

ENGL 1102: ENGLISH COMPOSITION II

Georgia State University

Course: ENGL 1102-051	Instructor: Tanya Stuhr
CRN: 12512	Office Hrs: M: 8:30-10 am T Th: 8-9:15 am (and by appointment)
Term/Year: Spring 2017	Office: 25 Park Place 22 nd Floor
Day/Time: 9:30 - 10:45 am T & TH	Email: tstuhr1@gsu.edu
Location: Classroom South 509	

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.*

GENERAL LEARNING OUTCOMES

By the end of this course, students will be able to:

- Analyze, evaluate, document, and draw inferences from various sources.
- Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation.
- Use argumentative strategies and genres in order to engage various audiences.
- Integrate others' ideas with their own.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
- Critique their own and others' work in written and oral formats.
- Produce well-reasoned, argumentative essays demonstrating rhetorical engagement.
- Reflect on what contributed to their writing process and evaluate their own work.

Required Texts

Lopez, Elizabeth, Angela M. Christie, and Kristen Ruccio. *Guide to First-Year Writing*. 5th Edition. Southlake, Texas: Fountainhead P, 2016. Print.

Suggested Texts

Lunsford, Andrea A. *The Everyday Writer*. GSU 5th ed. Boston: Bedford/St. Martin's, 2013. Print.

Course Materials (Recommended)

- Three-ring binder to hold course handouts.
- Notebook and pen or sharp pencil for writing exercises and class notes
- Outlines, rough drafts, and final papers will be turned in on iCollege, and assignment sheets and course information will be posted there. Please make sure you are familiar with the layout of iCollege so you can find what you need for class.
- Please bring your books to every class so you can be prepared to fully engage and discuss the text at any time.
- 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.

COURSE REQUIREMENTS AND POLICIES

ACADEMIC HONESTY/PLAGIARISM

The Department of English expects all students to adhere to the university's Code of Student Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

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.”

(For the university's policies, see in the student catalog, “Academic Honesty,”
http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm)

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. 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 accommodations are sought.

According to the ADA (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406enr.txt.pdf):

“SEC. 3. DEFINITION OF DISABILITY. “As used in this Act: “(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— “(A) a physical or mental impairment that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “(B) MAJOR BODILY FUNCTIONS.—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.

ATTENDANCE AND PUNCTUALITY

Attendance is mandatory and integral to success in the course. Attendance will be taken at the start of every class period. Come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Participation, which includes peer reviews and in-class assignments, will account for about 20% of your final grade. In-class assignments cannot be made up, and are often unannounced. Under normal circumstances, **there are no excused/unexcused absences**. Missing two or three classes due to illness, car trouble, family events, etc. is not likely to affect your grade, unless you miss a crucial research day (and, if you attend class regularly, you will know ahead of time which days these are). Missing more than two or three classes will almost certainly negatively affect your grade, and if you miss more than seven classes, you may not pass the class.

If you have extenuating circumstances, notify your instructor immediately. In case of a *valid, documented emergency*, absences can be excused and deadlines for major assignments (essays, annotated bibliography) 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 (<http://lds.gsu.edu/>).

CLASSROOM CONDUCT

In order to maximize the learning experience for all individuals, student language and behaviors should be affirmative, inclusive, and conscientious of other’s social/cultural/ethnic backgrounds and individual needs. Any language or behavior that others would find disrespectful or oppressive is detrimental to the learning experience. These actions include, but are not limited to: sexism, racism, homophobia, ageism, and religious oppression. These actions will not be tolerated.

Moreover, be courteous of those in your classroom and give them your full attention during presentations, lectures, and class discussions. You are expected to turn off and put away cell phones, pagers, text message devices, MP3 players, or any other distracting electronic gadgets during class time. Failure to adhere to these policies will be reflected in your daily participation grade and may result in a request for the student to leave the

classroom. Please visit <http://lds.gsu.edu/> for additional information regarding the Disruptive Student Behavior Policy.

