

ENGL 102: Composition II

102B MWF 9-9:50am – CRG 107

Instructor: Dr. Arielle McKee

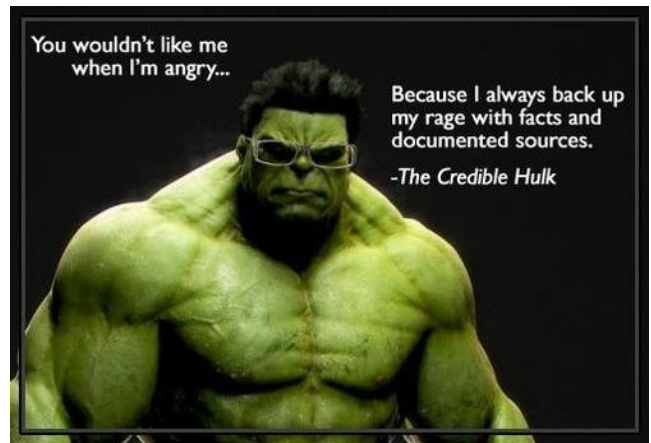
Office: Craig 106c

Email: amckee2@gardner-webb.edu (best way to reach me)

Office Hours:

Drop ins: MWF 10:50-11:50am; TTH 10-11am

With appointment: If drop-in office hours do not fit your schedule, please contact your instructor (at least 24 hours in advance) with 2-3 alternate meeting times



COURSE DESCRIPTION

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101 (3hrs, WI tier 1).

STUDENT LEARNING OUTCOMES (DEPARTMENTAL)

By the end of ENGL 102, students will be able to

1. employ effective writing strategies for various rhetorical situations, purposes, and audiences
2. compose a critical, written analysis of a text, situating its features in a larger context of its genre conventions
3. compose a well-developed argument that demonstrates knowledge of argument structure and conventions
4. demonstrate effective research skills, such as finding and evaluating sources critically
5. demonstrate evidence of writing as a recursive, collaborative process
6. compose in various electronic environments
7. synthesize primary and secondary sources in writing
8. demonstrate proficiency in using formal MLA documentation rules and incorporating others' ideas responsibly

COURSE OBJECTIVES (DEPARTMENTAL)

1. Focus on composing arguments.
2. Complete at least four assignments
3. Write at least 5,000 words.
4. Refine formal documentation skills.
5. Compose a textual analysis.
6. Compose a formal, written argument.
7. Participate in information literacy sessions conducted by a University librarian.

WRITING INTENSIVE STUDENT LEARNING OUTCOMES (UNIVERSITY)

ENGL 102 is a Tier 1, writing intensive (WI) course. Two WI outcomes should be met in this course.

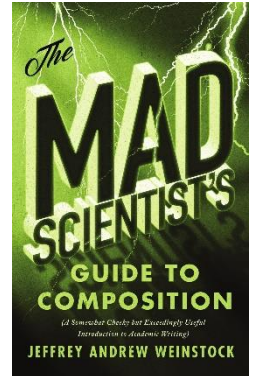
1. Students will apply a guided writing process.
2. Students will write effectively for a context and purpose, including the use of appropriate grammar and mechanics.

What does it mean that this course is WI designated?

ENGL 102 is a course that will further develop your strategies for working through your writing process, using methods that help you with prewriting, drafting, revision, and editing. The methods used in ENGL 102 involve participation in workshops, writing groups / peer review, conferencing with your instructor, and reflecting on your learning. In addition, ENGL 102 will explore research and argument writing through the examination and composition of a range of texts with contexts, purposes, and conventions that vary, depending on the genre.

REQUIRED MATERIALS

- A spiral notebook or composition book
 - *You will be completing all class activities and brainstorming assignments in this notebook and submitting portions of it as your final exam.*
- Jeffrey Andrew Weinstock, *The Mad Scientist's Guide to Composition (A Somewhat Cheeky but Exceedingly Useful Introduction to Academic Writing)*, Broadview Press (2020), ISBN 9781554814459
 - *This book can usually be found used (and for a lower price) on Amazon and AbeBooks.*
- Select readings available via Blackboard (Bb)
- A dual-layer face mask
- *Recommended: a [Habitica](#) or [Trello](#) Account*



EDUCATION AND CHALLENGING IDEAS

Education is awesome for a number of reasons, but one of the big ones is that it gives us a chance to wrestle with and determine what we value, what we believe, what we want to be and do, how we want to live with and treat others, and so forth. Education and ideas present us with opportunities to grow: part of this gift, this offering, involves engaging with new and sometimes challenging ideas. In this class, there is never any requirement to make those ideas your own, rather, this is your chance to determine not only what you believe, but why you believe what you believe. (Can I say “believe” any more times? We’ll see...)

