## ENGL 1102: ENGLISH COMPOSITION II

**ISSUES IN EDUCATION: TENSIONS AND CONTENTIONS**

<table>
<thead>
<tr>
<th>Course: ENGL 1102</th>
<th>Instructor: Jennifer Forsthoefel</th>
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<tbody>
<tr>
<td>CRN: 10438</td>
<td>Office Hours: T/Th 1:00-2:00</td>
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<tr>
<td>Term/Year: Spring 2013</td>
<td>(and by appointment)</td>
</tr>
<tr>
<td>Day/Time: T/Th 11:00am-12:15pm</td>
<td>Office: Langdale Hall 957</td>
</tr>
<tr>
<td>Location: Classroom South 525</td>
<td>Email: <a href="mailto:jforsthoefell@gsu.edu">jforsthoefell@gsu.edu</a></td>
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### 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.**

This course is themed around exploring ideas, beliefs, values systems, and strategies associated with higher education. While we will be researching how these things operate on a national level, we will also try to locate these issues in your home community, Georgia State University. Overall, which learning the standards and language expected of your writing, research, and argumentation at this University, you will also explore what your education means to you and whether those values are in line with the purposes articulated on a national level.

### 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 ideas.
- 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


**Suggested Texts**


**Course Materials (Recommended)**

- Three-ring binder to hold course handouts.
- Reliable access to a printer
- GroupMe account
- Students must have access to the Internet for supplemental readings, D2L, Google Drive and GSU email. Students may find a flash-drive, GSU estorage, or other electronic storage tool useful for managing drafts and assignments.

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**Course Requirements and Policies**

**Academic Honesty/Plagiarism**

Students who need accommodations should arrange a meeting with their instructor during office hours. Be sure to bring a copy of your Student Accommodations Form to the meeting. If you do not have an Accommodations Form but need accommodations, make an appointment with the Office of Disability Services (Suite 230, New Student Center, 404-463-9044) to make arrangements.

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](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.

FOR ENGLISH MAJORS
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 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 may have specific items to place in the portfolio, so be sure to check booklet located next to door of the front office of the English Department. Senior Portfolio due dates are published in the booklets or you may contact an advisor or Dr. Dobranski, Director of Undergraduate Studies. See the English office for additional information.

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 room 2420 on the 24th floor of 25 Park Place or at www.writingstudio.gsu.edu for more information.
ELECTRONIC COMMUNICATION
The preferred mode of communication with the instructor is via email to jforsthoefer1@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.

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.

GROUPME ACCOUNT
One option of communicating with me and rest of your classmates this semester will be through a GroupMe Account. This program operates similar to a group chat session and will be useful for asking quick questions you may have. You all will be a part of this chat session, so please take it upon yourself to answer your classmates’ questions or contribute to the discussion in any way you would like. This is not meant to replace email communication, but add to it as another option for getting information quickly. You can download the application on your smartphone or tablet or visit https://groupme.com/.

POLICY ON SOCIAL MEDIA
Lower Division Studies and the Department of English supports the use of social media such as Twitter, Facebook, and Tumblr as subjects for discussion and writing prompts in both ENGL 1101 and ENGL 1102 courses. Student and instructor privacy, however, is of utmost importance; therefore, students will not be required to use social media.

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.

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.

CLASSROOM CONDUCT
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, computers, tablets 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 see www.english.gsu.edu/~lds for additional information regarding the Disruptive Student Behavior Policy.

**ATTENDANCE AND PUNCTUALITY**
Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. The majority of our class meetings will begin with a short quiz or written response to the readings assigned for that day. Late students will not be given extra time for quizzes. These quizzes/responses cannot be “made-up” at a later date. Missing class may result in a failing grade.

**ESSAY SUBMISSION**
Please staple all final drafts of your essays (no binders or paperclips) BEFORE coming to class. They should be typed on a word processor, double-spaced with standard margins and font (Times New Roman, 12 point). Emailed or faxed submissions will not be accepted. You MUST meet the length requirement.

**PEER WORKSHOP**
The class before the final due date of a few of your essays will be dedicated to peer workshops, during which we will read each other’s work. In addition, you will have the opportunity to discuss with me any questions or concerns you have about your essay. Participation in Peer Workshop will account for 5% of your overall grade.

**HOMEWORK**
In addition to reading assignments, you will be assigned homework that you will turn in on the class period listed in the schedule that follows. While typically homework is listed in this schedule, at times I will assign additional work as the semester progresses. It is your responsibility to make note of this additional work and to complete it as assigned. If you are assigned homework from the textbook that includes a group work component, assume that I am asking you to complete this assignment individually unless I state otherwise. The majority of your grade on these assignments will be based on completion. If the activity seems difficult, try your best. Evidence of this will ensure that you receive full credit. We will discuss these homework assignments at length in class.

