

ENG 122: 002 ENGLISH COMPOSITION II

RED ROCKS COMMUNITY COLLEGE
FALL 2018 SYLLABUS

CONTACT INFORMATION

Instructor:	Amanda Meier
Office Location:	2646 (west side, second floor)
Email:	Through D2L (amanda.meier@rrcc.edu)
WhatsApp / Text:	(804) 818-6237
Office Hours:	Although I do not have scheduled office hours, I am available to help you with individual tutoring or just to listen if you need someone to talk to. There is no shame in asking for help. Please contact me to schedule a meeting. I am happy to meet with you in-person, by phone, or online. We will also schedule three individual conferences throughout the semester, where we can discuss your work and progress in the class.
Response Time:	On weekdays between 9 am and 6 pm, I typically respond to emails and messages within two hours. During evenings and weekends, I will respond within 24 hours.

REQUIRED TEXTBOOK/COURSE MATERIALS

1. Braziller and Kleinfeld. *Bedford Book of Genres: A Guide with Readings*. 2nd Edition. Boston: Bedford St. Martins, 2018. ISBN: 9781319058470
2. Access to the Google Suite (Google Docs, Sites, etc.) We will be using this frequently for your E-Portfolio.

RECOMMENDED MATERIALS

1. Barcharts. *English Grammar and Punctuation*. ISBN: 9781423218654
2. Barcharts. *English Composition and Style*. ISBN: 9781423222873
3. Barcharts. *Essays and Term Papers: Basic Guide*. ISBN: 9781423222880
4. Purdue OWL Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

COURSE DESCRIPTION

ENG 122 English Composition II expands and refines the objectives of English Composition I. This course emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or persuasive/argumentative compositions that incorporate research. Credit hours: 3

In this section of ENG 122, we will be exploring issues related to **social justice and advocacy**. Social justice issues result from unequal access to resources, unfair treatment of individuals and communities based on race, gender identity, sexual orientation, ability, class, etc., and laws and policies that support exclusion, segregation, and inequality. You will select a social justice issue. This issue will be the focus of *all* of your writing in this course. The writing you will do in this class will seek to accomplish a particular goal on behalf of a particular community to which you may or may not belong.

Using different modes of rhetorical communication and argumentation (print, digital, and visual), you will create texts that raise awareness, participate in debates, and advocate for your selected issue. At the end of the semester, you will submit a portfolio of your work. Through this work, you will learn how to use writing as a powerful tool for change.

Possible social justice issues include:

- Indigenous land/water/treaty rights (Dakota Access Pipeline)
- Flint, Michigan water crisis
- Murdered and missing indigenous (aboriginal) women in the U.S. and Canada
- Femicide on the U.S./Mexico border (Ciudad Juárez murders)
- The right to appointed counsel for unrepresented children in immigration proceedings
- For-profit prisons and undocumented immigration reform
- The prison industrial complex and inmate rights
- Transgender inmate rights
- Preventing and responding to violence against the trans community
- LGBTQ homeless youth and shelter policies
- Protecting LGBTQ youth from “conversion therapy”
- Equality Act, which would establish protections against discrimination based on an individual’s sexual orientation or gender identity in matters of employment, housing, access to public places, federal funding, credit, education, etc.
- Rape/rape culture/sexual assault on college campuses
- Rape/rape culture/sexual assault in the military
- Criminal justice system sentencing guidelines and sexual assault
- Gender pay gap
- Female reproductive rights
- Gender equality and access to education for women and girls
- Female Genital Mutilation (FGM)
- Voter rights, which might include ID laws and gerrymandering
- Racial justice and the criminal justice system

This is by no means an exhaustive list of topics. You are welcome to develop your own topic. However, not everything is a social justice issue. For example, a paper that presents the best diet to lose weight is NOT focused on a social justice issue. However, if you are interested in food, weight, body image, and/or dieting, you could focus on one of the following topics:

- Ending the use of the BMI by the medical/insurance industry
- Equal access to nutritionally sound food (food deserts, food insecurity, SNAP, etc.)
- Prohibiting food fast companies from marketing to children
- Relationship between fashion/media and negative body image/eating disorders
- Colonization and the globalization of thin privilege/fatphobia/body shaming
- Capitalism and the diet industrial complex
- You will notice that the issues listed above effect groups of people, and as such, we will pay particular attention to the ethics of representation and advocacy.

Course Prerequisite/Co-requisites:

To take this course, you must have passed English Composition I with a C or better.

GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT

The Colorado Commission on Higher Education has approved ENG 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

WRITTEN COMMUNICATION CONTENT CRITERIA — GT-CO2

1. Deepen Rhetorical Knowledge
 - a. Focus on rhetorical situation, audience, and purpose.
 - b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
 - c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
 - d. Practice reflective strategies.
2. Deepen Experience in Writing
 - a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
 - b. Critique one's own work and other's work.
3. Deepen Critical and Creative Thinking
 - a. Evaluate the relevance of context.
 - b. Synthesize other points of view within one's own position.
 - c. Reflect on the implications and consequences of the stated conclusion.
4. Use Sources and Evidence
 - a. Select appropriate sources and evidence.
 - b. Evaluate the relevance of sources to the research questions.
5. Deepen Application of Composing Conventions
 - a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
 - b. Use specialized vocabulary, format, and documentation appropriately.

COMPETENCIES & STUDENT LEARNING OUTCOMES FOR GT-CO2

1. Employ Rhetorical Knowledge
 - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Use Sources and Evidence
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

COURSE LEARNING OUTCOMES

1. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments.
2. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable.
3. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting.
4. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects.
5. Select and apply contemporary forms of technology to solve problems or compile information.

TOPICAL OUTLINE

Note: Outline details recursive, not linear, activities.

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| <ol style="list-style-type: none"> I. Rhetorical Knowledge <ol style="list-style-type: none"> a. Rhetorical situations b. Audience c. Purpose d. Reading and writing for multiple discourse communities e. Understanding relationships between form and content f. Genre g. Reflective strategies II. Experience in Writing <ol style="list-style-type: none"> a. Generating ideas b. Planning c. Drafting d. Editing e. Proofreading f. Revising g. Critiquing h. Recursive process III. Critical and Creative Thinking <ol style="list-style-type: none"> a. Evaluating relevance of context b. Presenting a position | <ol style="list-style-type: none"> c. Synthesizing other points of view d. Drawing relevant conclusions and reflecting on their implications <ol style="list-style-type: none"> IV. Research Processes <ol style="list-style-type: none"> a. Developing a research question b. Locating, selecting, and evaluating sources c. Using technology for research d. Evaluating sources' relevance to research question e. Integrating and synthesizing sources f. Documenting sources in appropriate style V. Composing Conventions <ol style="list-style-type: none"> a. Applying genre conventions b. Voice, tone, and style c. Structuring and paragraphing d. Employing appropriate mechanics, syntax, and diction |
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ASSIGNMENTS

The only way to develop your writing skills is to do a lot of guided practice in reading and writing. You will be doing this informally, in class and in small assignments outside of class, and more formally, in a research project. Detailed guidelines for each assignment will be provided in class and on D2L.

Unless otherwise noted, all written assignments will be submitted to D2L and must be typed and double-spaced with correct/consistent MLA citation format. Please keep all assignments for future reference.

Participation:

A large amount of work this semester will be done in class with me and your peers. I hope you actively participate in this class because I have found it is the best way to engage you in learning. Successful students are actively engaged in the classroom. This means asking questions, making meaningful contributions to in-class discussions, and working well in pairs and small groups. Active participation also includes minimizing cell phone use in our classroom. Please be respectful of our time together. You will receive a weekly participation grade in D2L.

Informal Assignments:

This includes reading responses, writing exercises, and initial drafts of papers and projects. The purpose of informal assignments is threefold:

- To get you thinking about the topics and ideas we are discussing so that you can develop informed opinions on them
- To give you the opportunity to practice the skills you need for each paper
- To reflect on your writing development after each formal paper

Papers and Projects:

During this course you will complete a substantial research project composed of four parts: a research proposal, an annotated bibliography, a persuasive research paper, and a multigenre project. Each paper and project will also be accompanied by an artist's statement that discusses and reflects on the composing choices you made. Detailed guidelines for papers, projects, and artist's statements will be provided in class and on D2L.

Your early drafts of papers and projects will count towards your Informal Assignment grade. On early drafts I will indicate whether your writing is *not passing*, *passing*, or *above passing*. As we progress through the semester, I will begin to put grades on drafts to give you an idea of how your drafts would do in the E-Portfolio (see below).

However, no draft in this class is ever final until the final E-Portfolio. You may continue to revise your drafts throughout the semester to improve your grade in the final E-Portfolio.

E-Portfolio:

The bulk of your grade in this class will be determined by your final E-Portfolio. Throughout the semester, your writing will go through multiple revisions, as you share them with me and your peers and get advice on revision. At the end of the semester, you will create an online portfolio that contains polished, revised versions of your work, marked up drafts and revisions, and a final Reflective Statement. Your final portfolio will make up 70% of your grade.

**** Important Reminder**** Keep every version (hard copy and electronic) of your writing from the first rough draft to the final revision. You will not receive full credit on your E-Portfolio without all the necessary documents. To make sure your electronic files are safe, I suggest that you copy them to an online storage or cloud space like Dropbox or Google Drive. We will have several in-class E-Portfolio workshops throughout the semester to help you keep up with the work.

