

ENGL 1102-WEB: College Composition II
“Reading: It’s What’s for Dinner”
Fall 2018 / Online

Instructor: Prof. Anna Harris-Parker
Office Hours: MWF 9-10 AM & by appointment

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Course Description

Composition II is a writing-based course where students refine their writing skills through themed courses with in-depth source material around a particular topic. Students read and write in variety of genres surrounding the theme of the course, and they compose a major academic research paper with independent research.

Course Theme

Our course theme this semester, “Reading: It’s What’s for Dinner,” plays off of the National Livestock and Meat Board’s 1990s advertising campaign (which you’ve likely heard): “Beef. It’s What’s for Dinner,” in which the NLMB sold the idea that consuming beef was part of a health diet. While the benefits of red meat are open for debate, I hope to convince you this semester that reading, or the consumption of literature, is good for your (brain) health--in that it piques curiosity and teaches empathy. This may seem like an obvious theme for an English course, but, as you’ll see in one of our first reading assignments, reading rates are on the decline. And since reading is essential to writing (well), our communication skills may be in danger, too.

Learning Outcomes

- Argument: Students will articulate and support an argument while addressing possible counterarguments and objections.
- Style: Students will write in a style and tone appropriate to the subject, purpose, and audience of their writing projects.
- Conventions: Students will demonstrate control over the conventions of academic writing, including but not limited to appropriate grammar, punctuation, and documentation format.
- Finding and evaluating sources: Students will locate, evaluate, and organize research material collected from sources, ranging from scholarly library databases to websites.
- Use of sources: Students will summarize, paraphrase, synthesize, and directly quote from a variety of appropriate sources, integrating them effectively into their writing.
- Academic honesty: Students will use sources ethically, avoiding plagiarism.
- Contextual awareness: Students will demonstrate awareness of historical, cultural, and/or literary context when responding to texts.

Required Materials

There is no required book for this course. Instead, we will make use of Open Access materials.

Recommended Materials

A grammar handbook is recommended; however, online resources will be made available to you via Desire2Learn (D2L).

Late/Incomplete Work

I do not accept late or incomplete work for credit, nor do I assign or accept make-up work.

Grades:

- Low Stakes: Low-stakes writing assignments include classwork and homework assignments. Students will be assigned a total of 22 low stakes assignments, worth 25 points each. The lowest low-stakes writing grade will be dropped at the end of the semester.
- High Stakes: High stakes writing assignments will develop out of select low-stakes writing assignments. These high-stakes assignments are worth more (100-200 points each) and include two essays: an exploratory essay (100 pts.), and the Library Research Paper (200 pts.), as well as a revision (100 pts.) of the LRP.
- Exams: Students will be assigned a Midterm (worth 50 points).

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

The grades you earn reflect your effort, progress, and professionalism. While you may strive for an A or B, know that a C does not indicate “average” work; a C signifies you are meeting expectations.

Upon receipt of graded work, I ask that students wait 24 hours before contacting me to discuss my evaluation. If you ever have any questions about your standing in the class, or about my grading policy, please do not hesitate to ask. I am here to help you succeed.

Work Format

All work, unless otherwise specified, should be typed (12 pt. Times New Roman), double-spaced, and utilize one-inch margins and standard MLA headers and headings. All writing assignments should also include an original title. Students will submit their work no later than the beginning of class on the assigned due dates. Unless otherwise specified, all assignments should be composed in Google Docs, shared with your instructor (aharris@augusta.edu) and uploaded to the appropriate assignment folder on D2L.

Other Course Policies

All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: www.augusta.edu/pamplin/documents/coursepolicies.pdf. Please read them carefully, as they include important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. By remaining in this course, you agree to abide by these policies.

Schedule

The following schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester.

CALENDAR	ASSIGNMENTS
Week 1: August 15-17	<p>INTRODUCTION TO ENGLISH 1102</p> <ol style="list-style-type: none"> 1. Complete Student Contact Info./Questionnaire (Due R 8/16 by 11:59 PM) 2. Complete Low Stakes Assignment #1: “Where I’m From” Icebreaker (Due F 8/17 by 11:59 PM) 3. LS Assignment #2: Syllabus Quiz (Due F 8/17 by 11:59 PM)
Week 2: August 20-24	<p>UNIT I: WHY READING MATTERS T 8/21 LAST DAY TO DROP/ADD</p> <ol style="list-style-type: none"> 1. Watch “Introduction to Literature” Lecture 2. Complete Intro. to Lit. Quiz (Due T 8/21 by 11:59 PM) 3. Watch “Deep Reading” Lecture 4. Read “Why We Don’t Read, Revisited” by Caleb Crain 5. Complete LS Assignment #3: Rhetorical Analysis (Due R 8/23 by 11:59 PM) 6. Read “Fiction Reminds Us That We’re All in this Together,” by Michel Stone 7. Complete LS Assignment #4: Double Entry Journal (Due R 8/23 by 11:59 PM)
Week 3: August 27-31	<ol style="list-style-type: none"> 1. Complete LS Assignment #5: “How fiction can change reality” (TED Ed Lesson; Due R 8/28 by 11:59 PM) 2. Watch <i>Why Reading Matters</i> (BBC Documentary) 3. Complete LS Assignment #6: <i>Why Reading Matters</i> Discussion Board (Due R 8/30 by 11:59 PM) 4. Read High Stakes Assignment #1 Guidelines: Literary Analysis
Week 4: September 3-7	<p>UNIT II: READING & CURIOSITY M 9/3 LABOR DAY/CAMPUS CLOSED</p>