**LATE WORK**
All assignments should be submitted, in person, on time, and in the correct format. If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. I do not accept email submissions. In-class assignments cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

Should you miss class, it is your responsibility to find out any announcements or material that you may have missed. To do this efficiently, each of you will have a “class buddy.” If you miss
class or anticipate missing class, you should contact this class buddy to turn in work that may be
due that day for you or to get any notes or announcements you may have missed. If you attempt
to contact your class buddy and get no response please feel free to contact me with any questions
or concerns. If you fail to participate in this buddy system your participation grade may be
affected.

Class Buddy

Name:

Phone Number:

Email Address:

**GRADING AND EVALUATION**

**Grading**

<table>
<thead>
<tr>
<th>Superior</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Failing</th>
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<tbody>
<tr>
<td>100 to 98 = A+</td>
<td>89 to 88 = B+</td>
<td>79 to 78 = C+</td>
<td>69 to 60 = D</td>
</tr>
<tr>
<td>97 to 93 = A</td>
<td>87 to 83 = B</td>
<td>77 to 70 = C</td>
<td>Below 60 = F</td>
</tr>
<tr>
<td>92 to 90 = A-</td>
<td>82 to 80 = B-</td>
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**Course Evaluation**

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

<table>
<thead>
<tr>
<th>Due</th>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>9/29</td>
<td>Assignment 1: An Analysis of the University: Digital Representations</td>
<td>10%</td>
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<tr>
<td>10/20</td>
<td>Assignment 2: Topic Proposal and Annotated Bibliography: Defining Higher Education</td>
<td>20%</td>
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<td></td>
<td>Assignment 3: Research Presentation: Digitally Representing Your Research</td>
<td>15%</td>
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<td></td>
<td><strong>Continual</strong> Daily Quizzes <strong>Continual</strong> Peer Workshops &amp; Mandatory Individual Conference</td>
<td>5%</td>
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<td></td>
<td><strong>Continual</strong> Participation</td>
<td>10%</td>
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<tr>
<td></td>
<td><strong>Continual</strong> In-Class Writing/Homework: in- and out-of-class activities</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
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An Analysis of the University: Digital Representations

Purpose
When we analyze something, we break down information into parts which we then consider more closely to determine what the information means or why it is important. With analysis we move to explain why we view, understand, or use the subject the way we do. Thus, the analysis essay explores specific aspects of information from the writer’s perspective and uses specific criteria in order to come up with a conclusion that is frequently not obvious with a quick look. This assignment should demonstrate your abilities to analyze and describe your analysis in detail providing your own comments and critiques.

Assignment
As a class, we have pinpointed an interest in learning more about HBCUs. For this assignment you will select a particular HBCU and analyze the website content associated with this University. Once you have chosen a University, examine the website carefully from all angles. Choose a set of criteria (The Aristotelian Triangle; The Rhetorical Situation; Claim, Support, and Assumptions; Race, Class, Gender, Sexual Orientation, or Physical Ability) to analyze this material. You should explain your criteria and take a position and prove your point with evidence. Overall make sure to:

- Describes the website in detail.
- Make a claim
- Support your claim with evidence from the website as well as with relevant research
- Include a works cited page that lists all of your sources

Requirements
- 4-5 pages in length
- A Title
- MLA format
  - 1” margins on top, bottom, left and right; left justified
  - Name block includes your name, the class (Engl 1102), the date, and the title of the assignment. This Name block should be single-spaced.
  - Header should be ½” from the top right margin and include your last name and page number
  - Double-spaced and in 12-point Times New Roman font
  - A correctly formatted Works Cited page
Topic Proposal and Annotated Bibliography: Defining Higher Education

Purpose
Crafting an argument step by step often helps you assess an issue of interest. While crafting your proposal, you should determine whether or not your topic is arguable and how you want to focus your issue. An annotated bibliography is frequently assigned to help prepare students for writing a research paper. In an annotated bibliography, the researcher demonstrates what research has been done, explains why the sources chosen are important, and proposes how these sources could be useful in the future. The annotated bibliography is a very formulaic genre, so please follow the assignment sheet when creating your final document. This assignment will help you organize your research materials and encourages you to consider the value of the sources you have found when investigating a chosen scholarly focus.

Assignment
For this assignment, write a 1-2 page paper highlighting the issue related to higher education you explore in your annotated bibliography and ultimately your final research paper. You should begin by setting up the issue, providing your current understanding of the topic in order to establish the context. This portion of your paper should end with the focus or thesis of your annotated bibliography and your future argument paper.

