

English 1120: Composition II

Section 074 | 3324 Haley Center | TR 2:00-3:15

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Office Hours: 3:30-4:30/TR
Additional Meetings by Appointment

Course Overview

One isn't born one's self. One is born with a mass of expectations, a mass of other people's ideas — and you have to work through it all.

-V. S. Naipaul, *New York Times*, April 24, 1994

Course Description

ENGL 1120: Composition II is designed to familiarize students with the rhetorical principles, textual practices, cultural expectations, and critical habits of mind commonly associated with academic research writing. Toward these ends, the course will encourage students to learn and employ conventions of scholarly inquiry, analysis, argumentation, and prose style; propose and complete a substantial research project that increases in length and complexity throughout the semester; use expert sources correctly and with rhetorical finesse; and craft arguments that take a position within scholarly conversations. Each course will adopt an individualized theme that brings coherence to the assignment sequence, and assignments will in turn aim, generally, to equip students with conceptual knowledge and practical techniques that they can continue to develop in the context of more advanced disciplinary coursework.

Course activities will focus, specifically, on the theme of “identity/culture and public policy.” Toward that end, we will explore issues that tend to invite scholarly and public debate: e.g., gender, sexuality, race, ethnicity, education, class, technology, social media, privacy, etc. We will be discussing these complex issues and engaging material related to them in a variety of ways and may contend with adult themes and language. Although we may each have strong reactions or opinions to these topics, we will address them civilly, rationally, and intellectually. One of the expectations of this class is that we will interrogate our beliefs and opinions and seek to base our understanding on evidence-based research.

Course Objectives

Students enrolled in English 1120 can expect to:

- Learn and practice conventions of academic research writing;
- Acquire strategies for reading and interpreting scholarly research genres;
- Develop a topical and coherent research project based on the course theme;
- Craft arguments that can be positioned within scholarly and public debates;
- Compose inquiry-driven essays that incorporate multiple secondary sources;
- Locate, cite, and document sources in keeping with academic citation styles;
- Employ a voice, tone, and level of formality appropriate to audience expectations;
- Use digital media reflectively and for a variety of reading, writing, and research activities, including collaboration with peers.

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. You should also work to identify and set your own goals as students and as citizens who will write in and for various communities throughout your lives.

Required Texts

- Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*, 4th ed. Boston: Bedford/St. Martins, 2017. ISBN: 978-1319071233
- There will also be many online readings and possibly some library e-reserves.

Required Materials

1. Daily access to Auburn University email and Canvas account. I also recommend downloading the Canvas application available for smart phones, tablets, and such.
2. Approximately \$75 for printing course materials from Canvas or online sources when necessary.
3. Digital storage space (USB flash drive, hard drive, or cloud storage).
4. Daily access to a networked computer – either your personal computer or a campus computer.

E-Mail and Canvas

I will be using the Auburn e-mail and Canvas systems extensively. It is highly recommended that you check your e-mail and Canvas before coming to class to ensure you did not miss any announcements. We will use Canvas to host class documents such as the syllabus (and any updates), assignments, etc. You will also use this for submitting most assignments.

I send e-mails with important updates on a regular basis, so you will be expected to check your e-mail daily. I aim to only send important e-mails, so if you see one from me, it contains information you need. I send important e-mails at least 12 hours before the start of class, so “I didn’t see your e-mail” is not an acceptable excuse in this class.

Communicating with Me

You can reach me at pwd0002@auburn.edu. E-mail is the most effective way to communicate with me outside of class, as I will not always be in my office or checking Canvas’ messaging system. I aim to respond to any message within 24 hours when possible. I generally only check school e-mail during reasonable hours (so please do not expect an immediate response to a question you send me at 2am).

Office Hours and Conferences

Think of my office as an extension of the classroom and use my office hours and/or email to discuss any aspect of the course: problems, questions, projects you're working on, ideas you wish to develop, strategies you'd like to try, and so on. I expect you to confer with me about any problems, questions, writing concerns, or topic ideas on a regular basis.

You are always welcome to attend my office hours, or if my regular office hours do not work for you, set up an appointment for another time. I’m here to help you succeed in this course!

Writing Conferences

We will have required writing conferences—either one-on-one or with our writing groups—for every Essay to discuss your work, offer feedback, consider next steps, assess your progress, etc. You will be expected to take notes in these conferences and bring a printed copy of your paper to mark up/write on. Conference times/dates will be announced in advance and you will have the opportunity to schedule a time that works for both of us.