We will encounter a lot of people’s thoughts, writings, and values in this class—I don’t agree with all of them and I don’t expect you to. All I ask is that you take the idea, look at it from all sides; judge it on its own merits and its logical outcomes; write about how it tastes or smells, how it looks or makes you feel; evaluate it fairly and with all your capacities; and then, if it’s not a nutritious food for you, set it aside. However, if you discover, to your surprise, that you are, metaphorically, a fan of, say, a Brussel sprout-y concept, then pop that idea into your shopping cart and see what it can fuel you to do, to say, and to create. (Ok, done butchering that metaphor.)

Ideas, words, and emotions are powerful—often as powerful as actions. They can scare us and embolden us, inspire us to loving compassion or to vicious destruction; in this course, we will not attack persons, but we can and should feel free to critique and even actively disagree with concepts, especially those that tear down, oppress, or seek to damage others.

I hope you’ll join me on this fascinating journey to the idea-store and that, by the end of the semester, you will have enjoyed selecting the ingredients for your own, unique feast. (Apparently I wasn’t done with the metaphor after all.)

PROFESSIONALISM POLICY

Because effective discussion is done in a community, it is imperative that your interactions in class (both in person and online) be conducted respectfully and that you participate fully in the course. **Disrespectful, belittling, or threatening speech or behavior will not be tolerated.** In addition, use of cell phones and other electronic devices should be appropriate to and for the classroom; **students who persist in using technology inappropriately or who do not contribute to class activities digitally or vocally will be considered mentally absent from class and marked accordingly.**

Because, in this class, we may discuss and research difficult and complex topics—including gender identity, racism, violence, and so on—**we need to have clear expectations about and agree to a shared set of rules for** maintaining a respectful and safe learning space.

The Rules: in class and in online discussion and activities, you are expected to

1. Honor your fellow students by keeping the conversation confidential;
2. Refrain from making personal attributions; speak to give knowledge. (Put another way, disagree with ideas; do not attack persons);
3. Speak from your own experience and unique perspective while listening to others share theirs (using language like: “I think ...” and “In my experience ...”); and
4. If you are struggling with your feelings, take a moment to sit with and consider your emotions (you might even free write about what you feel and why you think you feel it). Remember, it is ok to feel uncomfortable or upset, but it is also important to consider where that discomfort truly comes from. (**NOTE: you are *always* welcome and encouraged to speak with your instructor about words or actions that feel harassing or discriminating towards yourself or others—see anti-harassment policy below.**)

ACCESSIBILITY STATEMENT

Everyone learns differently and I will do my best to engage as many learning styles as possible. It is important to me that course materials are equally accessible to all students. If you are having any trouble accessing or otherwise receiving course material, or if you need accommodations, please let me know as soon as possible. If at any point in the semester, you find yourself not fully able to access course space or material, you are welcome (but not required) to contact your Instructor to discuss your specific needs; I will do what I can to help and support you this semester.

All students are encouraged to take advantage of the excellent support resources listed below.

SUPPORT RESOURCES

University Writing Center: Tucker 237 ~ <https://gardner-webb.edu/resources/academic-support/writing-center/>. The Writing Center is a resource for all students, regardless of major or level of study. Writing Center consultants are fellow students who have a solid grasp of the English language and enjoy assisting others. They will help you with developing and revising your ideas as well as polishing your final draft. Walk-Ins are welcome; however, students should make an appointment ahead of time to ensure a spot. Students can customize their appointment by choosing a date, time, and consultant while logged into My Webb (Student Tab, Academic Services, Student Services, Writing Center Appointment Scheduler). Visit the Writing Center website each semester for important information, such as its hours of operation. Contact consultants at writingcenter@gardner-webb.edu, come to Tucker, or call (704) 406-4393.

The Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>. The Purdue OWL contains resources on source citation and formatting, writing style and genres, grammar and mechanics, and much more. It is free and available to all.

Peer Tutoring: This academic support service, provided through the Student Success Division, provides course-specific tutoring to contribute to the tutors and tutees personal development and academic success. Almost all general education courses are available for tutoring and some major courses. Peer Tutoring provides undergraduate students with the opportunity to schedule an individual tutoring appointment with a peer tutor who has previously excelled in the requested course. Peer tutoring generates no additional fees for the student. See the Peer Tutoring website for more information: <https://gardner-webb.edu/resources/academic-support/peer-tutoring/>.

