

English 1120: Composition II

Section XX· XXXX Haley Center· Days· Time

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Office: 9093 Haley Center
Office Hours: W 11 am – 1 pm
Additional Meetings by Appointment

Required Texts and Materials

From Inquiry to Academic Writing: A Text and Reader (4th Edition).

Primary and supplementary readings made available online and through Canvas.

Auburn email account and flash drive (or cloud storage) to save and store work.

Course Description & Objectives

ENGL 1120: Composition II is designed to familiarizes students with the rhetorical principles, textual practices, cultural expectations, and critical habits of mind commonly associated with academic research writing. Building on the fundamentals of college-level writing introduced in ENGL 1100: Composition I, the course specifically provides a setting within which students will learn and apply 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.

At the conclusion of the course, students enrolled in English 1100 should be able to:

- Recognize and apply conventions of academic research writing;
- Read, comprehend, and methodically analyze scholarly research genres;
- Develop a coherent research project based on a relevant subject area;
- 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. Students should also identify and set their own goals both as individuals who will continue to write throughout their personal and professional lives.

Accessibility Statement: Students who need accommodations are asked to submit their approved accommodations electronically through AU Access and to make an individual appointment with the course 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. For more information, you can also visit the website for the Office of Accessibility: <<https://cws.auburn.edu/accessibility>>.

Major Assignments: Students can expect to complete a variety of writing assignments throughout the semester. Taken together, these assignments support the belief that academic research writing involves much more than learning rules of grammar or formalistic conventions; it also requires us to inquire into and learn about the rhetorical and cultural expectations that come with writing for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community. Each assignment will take place within the context of three major projects and culminate in an oral presentation and final exam project.

Project I: Starting the Inquiry

- Writing Exercise: Exploratory Investigation (1-2 pages)
- Major Paper: Comparative Analysis (4-5 pages)
- Focal Chapters: *From Inquiry to Academic Writing*—Chapters 1-3 & 5

Project II: Focusing the Inquiry

- Writing Exercise: Research Proposal (2-3 pages)
- Major Paper: Multi-Source Analysis (6-7 pages)
- Focal Chapters: *From Inquiry to Academic Writing*—Chapters 4, 6, 9

Project III: Completing the Inquiry

- Writing Exercise: Annotated Bibliography (3-4 pages)
- Major Paper: Argumentative Research Paper (10-12 pages)
- Focal Chapters: *From Inquiry to Academic Writing*: Chapters 7, 8 & 10

Oral Presentation

Students will present the research they have completed throughout the semester, with particular emphasis on the arguments they developed in Project III and the electronic portfolio they generate and submit at the conclusion of the semester.

Final Exam Project: Remixing the Inquiry

Students will complete a final project that builds on the work they have completed throughout the semester but “remixes” it into a written genre or multimodal artifact that can be communicated to a non-academic audience.

Assignment Submission & Late Work: All assignments will be due on the day and time specified by the course outline. For each calendar day a paper is late, starting immediately after the stated deadline, the grade on that paper will be reduced by a full letter grade (e.g., from a “B” to a “C” to a “D” to an “F”). The course instructor will provide students with additional information about all assignments in class and through Canvas (AU’s course management technology).

Academic Honesty: All regulations outlined in the Auburn University Student Academic Honesty code (http://www.auburn.edu/student_info/student_policies/) will apply to this course. In particular, we will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. 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.

Early Alert Grade Syllabus Statement: You will receive an “Early Alert Grade” one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. If your Early Alert Grade is a “D,” “F,” or “FA,” you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the “tiger i” tab, selecting “Student Records,” and opening the “Midterm Grades” window from the drop down box. If the grade appears inaccurate, please contact the instructor.

Attendance & Punctuality: Students enrolled in this course will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, doctor’s visit—you must provide verification to the course instructor, in writing, no later than *one week* after the absence occurs. Regarding punctuality, every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence.

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.

Cell Phones, Texting, & Other Things: We will discuss standards of participation and etiquette as a class and determine what counts as acceptable classroom behavior for university students. As a general rule, however, you should plan to attend class, take an active role in discussions, collaborate with and show respect for your classmates and instructor, and contribute to a productive learning community throughout the semester. For further information, students may also consult the AU policy on classroom behavior.

Withdrawal from the Course: No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). When approval for dropping the course under such circumstances is granted by the student’s dean, a “W” may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.

Assessment and Grading: You will complete a number of assignments for this course, some of which will be weighted differently. Final grades for this course will be determined as follows:

Project	Writing Exercise	Major Paper	Total Percentage
Project I	5%	15%	20%
Project II	5%	20%	25%
Project III	5%	25%	30%
Oral Presentation			5%
Remix Project			10%
Participation			10%

* A note for course instructors: *Other* may include participation, peer review, or some designated combination of tasks that students complete throughout the semester. It is the responsibility of the course instructor to make this grading breakdown clear to his/her students.

Please Note: You will receive more instruction and handouts regarding writing exercises, major papers, peer review, and other assignments, generally, the completion of which will be essential to your success as writers in this course and beyond. Should you ever have questions about anything—this syllabus, this class, basic or any other requirements—do not hesitate to ask.

Course Outline: This schedule gives due dates for most assignments and activities, but it does not list everyone. Keep in mind, then, that the schedule is not chiseled in stone. If we need more time to complete at task, we will—within reason—take it.