Student Writing

All works written in this course are generally public. You will be asked to share them with peers, me, and perhaps if we use online writing tools later in the course, much of the world. If you have concerns about this, please come see me to discuss.

Classroom Behavior

Classroom discussion and behavior should be civil and respectful to all. Everyone is entitled to their opinion and classroom discussion is meant to allow us to hear a variety of viewpoints. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of reasonable opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times. Abuse and discrimination in any form is unacceptable.

In addition to any specific guidelines contained within this syllabus, the AU Classroom Behavior Policy applies in this course. Please refer to the Student Policy eHandbook for details of this policy: http://www.auburn.edu/student_info/student_policies/

Cell Phones and Technology

The classroom is a professional setting and your use of technology is expected to comply with general professional etiquette. We will discuss standards of classroom etiquette as a class and determine what counts as acceptable classroom behavior for university students.

Auburn Services and Policies

Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Miller Writing Center

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together. Visit <http://auburn.edu/writingcenter> to schedule an appointment.

Early Alert Grade System

You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the *tiger i* tab. Select "Student Records" and open the "Midterm Grades" window from the dropdown box. If the grade seems inaccurate, please contact the instructor.

Withdrawal from the Course

Following University guidelines, students who wish to withdraw from a course with a grade of "W" can do so, without penalty, before mid-term. After mid-term, students cannot drop a course unless exceptional circumstances exist, with the approval of the Dean and a signature from the instructor indicating whether the student was passing ("WP") or failing ("WF") the course. **March 29 is the last day to withdraw from university courses with no grade penalty, but a W instead.**

Important Dates

Jan 9	Classes Begin	Wed
Jan 15	Last Day to Add Course	Tue
Jan 21	M.L. King, Jr. Day	Mon
Jan 30	15th Class Day - <i>Last day to drop from course with no grade assignment. - Last day for potential tuition refund for dropped class - \$100 Drop Fee per course</i>	Wed
Feb 28	Mid-Semester - 36th Class Day - <i>Early Alert/Mid-Term Grade Deadline</i>	Thu
Mar 7	41st Class Day- <i>Student deadline for request to move finals to Associate Deans</i>	Thu
Mar 11-15	Spring Break	Mon - Fri
Mar 29	Last Day to Withdraw - <i>Last day to withdraw from course with no grade penalty. "W" assigned</i>	Fri
Apr 26	Classes End	Fri
Apr 27-28	Study/Reading Days	Sat - Sun
Apr 29 - May 3	Final Exam Period	Mon - Fri

Grading Policies

Course Grading Policy

This course will focus on qualitative not quantitative assessment. In other words, your grade in this class will not be based on “objective” measurements so much as by a subjective and holistic self-evaluation. The purpose of this class is to develop critical thinking and writing skills and practices, not to “get a good grade.” While you will ultimately earn a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and providing feedback that engage your work rather than simply evaluate it.

For the most part, therefore, you will be assessing/grading your own work and your own progress in the course. This makes explicit that which has always been true: While I, and your other instructors, are responsible for *teaching* you, you are responsible for your own *learning*. I will help you to succeed and develop as a writer and student in any and every way I can, but you will assess that success and learning for yourself. While as the instructor, the “official” final grade at the end of the semester is at my discretion, this grade will be based on your self-assessment and open, honest dialogue between us.

While on its face this might seem like the course will be an “easy A,” it will require a significant amount of effort and self-reflection. You will be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic and realistic way, as opposed to working as you think you’re expected to—*to focus on learning rather than grades*.

That being said, you cannot expect to pass the class if you do not complete all of the major assignments or attend class, just as you would not expect to keep a job if you didn’t do all your work or show up.

If this process causes more anxiety than it alleviates, see me at any point to talk about your progress in the course to date. If you are worried about your grade, your best strategy should be to do the reading, join the discussions, and complete the assignments.

Submitting Class Work

Unless otherwise noted, all assignments are due on Canvas at the specified time/date (usually the beginning of class). Assignments should generally be formatted with 12-point Times New Roman font, one-inch margins on all sides, no extra space between paragraphs, and double-spacing between lines.

For every Essay assignment you will have to submit a polished draft to be reviewed by your peers and by me. On peer review days you must bring a physical copy of your paper as well as submit the draft on Canvas. You will then have to revise the assignment for the final draft. You should keep all of your assignments and any feedback as they are handed back to you.