Noel Center for Disability Resources: If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following: (1) register with the Noel Program for the Disabled at Gardner-Webb University—(704) 406-4270; and (2) educate me about your disability so that I can work with you and the Noel Center to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester. See the Noel Center’s website for more information: <https://gardner-webb.edu/resources/academic-support/noel-center/>.

Technology Services: Suttle Hall ~ <https://gardner-webb.edu/resources/technology-resources/>. Technology Services works collaboratively with students, faculty, staff, and alumni to provide network security, academic and administrative computing support, email services, software licensing and management, and technology training. Please let technology Services know if you are experiencing any problems with our wireless network. Visit the website or call (704)-406-4647.

Bulldog Cares Program: Bulldog Cares provides students with basic necessities to help them succeed inside and outside the classroom, such as emergency housing, toiletries, professional clothing, food assistance, educational resources, book loan services, electronics for laptops, medical help, and more. Select services are given to students who meet specific criteria and all requests are confidential. Students who wish to inquire about Bulldog Cares support can email bulldogcares@gardner-webb.edu.

University Health Services: <https://gardner-webb.edu/resources/wellness-center/university-health-services/>. The University partners with Atrium Health to provide comprehensive high-quality healthcare for traditional undergraduate and on-campus residential students. With a variety of services – we have you covered. The Student Health Clinic offers office and virtual hours and is located at 148 Memorial Dr. Shelby, NC 28152, phone: (980) 487-2390.

Counseling Services: Tucker Student Center ~ <https://gardner-webb.edu/resources/counseling-center/>. The Gardner-Webb University Counseling Center provides academic, emotional, social, and vocational support as well as mental health consultation to students in a face-to-face setting on the Boiling Springs campus.

Cleveland County Support Services

- **COVID-19 Community Relief Fund:** https://www.clevelandcounty.com/main/news_detail_T12_R187.php
- **United Way of Cleveland County Agencies & Resources:** <https://uwclevco.org/agencies/>
- **NC Works Community Resource Assistance Guide** (includes information regarding resources and aid related to childcare, clothing, food, medical and mental health support, and more): https://www.ncworks.gov/admin/gsipub/htmlarea/uploads/CRAG/Cleveland_County.pdf

- **Cleveland County Department of Social Services:** https://www.clevelandcounty.com/main/departments/dss_contact_us.php
- **The Abuse Prevention Council** (Cleveland County’s rape crisis center and provides safe shelter, court advocacy, counseling, a 24-hour Crisis Hotline, and more): <https://www.abusepreventioncouncil.org/>
- **Cleveland County Food Programs & Pantries:** <https://livehealthyclevelandcounty.com/cc-food-programs-food-pantries/>
- **Mental Health Association of Cleveland County** (includes information on crises services, a COVID Mental Health Hub, finding a therapist, and free hotlines): <https://www.clevelandcountymha.org/>
- **Veterans Services (Cleveland County):** https://www.clevelandcounty.com/main/departments/veterans_services.php
- **Legal Aid NC:** <https://www.legalaidnc.org/>

ASSIGNMENTS AND GRADING

Ungrading

At the best of times, grades capture how well you do a specific task at a specific time; however, grades rarely if ever truly measure your abilities or potential. They do, however, make us afraid to fail, and the problem with that is that failure is a vital part of learning. If you play a sport, an instrument, or practice another art form, you know that sometimes you have to practice a skill several times before you do it successfully—writing is the same way. So, I want you to take risks and focus on developing your skills over the course of the semester, rather than worrying about getting a specific number of points.

Why? It’s fairer; it helps you learn; because learning to write is a life-long process; because our focus in this class is goal-setting and growth; and because there’s a pandemic and the last thing any of us needs is additional stress.