ELECTRONIC COMMUNICATION

The preferred mode of communication with the instructor is via email to tstuhr1@gsu.edu Monday through Friday between the hours of 8:00a.m. and 5:00p.m. Emails sent to the instructor outside of this time period will likely not receive a response until the following business day. Students are welcome to visit the instructor during the established office hours or request an appointment at a mutually convenient time. Students are strongly encouraged to “cc” themselves on all email correspondence to ensure delivery. Please note: There is a chance that your instructor will not see the email on the same day that you send it. Therefore, please anticipate waiting at least 24 hours for a response to emails. If you do not hear back in 24 hours, feel free to send another email – emails sometimes get “buried,” or are not received for some other reason.

Plan to check your GSU email daily for announcements regarding this class. If you prefer an email address other than your GSU one, set your GSU account to forward your email to that address.

DUE DATES, LATE WORK & GRADES:

Final drafts of major assignments are to be submitted by 11:59pm to the iCollege dropbox on the due date. You will lose 10% of total points for every day a paper is handed in past the due date. After five days, the drop box will close, and your paper will no longer be accepted. PLEASE double check to make sure your paper has uploaded properly – in most cases, technology issues are not an excuse for a late paper. If you have a legitimate reason that you cannot complete an assignment on time, you need to contact me beforehand to negotiate an extension. This may require appropriate documentation, such as a doctor’s note. In-class activities, homework, and peer reviews cannot be made up.

Save your work often and in multiple places, such as to a flash drive, laptop, desktop, email, etc. If your computer is not working, go to a computer lab on campus.

ROUGH DRAFTS/PEER CRITIQUES

Because drafting and peer review are vital to the writing process, you are required to bring two hard copies of your essay rough drafts to class on designated days to receive credit. Peer review dates are listed on the assignment sheets distributed in class. **NO LAPTOPS ALLOWED.** You must attend class with **two** copies printed and participate in the review, plus drop one copy into the iCollege drop box before class to receive credit for the rough draft – no exceptions. If you lose an assignment sheet, you may access it from Content on iCollege.

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 http://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 at <http://www.wac.gsu.edu/EngDept/signup.php>.

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.

INCOMPLETES

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. 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.

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. Through Write/Chat, our online tutoring service, they offer 15-minute sessions that address short, brief concerns. 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 GCB 976 or at www.writingstudio.gsu.edu for more information.

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.

GRADING AND EVALUATION

GRADING

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>100 to 93 = A</i>	<i>89 to 88 = B+</i>	<i>79 to 78 = C+</i>	<i>69 to 60 = D</i>
<i>92 to 90 = A-</i>	<i>87 to 83 = B</i>	<i>77 to 70 = C</i>	<i>Below 60 = F</i>
	<i>82 to 80 = B-</i>		

COURSE EVALUATION

Evaluation for English 1102 will be determined by the following percentages:

Assignment	Points
Visual Analysis (1000 word minimum)	100
New Media Project (1000-1500 word minimum)	150
Civic Engagement/Community-Based Writing Essay (1000-1500 word minimum)	150
Group Research – APA/MLA Source List	50
Annotated Bibliography	100
Final Essay (2000-2500 words plus Works Cited)	250
In-Class Writing and Homework	Apprx. 200
<i>Approximate Total Points Possible</i>	<i>1000</i>

English 1102 Course Schedule

This schedule reflects a plan for the course, but deviations from this plan *will* become necessary as the semester progresses. Students are responsible for taking note of changes announced during class time *when* they occur.