Late Work Policy

As individual assignments will not be graded in a traditional sense, there is no explicit grade penalty for late major assignments (i.e., essay/exercise assignments, outlines, and drafts). However, I will not accept subsequent major assignments until the preceding assignment has been submitted. Also, I cannot guarantee timely feedback on your work if it is not turned in on time, putting at risk your own growth as a writer and your success on each assignment.

You will also be expected to complete exercises, outlines, and or drafts for each essay during the weeks leading up to submission of the final draft. Each step will need to be completed before I will accept and provide feedback on the next step.

If you are struggling to complete an assignment or feel overwhelmed, please come talk to me about it so that we can work something out rather than just not turning in assignments. It's very difficult for me help you succeed if I don't know that you need/want help.

Assignment Length and Completion Policy

For all writing assignments, page length requirements will be provided. The English Department, Auburn University, and the State of Alabama have requirements of the number of "graded" written pages expected of students in "writing intensive" classes.

I have aimed to distribute these pages over multiple assignments and I have designed each assignment with the expectation that you'll need the assigned number of pages to successfully complete the assignment. For example, if the assignment is four to five pages, your essay is expected be at least four full pages (meaning that the *entire* fourth page is filled).

You are not meeting the requirements of the course (and the University/State) if you are not meeting the page minimums. Remember, you cannot expect to pass the class if the major assignments incomplete.

Attendance

Students are expected to attend every class session. Students enrolled in this course will be held accountable to the following Auburn University attendance policy: more than three (3) unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, family emergency, illness, etc.—you must inform me as soon as possible. Documentation will generally not be required but may be requested in certain instances. If you plan to miss class or would like to have the absence excused you'll need to: 1) notify me *before* the absence when possible, 2) submit work due *before* the excused absence when possible, and 3) notify me (via email or in person) of the reason for the excused absence *within a week* of the absence.

Arriving more than 15 minutes late will be counted as an absence. Every three (3) instances of tardiness (defined as arriving after the start of class) will be counted as one absence. Tardiness does not just affect you but impacts the entire class.

Any absence (excused or not) still has consequences in that you will miss important moments in class. You are responsible for keeping up with course content, so talk to other members of the class to find out what you missed before you return. Every class is important, and success depends on being present.

Academic Honesty

Academic honesty can be a complicated issue, and we will discuss plagiarism in particular—what it is, how to avoid it—as a class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Course Assignments Overview

Major Assignments

We will discuss the requirements and expectations for each assignment as it comes up. While no assignment has any specific quantitative value in your final grade, you may find it useful to think about the various assignments in the course in terms of how much labor you should expect to put into each. The percentages for each assignment below are to give you an *approximate* sense of what the labor investment of each assignment is anticipated to be. Keep in mind, however, that each of you will struggle and excel in different ways and at different points in the process and so your personal investment of labor may differ. In other words, these are not precise figures, but guesses at how you *might* divide your time and labor this semester (you may have noticed the percentages add up to 111%).

Assignment	Est. % of Total Labor	Week Due
Reading Homework	5%	-
Participation (in class and out of it)	5%	-
Exercise 1: Three Potential Topic Ideas	1%	Week 2
Exercise 2: Topic Statement	2%	Week 3
Exercise 3: Research Question	3%	Week 4
Essay 1 - Research Proposal	10%	Week 6
Essay 2 – Taking a Stance	15%	Week 9
Exercise 4: Annotated Bibliography	10%	Week 11
Essay 3 – Applying Research	20%	Week 14
Oral Presentation	5%	Week 15/16
Author's Notes	5%	Weeks 6, 9, 14
Self-Assessment of Learning 1	10%	Week 7
Self-Assessment of Learning 2	10%	Week 10
Final Assessment of Learning	10%	Week 16

Exercise 1: Three Potential Topic Ideas, 1-2 pages. This assignment will have you explore three potential topic ideas for Essay 1 (and the rest of the semester). For each potential topic idea, you will write a statement briefly explaining each topic idea, why you are interested in it, and why it is worth researching.

Exercise 2: Topic Statement, 1-2 pages. This assignment will have you undertake and present preliminary research on a topic of your choosing to better inform your audience and yourself about it. This should be a statement identifying the specific and narrow topic you are interested in researching and explaining why you think this idea is worth investigating (i.e., why does it matter--to you and to the world), how you plan to investigate it, and present preliminary research from 3 sources.