Week, Class Activity, Assignment Due

<i>Date</i>	<i>Class Focus</i>	<i>Assignment Due</i>
Week 1	•	•
1/10	Discuss syllabus, expectations, and basics of writing and rhetoric.	Class introductions and course introduction.
1/12	Discuss habits of mind of academic writers.	Read Chapter 1 in <i>IAW</i> : “Starting with Inquiry” (pp. 1-36).
Week 2	•	•
1/15	NO Class. MLK Day	
1/17	Introduction to project I Focus on craft: developing strategies for reading, writing, and rhetorical analysis.	Read Chapter 2 in <i>IAW</i> : “From Reading as a Writer to Writing as a Reader” (pp. 38-58).
1/19	Discuss environment friendly approach of businesses.	Read Harrison: “Small Businesses Can Benefit From Putting The Environment First” (Canvas).
Week 3	•	•
1/22	Discuss how a utopian world will be affected in the future.	Read Carson: “A fable for tomorrow” (pp. 667-669).
1/24	Discuss “brand” factor in marketing.	Read Klein: “from No Logo” (pp. 768-780).
1/26	Discus environmental energy use by companies.	Read Burrington “The environmental toll of Netflix binge” (Canvas) Due: Exercise I. Submit to Canvas
Week 4	•	•
1/29	Discuss role of nature in cultures.	Read Merchant: “Eden commodified” (pp. 732-738)
1/31	Focus on craft: identifying claims and analyzing arguments.	Read Chapter 4 in <i>IAW</i> (pp. 87-112).
2/2	Discuss how social media affects one’s thinking.	Read Avdeeff: “Beyonce and social media: authenticity and the presentation of self” (pp. 495-505)
Week 5	•	•
2/5	Focus on craft: identifying claims and analyzing arguments.	Read Chapter 6 in <i>IAW</i> (pp. 141-153).

2/7	<u>Individual Conferences</u> : no class meeting, Bring draft of paper, notebook, and list of questions to conference.	
2/9	Focus on process: Peer review. Bring complete draft of Paper 1 to class either on computer or hardcopy.	
Week 6	•	•
2/12	Introduction to project II Discuss environmental issues via digital graphics.	Read Jensen and McMillan: "As the world burns: 50 simple things you can do to stay in denial" (pp. 677-692). Due: Paper I. Submit to Canvas
2/14	Focus on craft: working with source material and drafting a paper.	Read Chapter 6 in <i>IAW</i> (pp. 154-164).
2/16	Discuss how social media and online quizzes attract audiences.	Read Kindley: "Quiz mania" (pp. 507-514)
Week 7	•	•
2/19	Discuss how social media portrays women.	Read Kilbourne: "Two ways a woman can get hurt: advertising and violence." (pp. 554-578)
2/21	Focus on craft: identifying issues and forming questions.	Read Chapter 5 in <i>IAW</i> (pp. 115-140).
2/23	Discuss climate change.	Read Hoffman: "Full scope" (pp. 693-700)
Week 8	•	•
2/26		Read Wilmot "The space between mourning and grief" (Canvas) Due: Exercise II. Submit to Canvas
2/28	Focus on craft: finding and evaluating sources.	Read Chapter 7 in <i>IAW</i> (pp. 165-185).
3/2	Discussing policies and standards in selling foods.	Read Shannon-Dipietro "Tomatogate: Toward Truth in Food Advertising" (Canvas)
Week 9	•	•
3/5	Focus on craft: developing strategies for organizing and drafting an essay.	Read Chapter 11 in <i>IAW</i> (pp. 314-340).
3/7	<u>Individual conference</u> : no class meeting, Bring draft of paper, notebook, and list of quotes to conference.	

3/9	Individual conference: no class meeting, Bring draft of paper, notebook, and list of quotes to conference.	
Week 10	•	•
3/12-3/16	Spring Break: No Class	
Week 11	•	•
3/19	Discuss how technology keeps us engaged.	Read Turkle: "Growing up tethered" (pp. 578-591)
3/21	Introduction to project III Discuss advantages/disadvantages of GMOs.	Read Jenkins: "Can GMOs be sustainable?" (pp. 722-731). Due: Paper II. Submit to Canvas
3/23	Discuss how to create a synthesis to develop an argument.	Read Chapter 8 in <i>IAW</i> (pp. 187-246).
Week 12	•	•
3/26	Discuss advantages of gardening and household plantation methods in saving the environment.	Read Pollan: "Why bother" (pp. 715-721).
3/28	Discuss organics vs. conventional foods.	Read Vallaey's: "Bursting the 'organic is expensive' myth" (Canvas)
3/30	Focus on craft: develop strategies for persuasion and rhetorical appeal.	Read Chapter 9 in <i>IAW</i> (pp. 248-272).
Week 13	•	•
4/2	Discuss wastage created by food companies.	Read Gray: "McDonald's waste makes up largest proportion of fast food litter on streets" (Canvas)
4/4	Discuss how companies deal with food wastage.	Read Watrous: "How is Walmart combating food waste" (Canvas)
4/6	Discuss advertising and marketing tactics of film industry.	Read Gilliam and Shannon: "Post-princess models of gender: the new man in Disney/pixar" (pp. 542-552). Due: Exercise III. Submit to Canvas
Week 14	•	•
4/9	Discuss marketing tactics/strategies.	Read Ducille "multicultural Barbie and the merchandising of difference" (pp. 781-795)
4/11	Focus on craft: drafting and revision workshop.	Read Chapter 12 in <i>IAW</i> (pp. 344-368).
4/13	Individual conferences: no class meeting, Bring draft of paper, notebook, and list of quotes to conference.	

Week 15	•	•
4/16	Focus on process: Peer review. Bring complete draft of Paper 3 to class either on computer or hardcopy.	
4/18	Remix Project and Oral Presentation workshop: bring an electronic device to develop your final projects.	<i>Class Activity:</i> develop Remix Project.
4/20		Due: Paper III. Submit to Canvas
Week 16	•	•
4/23		Due: Presentation.
4/25		Due: Presentation.
4/27		Due: Presentation. Due: Remix Project. Submit to Canvas
Week 17	•	•
	Finals Exam Week: No Class	