Date	Class Activities	Homework and Assignments Due
Tues – Jan.10	Welcome and Introduction to 1102	no homework
Thurs – Jan. 12	Getting to know you/ Discuss Kairos	Read <i>Guide</i> Chapter 3
Tues – Jan. 17	Discuss Arguments from Aristotle’s Appeals	Read <i>Guide</i> Chapter 3
Thurs – Jan.19	Discuss Arguments from Aristotle’s Appeals (cont’d)	Read <i>Guide</i> Chapter 3
Tues – Jan. 24	Discuss “Writing about Visual Images.” Introduce Visual Analysis Assignment.	Read <i>Guide</i> Chapter 7
Thurs – Jan. 26	Discuss “Writing about Visual Images” (cont’d)	Read <i>Guide</i> Chapter 7
Tues – Jan. 31	Discuss “Writing about Visual Images” (cont’d)	Read <i>Guide</i> Chapter 7
Thurs – Feb. 2	1st Rough Draft Peer Review – Bring one hard copy to class and put one in iCollege drop box before class	Read <i>Guide</i> Chapter 7
Tues – Feb. 7	Discuss Student Sample Essay	Read <i>Guide</i> Chapter 8
Thurs – Feb. 9	2 nd Rough Draft Peer Review – Bring one hard copy to class and put one in iCollege drop box before class	Due: Visual Analysis – Sunday Feb 12 at 11:59 pm via iCollege Dropbox
Tues – Feb. 14	Discuss Attention. Introduce New Media Project.	Read <i>Guide</i> Chapter 8
Thurs – Feb. 16	Discuss Participation & Audience.	Read <i>Guide</i> Chapter 8
Tues – Feb. 21	Discuss Blogs and Twitter.	Read <i>Guide</i> Chapter 8
Thurs – Feb. 23	Class Discussion of Projects. Sign up for next week’s conferences.	Due: New Media Project Sunday Feb 26 at 11:59 pm via iCollege Dropbox
Tues – Feb. 28	No Class - Attend your Conference! <i>Semester Midpoint</i>	none
Thurs – Mar. 2	No Class - Attend your Conference!	none
Tues – Mar. 7	Discuss Community-Based Writing. Introduce Civic Engagement Essay	Handouts

Thurs – Mar. 9	Discuss Ethnography, Service Learning and Activism.	Handouts
Tues – Mar. 14	Spring Break – No Class!	Read <i>Guide</i> Chapter 9
Thurs – Mar. 16	Spring Break – No Class!	Read <i>Guide</i> Chapter 9
Tues – Mar. 21	Discuss Digital Civic Engagement, Issues and Ethical Concerns, and Experiences.	Read/Review <i>Guide</i> Chapter 5
Thurs – Mar. 23	Rough Draft Peer Review – Bring one hard copy to class and put one in iCollege drop box before class – Introduce Essay 4	Due: Civic Engagement/Community-Based Writing Essay Sunday March 26 at 11:59 pm via iCollege Dropbox
Tues – Mar. 28	Research Week.	
Thurs – Mar. 30	Research Week	Read/Review <i>Guide</i> Chapter 5 Group APA & MLA Source Lists due via iCollege group drop box on Friday, March 31st at 11:59 pm
Tues – Apr. 4	Workshop Annotated Bibliography/Thesis Statement	Read/Review <i>Guide</i> Chapter 5
Thurs – Apr. 6	Annotated Bibliography Rough Draft Peer review	Annotated Bibliography Due on Sunday, April 3 rd at 11:59 pm
Tues – Apr. 11	Discuss Summary and Paraphrase - MA4 Thesis Statement and Outline Due	Read/Review <i>Guide</i> Chapter 5
Thurs – Apr. 13	1st Rough Draft Peer Review – Bring one hard copy to class and put one in iCollege drop box before class	Read/Review <i>Guide</i> Chapter 5
Tues – Apr. 18	2 nd Rough Draft Peer Review – Bring one hard copy to class and put one in iCollege drop box before class	Work on Final Essay.
Thurs – Apr. 20	Debates	Work on Final Essay.
April 26 & 28	<i>Final Exam Week – No Class</i>	<i>Final Essay Due Thurs. April 27 at 11:59 pm via iCollege Drop box</i>