	<ol style="list-style-type: none"> 1. Read “Who Wants to Shoot an Elephant,” by Wells Tower 2. Read “Shooting Dad,” by Sarah Vowell 3. Read “The Kid Next To Me At The 7pm Showing Of The Avengers Has A Toy Gun,” by Ashley M. Jones 4. Read “Shitty First Drafts,” by Anne Lamott 5. Complete LS Assignment #7: Shitty First Draft of HS Assignment #1 (Due R 9/6 by 11:59 PM)
Week 5: September 10-14	<ol style="list-style-type: none"> 1. Read Janet Burroway’s Chapter on Development and Revision 2. Complete LS Assignment #8: Development, Revision and Editing Discussion Board (Due T 9/11 by 11:59 PM) 3. Watch “Development, Revision, and Editing” Lecture 4. Complete LS Assignment #9: Summary, Paraphrase, and Direct Quotation Quiz (Due R 9/13 by 11:59 PM)
Week 6: September 17-21	<ol style="list-style-type: none"> 1. Read Overnight Peer Review Instructions 2. Peer Review (Exchange HS Assignment #1 Drafts T 9/18 by 11:59 PM) 3. Peer Review (Exchange Feedback for HS Assignment #1 by R 9/20 11:59 PM) <p>This peer review process counts as LS Assignment #10.</p>
Week 7: September 24-28	<ol style="list-style-type: none"> 1. Complete final draft of HS Assignment #1 (Due T 9/25 by 11:59 PM) <p>UNIT IV: READING & EMPATHY</p> <ol style="list-style-type: none"> 2. Complete LS Assignment #11: “What is empathy?” (Ted Ed Lesson; Due R 9/27 by 11:59 PM)
Week 8: October 1-5	<ol style="list-style-type: none"> 1. Read “Jack, July” by Victor Lodato 2. Read “The Trip Treatment” by Michael Pollan

	<ol style="list-style-type: none"> 3. Complete LS Assignment #12: “Jack, July” and “The Trip Treatment” Discussion Board (Due T 10/2 by 11:59 PM) 4. Read “On This Side,” by Yuko Sakata 5. Read “Jelly and Jack,” by Dana Spiotta 6. Complete LS Assignment #13: “On This Side” and “Jelly and Jack” Discussion Board (Due R 10/4 by 11:59 PM)
Week 9: October 8-12	<p>W 10/10 MIDTERM (Last day to withdraw with a grade of W.)</p> <ol style="list-style-type: none"> 1. Complete Midterm Essay (Due T 10/9 by 11:59 PM)
Week 10: October 15-19	<ol style="list-style-type: none"> 1. Read “PB&J” by Ananda Lima 2. Read “Foreday in the Morning” by Jericho Brown 3. “Things People Say to Me After” by Jess Smith 4. Complete LS Assignment #14: Three Poems Discussion Board (Due T 10/16 by 11:59 PM) 5. Read HS Assignment #2: Library Research Paper Guidelines 6. Read “‘Write What You Know’ is Not Good Writing Advice,” by Kate Southwood 7. Complete LS Assignment #15: Focused Freewrite (Due R 10/18 by 11:59 PM)
Week 11: October 22-26	<ol style="list-style-type: none"> 1. Read “How to Do an Academic Essay” 2. Read “Checklist for Writing Research Questions” 3. Complete LS Assignment #16: HS Assignment #2 Research Question(s) (Due T 10/23 by 11:59 PM) 4. Complete LS Assignment #17: SFD for HS Assignment #2 (Due R 10/25 by 11:59 PM)
Week 12: October 29-November 2	<ol style="list-style-type: none"> 1. Watch “Research” Lecture 2. Read “Primary vs. Secondary Sources”

	<ol style="list-style-type: none"> 3. Read “Popular vs. Scholarly Sources” 4. Read “CRAAP Tips for Evaluating Sources” 5. Read “Annotated Bibliographies” (Purdue OWL) 6. Complete LS Assignment #18: Research Plan (Due T 10/30 by 11:59 PM)
Week 13: November 5-9	<ol style="list-style-type: none"> 1. Complete Annotated Bibliography (Due by T 11/6 by 11:59 PM) 2. Read “Synthesizing Sources” 3. Complete LS Assignment #19: Synthesis Matrix (Due by R 11/8 by 11:59 PM)
Week 14: November 12-16	<ol style="list-style-type: none"> 1. Read “Rogerian Infographic” 2. Read “Toulmin Infographic” 3. Complete LS Assignment #20: Working Draft of HS Assignment #2 (Due T 11/12 by 11:59 PM) 4. Re-read “Overnight Peer Review” 5. Peer Review (Exchange Drafts R 11/15 by 11:59 PM)
Week 15: November 19-20	<p>W-F THANKSGIVING HOLIDAY/CAMPUS CLOSED</p> <ol style="list-style-type: none"> 1. Peer Review (Exchange Feedback by T 10/16, 11:59 PM) <p>This peer review process counts as LS Assignment #21.</p>
Week 16: November 26-30	<ol style="list-style-type: none"> 1. Watch “Editing Tips” Lecture 2. Read “Tightening Tips” (Grammar/Mechanics) 3. Complete final draft of HS Assignment #2 (Due R 11/29 by 11:59 PM)
Week 17: December 3-5	<p>W 12/5 LAST DAY OF CLASSES</p> <ol style="list-style-type: none"> 1. Read “Revision Plan” 2. Complete LS Assignment #22: Revision Plan (Due T 12/4 by 11:59 PM)
Exam Period	Complete Revisions of HS Assignment #2 (Due T 12/11 by 11:59 PM)