What this means for you: For all major assignments, you will get some form of feedback—from peer review and/or instructor conferences to written comments; you will also receive a rubric that indicates my perception of your current “level” or “class” for each skill the assignment engages. However, your grades will not be based on how much I or your peers “like” your paper. Instead, each assignment will include a short reflection assessing your own work. Then, at the end of the semester, your major assignments and reflections will help determine your grade:

- If, over the course of the semester, either 1) your major assignments show significant and consistent effort, risk taking, creativity, and/or use of instructor and peer feedback in composing, or 2) your work shows significant and consistent effort across the semester as well as growth in creativity, use of feedback, and risk taking (even if earlier assignments were not as “strong”), **you will get an A for all major assignments.** A strong effort from the beginning of the semester onward will be noted.
- If you check the boxes for each assignment at a basic level, and, over the course of the semester, your major assignments and reflections show some amount of or increase in effort, risk taking, creativity, and/or use of peer and instructor feedback in composing, **you will get a B for all major assignments** (even if your earlier assignments were not as “strong”).
- If you check all the boxes for an assignment, including all required elements at a basic level, **you will get a C for all major assignments.** “Checking the boxes” means that I can easily locate attempts at meeting or including assignment requirements, without having to hunt like a detective. That said, as long as you turn in a good-faith effort, you will get credit for “checking off” the assignment.
- If you are missing major assignments, turn in work that is not your own, or turn in work that does not meet any of the assignment requirements, **you will get an F. Hopefully this will be no one.**

Coursework

Analysis Assignment – 20%

What makes for clear, persuasive, and/or effective communication? For Unit 1, you will search the GWU library archives for a document, image, etc. that you find fascinating. You will then compose a rhetorical analysis essay discussing the archival material you chose and how it uses rhetoric to communicate effectively, or not. (See assignment sheet for more information.)

Due by 8am Sat., Sept. 18th via Bb

Inquiry Assignment – 20%

For our Inquiry Unit, you will research a topic, issue, question, event, person, or concern inspired by and/or related to the archival material you analyzed in Unit 1. As you inquire into your topic, you will compile an annotated bibliography that will serve as research notes for you to use in Unit 3. (See assignment sheet for more information.)

Due by 8am Sat., Oct. 16th via Bb

Synthesis Assignment – 20%

Department-designed assignment aimed at helping students reinforce research, synthesis, and argument skills. It is also designed to help students practice using formal documentation and other people’s ideas responsibly. It should give them practice with both writing a well-structured argument and using formal argument conventions. (See assignment sheet for more information.)

Due by 8am Sat., Nov. 13th via Bb

Revision Assignment – 20%

As you know from ENGL 101, revision includes re-seeing your work, looking at it again with fresh eyes or considering it in a new way. For Unit 4, you will revise or “re-see” your Unit 3 research essays in and for a new medium—a process also known as “remediation.” (See assignment sheet for more information.)

Due by 8am Tue, Nov. 23rd via Bb

Coursework and Student Ethos – 10%

Final Exam – 10%

Throughout the semester, you will be asked to do in-class activities and homework in the notebook you set aside for this class; this notebook will become a portfolio of your journey as a writer and researcher, and you will submit portions of it, along with a written reflection, as your final exam. (See assignment sheet for more information.)

Your Final Reflection and Portfolio are due by 8 AM Wednesday, December 8th (via Bb)

English Department Grading Scale

Undergraduate Chromatic Grading Scale	
4.00 A+	99-100
4.00 A	96-98
3.67 A-	94-95
3.33 B+	92-93
3.00 B	88-91
2.67 B-	86-87
2.33 C+	84-85
2.00 C	80-83
1.67 C-	78-79
1.33 D+	76-77
1.00 D	72-75
0.67 D-	70-71
0.00 F	69>

COURSE SCHEDULE

	Class Topics & Activities	Readings/Homework Due
Week 1 Aug. 18 & 20	Intro to Class + “You Are Here”	
	Intro to Unit 1 Assignment + “What is Rhetoric?” *Submit Introduction Survey by 11:59 PM (8/20)*	Read pp. 101-111, 127 (MSG)
Unit 1: Analysis		

