PEER REVIEW	
APR 18—TH	NO CLASS—WORK DAY FOR P3	BRING (2) HARD COPIES OF P3 SUPPORTED ARGUMENT ESSAY TO CLASS FOR PEER REVIEW	

DATE	DAILY AGENDA	HOMEWORK FOR NEXT CLASS	DUE
APR 23 –TUE	PEER REVIEW P3-SUPPORTED ARGUMENT ESSAY	Revise P3	
APR 25–TH	P3 WORK DAY (COME TO CLASS WITH MATERIALS/ QUESTIONS) LAST DAY OF CLASS	Revise P3	4/30: P3 SUPPORTED ARG. ESSAY DUE BY 11:59 PM
APR 30–TUE	P3 SUPPORTED ARGUMENT DUE	ESSAY DUE BY 11:59PM EASTERN	

Please fill out the course evaluation once grades are released!