Following this section, provide an explanation of what you need to research further in order construct an argument on this topic. Include a general plan of the way(s) you anticipate obtaining this information and any constraints or concerns you anticipate encountering when constructing the final research paper on this topic.

Then you will provide a list of SEVEN sources listed in MLA format that relate to in some way to your thesis statement. Of these SEVEN sources, at least ONE must be a book or chapter of a book (depending on its relevance to your topic). Of these SEVEN sources, you may include TWO popular sources. The other five must be scholarly.

After providing the MLA citation for the source, you will write a précis/annotation of the work. Each annotation should be about 200-250 words in length and should include (in this order):

- Name the author, genre, and title of work, date in parentheses; a rhetorically active verb (such as "claims," "argues," "asserts," "defines," "explores," or "suggests"); and a "that" clause containing the major assertion or thesis statement in the work in your own words.
- An explanation of how the author develops and supports the thesis (i.e. evidence), usually in chronological order.
- A statement of the author's apparent purpose, followed by an "in order to" phrase.
- A description of the intended audience with support from the text
- An explanation of how this source would work in support of your thesis

Requirements
- 1-2 page Topic Proposal with Title
- MLA format
o 1” margins on top, bottom, left and right; left justified
o Name block includes your name, the date, the class (Engl 1102), and title of the assignment (Annotated Bibliography). This should be single spaced and on the left justified
o Header should be ½” from the top right margin and include your last name and page number
o Double-spaced and in 12-point Times New Roman font
Research Paper: What is Higher Education and Why Does it Matter?

Purpose
The purpose of writing an argument essay is to learn how to persuade your readers and offer a possible solution to conflicts. You may draw on the research and writing you conducted in your earlier essays and bibliography to build a focused, sustained, and developed argument.

Assignment
To get started, you will need to:
• Identify the argument you wish to pursue
• Identify the rhetorical situation
• Identify your own position

In your final argument, you will develop and support a particular claim or perspective related to an issue in higher education in order to persuade an audience. As a responsible and ethical writer of an argumentative essay, you must also present the complexity of the issue and distinguish the main arguments surrounding it, including those that refute your argument. Drawing upon the research you have done and further research needed, and be sure to incorporate more than one perspective on the argument, but only focus on one particular claim.

Provide background information on the issue followed by a clearly constructed thesis statement. Include evidence and support for your claim, identifying and addressing the rebuttals and refutation arguments on your stance. Consider the rhetorical situation, demonstrate your recognition of these elements, and appropriately include appeals to ethos, pathos, and logos to support your stance while also maintaining an appropriate tone for this academic essay.

Requirements
• 6-8 pages
• A Works Cited pages with at least 7 sources (not a part of the page count). At least five of these sources must be scholarly sources (including scholarly books or book chapters) and two may be “popular” sources.
• MLA format
  o 1” margins on top, bottom, left and right; left justified
  o Name block includes your name, instructor’s name, the class (Engl 1102), and the date
  o Header should be ½” from the top right margin and include your last name and page number
  o Double-spaced and in 12-point Times New Roman font
  o A correctly formatted Work Cited page in MLA style
Research Presentation: Digitally Representing Your Research

Purpose
The purpose of presenting your final paper’s claim and support to the class is to not only solidify these elements for yourself, but to ensure that you can clearly articulate them to an audience of your peers.

Assignment
You will be asked to present the argument that you are making for your final paper in a 15 minute presentation for the class. This presentation can take several formats including PowerPoint, Prezi, videos, audio, or any other digital variety. In addition, you must include a handout for the class that clearly states:

1. your claim
2. support for your claim
3. rebuttal arguments and how you plan refute those rebuttals.
4. a bibliography of sources that you plan to cite in your essay, correctly formatted in MLA style.

These can be bullet points or paragraphs, whatever you would prefer, and can be made visually appealing in any manner that you choose (pictures, designs, colors, etc).

Your grade will be based on the clarity and creativity with which you tackled this assignment as well as whether or not you met all of the aforementioned necessary requirements.

Checklist for Final Paper and Presentation

☐ Turn in Revised Topic Proposal March 27th
☐ Turn in Outline of Final Paper March 29th
☐ Schedule a conference with Miss Forsthoefel …………………….Date ____________
  Time ________
☐ Schedule Final Paper Presentation …………………………Date ____________
  Time ________
☐ Attend Conference as scheduled with Miss Forsthoefel to receive feedback on my draft
☐ Make handout and visuals for presentation
☐ Turn in Final Paper on April 24