Week 2 Aug. 23, 25, 27	What is Analysis (and why do we do it)? + Prep for Archive Day!	Review pp. 101-111, 127 (<i>MSG</i>)
	Visual Rhetoric + Archive Prep (part 2)	
	Archive Day – Group A Meet in the Gardner-Webb Archives (Dover Library, Floor 3)	
Week 3 Aug. 30 Sept. 1, 3	Archive Day – Group B Meet in the Gardner-Webb Archives (Dover Library, Floor 3)	
	Archival Materials Reflection + Rhetorical Analysis Practice, Day 2	Bring your notes & images of your archival material(s) to class
	In-class Drafting Day	Bring your notebooks to class!
Week 4 Sept. 6, 8, 10	LABOR DAY – NO CLASS	
	Rhetorical Analysis Peer Review *Must have a complete draft ready for Peer Review*	Read pp. 145-147 (<i>MSG</i>)
	Revising Based on Feedback *By 11:59PM submit a revised draft of your rhetorical analysis (with 1-3 questions) via Bb in preparation for conferences next week*	
Week 5 Sept. 13, 15, 17	Instructor Conferences (via Zoom)	
	Instructor Conferences (via Zoom)	
	Polishing your Essay *Submit Unit 1 by 8am Sat., Sept. 18th via Bb*	Read pp. 141-144 (<i>MSG</i>)
Week 6 Sept. 20, 22, 24 Unit 2: Inquiry	Introduction to Unit 2 assignment + Brainstorming & Pre-Research	Read pp. 39-54 (<i>MSG</i>)
	Library Visit (Session 1: Research Questions, Source Types, Keywords, Concept Map) Meet in the Belk Ellis Computer Lab (Dover Library)	Decide on 1-2 probable topics and bring them with you to the session
	MLA 9 Citation Style + Practice	Read pp. 172-187 (<i>MSG</i>)
Week 7 Sept. 27, 29 Oct. 1	Library Visit (Session 2) Meet in the Belk Ellis Computer Lab (Dover Library)	Check the librarian's response in the Google doc prior to class
	Research Survival Activity	
	Reading Scholarly Sources	Bring a peer-reviewed scholarly article with you to class (ideally one on your topic found during the previous two class meetings)
Week 8 Oct. 4, 6, 8	How is Knowledge Made? + Source Evaluation Activity	Read pp. 55-63 (<i>MSG</i>) & “The Pitfalls of ‘Objectivity’” (Bb); View “Opinion, Bias, Propaganda” (Bb)
	Annotated Bibliography Evaluation Activity	
	In-Class Work Day (Writing & Research) *Submit at least one annotated bib entry on your topic by 8am, Sat., Oct. 9th via Bb*	
Week 9 Oct. 11, 13, 15	Instructor Conferences (via Zoom)	
	Instructor Conferences (via Zoom)	
	In Class Work Day *Submit Unit 2 by 8am Sat., Oct. 16th via Bb*	
Week 10	FALL BREAK – NO CLASS	

Oct. 18, 20, 22	Introduction to Unit 3 assignment + Brainstorming + The Writing Process Returns	Read pp. 84-87 (<i>MSG</i>)
Unit 3: Synthesis	Thesis Statements Review + Gameshow *Submit Thesis Statement Draft & Unit 3 Writing Plan via Bb*	Read pp. 87-97 (<i>MSG</i>)
Week 11 Oct. 25, 27, 29	Why do we cite? (the dreaded P-word) + Using (and Citing) Quotations Activity *Begin collecting words for the class dictionary*	Read "Annoying Ways People Use Sources"
	PEAS Paragraphs & Quote Sandwiches	
	Argument Analysis + Argumentation and Paragraphing (time permitting) *Submit Body Paragraph Draft Worksheet*	
Week 12 Nov. 1, 3, 5	Logical Fallacies & Word Choice + Vocab	
	Engaging with Counterarguments & Differing Points of View	
	Optional Unit 3 Drop-in Conferences (via Zoom) *Submit "Different POVs and My Argument" activity via Bb*	
Week 13 Nov. 8, 10, 12	Unit 3 Peer Review	*Bring a full draft of your Unit 3 essay with you to class*
	Revising for Style/Editing Activities	Read pp. 151-163 (<i>MSG</i>) *Bring a revised draft of your Unit 3 essay with you to class*
	Work Day – No Class *Submit Unit 3 by 8am Sat., Nov. 13th via Bb*	
Week 14 Nov. 15, 17, 19	Intro to Unit 4 & Remediation + Brainstorming (NBA)	
	In-Class Work Day *Submit a plan for your Unit 4 Remediation*	
Unit 4: Revision	Remediation Draft Peer Review	
Week 15 Nov. 22, 24, 26	In-Class Work Day *Submit Unit 4 by 8am Tue, Nov. 23rd via Bb*	
	THANKSGIVING BREAK – NO CLASS	
	THANKSGIVING BREAK – NO CLASS	
Week 16 Nov. 29 Dec. 1, 3	Intro to Final Exam	
	Return to "You Are Here" Activity + Final Exam Work Day	
	Instructor Conferences (via Zoom) as needed	
Finals Week	*Your Final Reflection and Portfolio are due by 8 AM Wednesday, December 8th (via Bb)*	

Abbreviations

Bb = Blackboard

NBA = Notebook Activity

MSG = Mad Scientist's Guide to Composition