Exercise 3: Research Question, 1-2 pages. This assignment will have you refine your topic from the previous exercise into a research question. This should be a proposal identifying the specific and narrow research question, explaining its exigence (i.e., why does it matter--to you and to the world), develop a plan of how you will investigate the question.

Essay 1 - Research Proposal, 4-5 pages. You will compose a brief essay that articulates a research focus that you can develop throughout the course. This assignment also requires you to write a brief “literature review” of your topic that presents a clear picture of the differing perspectives in the conversation you are looking to take part in (using approximately four sources). You must submit a Topic Proposal in order for me to accept and grade all subsequent major assignments.

Essay 2 - Taking a Stance, 7-8 pages. In this assignment you will analyze, evaluate, and synthesize at least four sources related to a particular topic (as established by your Topic Proposal). You will then compose an essay that builds on these sources and develops a novel thesis related to the topic in question. You must clearly state your argument and provide evidence and justification for your position.

Exercise 4: Annotated Bibliography, 3-4 pages (although length will be based on annotations). You will compose an annotated bibliography of at least six secondary sources that you plan to include in your Researched Argument. You must submit an Annotated Bibliography in order for me to accept and grade all subsequent major assignments.

Essay 3 - Applying Research, 10 pages. As a follow-up to the Argument Synthesis assignment, you will analyze, evaluate, and synthesize multiple sources (8-10) related to your previously established topic. You will then construct an extended argumentative essay that positions your argument within a recognizable scholarly conversation and argues for a specific change to a local or familiar situation, organization, procedure, or statute related to your topic.

Author’s Notes: For every Essay, you will be expected to write a brief “author’s note” where you reflect on the work you have completed and anticipate how you will apply any feedback to guide future assignments. These notes will aid you in developing your Self-Assessment Reflections.

Oral Presentation. Your assignment is to give a 5-minute presentation on your argument/claim for a specific change to a local or familiar situation, organization, procedure, or statute from Essay 3. You will also need to provide a PowerPoint presentation to accompany your oral report.

Self-Assessment of Learning 1 & 2, 1-2 pages each. A reflective statement that assesses your success and progress in the course so far.

Final Assessment of Learning, 2 pages. This will be your final “exam.” A reflective statement that assesses your learning, success, and progress throughout the course.

Homework / In-Class Writing. For every reading, you will be expected to jot down notes and any questions you have about the reading to be inspected in class. You may also be expected to do regular short writing assignments, discussion boards, activities, etc. throughout the semester in addition to the readings. In addition, we will be doing a lot of in-class writing, most of which will be collected.

Participation. You will be expected to participate in class discussions and group work. I realize that not everyone is entirely comfortable speaking in class, so we will be looking at participation holistically (attentiveness, group participation, online participation, overall class contribution, attendance, punctuality, engagement, office conferences, etc.). Part of the purpose of this class, however, will be to push you outside of your comfort zone.

Weekly Schedule

Please Note: Schedule is tentative and subject to change. Sometimes we will move slower or faster than the schedule states. If normal class activities are disrupted due to illness, emergency, crisis, etc., the syllabus will be updated accordingly. Changes will be announced in class and via e-mail and the updated syllabus will be posted to Canvas.

If any of the links below do not work, notify me immediately so that I can find a solution. A non-working link does not excuse you from the homework if nobody has made me aware of the problem.

	Topic	Homework (Due on Date Listed)
Week 1	Course Introductions	•
10-Jan	Introduce class, Go over syllabus Course Themes: Identity & Public Policy	
Week 2	Understanding Information	•
15-Jan	Notetaking Critical Reading/ Annotating INTRODUCE ESSAY 1 & EXERCISES 1-3	READING: <i>From Inquiry to Academic Writing (FITAW)</i> Ch. 1 “Starting with Inquiry” (pp. 1-18) READING: <i>FITAW</i> Ch. 2 “From Reading as a Writer to Writing as a Reader” (pp. 38-49)
17-Jan	Rhetorical Context Writing as a Process	READING: Lamott, “Shitty First Drafts” [PDF on Canvas] DUE: EXERCISE 1
Week 3	Selecting and Refining a Topic	•
22-Jan	Information literacy Confirmation bias / Backfire effect	READING: McRaney, “Confirmation Bias” https://youarenotsosmart.com/2010/06/23/confirmation-bias/
24-Jan		READING: Boroditsky, “How Does Our Language Shape the Way We Think?” http://edge.org/conversation/how-does-our-language-shape-the-way-we-think DUE: EXERCISE 2
Week 4	Developing a Research Question	•
29-Jan	Developing a research question	READING: <i>FITAW</i> Ch. 5 “From Identifying Issues to Forming Questions” (pp. 114-131)
31-Jan		READING: Johnson, “What is a ‘System of Privilege?’” in <i>FITAW</i> (pp. 454-457) READING: Tannen, “Marked Women, Unmarked Men” http://www2.bakersfieldcollege.edu/driess/marked-women.pdf DUE: EXERCISE 3
Week 5	Evaluating Sources	•
5-Feb	Evaluating Sources	READING: <i>FITAW</i> Ch. 7 “From Finding to Evaluating Sources” (pp. 165-186)
7-Feb	Peer Review process / Peer Review Writing to Reflect INTRODUCE AUTHOR’S NOTES & SELF-ASSESSMENT 1	DUE: ESSAY 1 DRAFT
Week 6	Writing Basics	•
12-Feb	Introductions Conclusions	READING: <i>FITAW</i> Ch. 11 “From Introductions to Conclusions” (pp. 314-322, 326-339)
14-Feb	Prewriting/Outlines INTRODUCE ESSAY 2	DUE: ESSAY 1 DUE: AUTHOR’S NOTE 1
Week 7	Developing an Argument	•
19-Feb	Thesis Statements	READING: <i>FITAW</i> Ch. 6 “From Formulating to Developing a Thesis” (pp. 141-164)

21-Feb	NO CLASS—CONFERENCES INSTEAD	DUE: ESSAY 2 OUTLINE DUE: SELF-ASSESSMENT 1
Week 8	Incorporating Evidence	•
26-Feb	Incorporating sources/evidence Citation	READING: <i>FITAW</i> Ch. 8 “From Synthesis to Researched Argument” (pp. 228-234)
28-Feb	Peer Review	DUE: ESSAY 2 DRAFT
Week 9	Persuasion	•
5-Mar	Rhetorical Strategies Logical Fallacies	READING: <i>FITAW</i> Ch. 9 “From Ethos to Logos” (pp. 247- 272)
7-Mar	Annotated Bibliographies INTRODUCE ESSAY 3 & EXERCISE 4	DUE: ESSAY 2 DUE: AUTHOR’S NOTE 2
	SPRING BREAK	•
12-Mar	NO CLASS	•
14-Mar	NO CLASS	•
Week 10	Misinformation	•
19-Mar		READING: Ceccarelli, “Manufactured Scientific Controversy” [PDF on Canvas]
21-Mar	WRITING DAY - NO CLASS	
Week 11	Argumentation	•
26-Mar	Reasons Backed by Evidence	READING: Booth, Colomb, and Williams, “Assembling Reasons and Evidence” and “Acknowledgments and Responses” [PDF on Canvas]
28-Mar	Warrants	READING: Booth, Colomb, and Williams, “Warrants” [PDF on Canvas] DUE: SELF-ASSESSMENT 2 DUE: EXERCISE 4
Week 12	Applying Research	•
2-Apr		READING: Fuentes, “From The Myth of Race” in <i>FITAW</i> (pp. 629-650)
4-Apr		READING: Bertrand & Mullainathan, “Are Emily and Greg More Employable Than Lakisha and Jamal?” [PDF on Canvas] DUE: ESSAY 3 OUTLINE
Week 13	Applying Research Cont’d	•
9-Apr		READING: Reich, “The Rise of the Working Poor” in <i>FITAW</i> (pp. 749-758)
11-Apr	Peer Review	DUE: ESSAY 3 DRAFT
Week 14	Preparing Presentations	•
16-Apr	How to present PowerPoint, CRAP, and Design basics	READING: McCarthy, “Don’t the Rich Deserve to Keep Their Money?” https://jacobinmag.com/2016/04/tax-the-rich- capitalism-marx-socialism
18-Apr	Peer Review	DUE: ESSAY 3 DUE: AUTHOR’S NOTE 3 DUE: ORAL PRESENTATION DRAFT
Week 15	Presentations	•
23-Apr	Oral Presentations	DUE: ORAL PRESENTATION <u>SUN. 21-Apr</u>
25-Apr	Oral Presentations	
Week 16	Finals Week	•
1-May		DUE: FINAL ASSESSMENT OF LEARNING