You can view a sample student E-Portfolio here:

<https://sites.google.com/view/wanyucompositionportfolio/home>

GRADING POLICY

Your grade in this course will be determined by three categories:

Participation	15%
Informal Assignments	15%
Final E-Portfolio	70% (See below for how this will be calculated)
Total	100%

Your grade may be viewed in the “Grades” tab of D2L. Throughout the semester, I will assign temporary grades for each paper in D2L, which will count towards your E-Portfolio grade. **But remember, no paper or project in this class is final until the final E-Portfolio!** You may continue to revise papers and projects throughout the semester to improve your E-Portfolio grade.

A =	90-100%	Excellent
B =	80-89%	Good
C =	70-79%	Fair
D =	60-69%	Poor
F =	59% or below	Failing

IMPORTANT DATES

STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “[Detailed Student Schedule \(with Drop-Withdrawal Dates\)](#)” LINK IN THE ROCK, UNDER THE STUDENT TAB:

https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched

Drop/Census Date (last day to drop with a refund)

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. **If you are considering dropping the class, please talk to your instructor first.** If you are on financial aid, you should also consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

Withdraw Date (last day to withdraw with a “W”)

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. **If you are considering withdrawing from the class, please talk to your instructor first.** If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

DETAILED IMPORTANT DATES

August 19:	Last day to add 15-week a class without instructor approval
August 20:	Full-term classes begin

September 1-3:	No classes; Labor Day
September 5:	Last day to add a fall class using the “registration by permission” process or drop* a fall class and initiate refund; application deadline for fall graduation; tuition payment due for fall
October 2:	Late fees added on accounts with outstanding balances that aren’t on a payment plan
October 16:	No classes; Development Day
November 2:	Holds placed on accounts with outstanding balances
November 5:	Spring 2018 registration begins
November 13:	Last day to withdraw* (“W” recorded; no refund)
November 19-25:	No classes; fall break
December 11:	Classes end; final tuition payment for fall

***Students with financial aid should consult a financial aid advisor before dropping or withdrawing from a class.**

ATTENDANCE

Because our writing class is a community and many of our activities are collaborative, your attendance is incredibly important to your success in this class. I urge you to attend every class. However, I understand that sometimes problems arise that may prevent you from attending. Please contact me as soon as you know you will be absent. This helps me adjust my plan for the other students and we can discuss make-up options.

If you miss a class, you will receive a participation score of 0 for that day. But, I understand that sometimes emergencies and traumatic events happen. These situations are difficult, but if you contact me within 24 hours of the event and provide documentation, you will not lose participation points.

PARTICIPATION

As I mentioned under the “Assignments” section, your active participation in this class is crucial. Please review that section for a definition of active participation.

You will receive weekly participation grades in D2L (10 points per week). If you are fully present, prepared, and contributing actively to the discussion, you will receive the full 10 points. Coming to class late, unprepared, or not engaging with your classmates and myself will lower your participation grade for the week.

MAKE-UP / LATE WORK

Unless you contact me before the due date and we discuss an alternative, late work is eligible for 60% of points. This means that if you must be absent for a class, I encourage you to still turn your homework in on time to avoid a lower grade. You can always submit homework via D2L, email, or with a classmate.

If you have an emergency or traumatic event that prevents you submitting work on time, please contact me within 24 hours of the event and provide documentation. I will be happy to discuss alternatives to ensure your grade does not suffer.

STRATEGIES FOR SUCCESS

Your success in this course is important to me. This section details some suggestions for how to succeed in this course.

Communicate: I cannot emphasize enough that communication is key. I hope you feel comfortable contacting me about any questions or troubles you may have. I am here to help you, but I can only do that if you communicate openly with me.

Prepare: Our readings and homework are designed to help you prepare for class discussions and papers. Completing these assignments before class will help your participation grade and ensure your success in the course.

Actively Participate: Successful students are actively engaged in the classroom. This means asking questions, making meaningful contributions to in-class discussions, and working well in pairs and small groups. Active participation also includes minimizing cell phone use in our classroom. Please be respectful of our time together.

Manage Your Time: We have a lot of information to cover this semester, so good time management is crucial. I will help you by posting homework and due date reminders on D2L. You should get into the habit of checking D2L daily.

Please be sure to budget your time outside of class. Each week, you will have reading and writing assignments to complete before class. On average, please plan to spend at least 8 hours per week on reading and writing for this course.

Use Additional Resources: On D2L, I will post additional resources and tutorials related to MLA, grammar, reading skills, and vocabulary building. As a RRCC student, you can access many different college services. Please see me or your advisor for more information.

STUDENT COMPLAINT PROCESS

If have a problem with the class, please try to resolve it with your instructor first and foremost. If a meeting does not resolve your issue, or if you do not feel comfortable discussing the matter with your instructor privately, contact Department Chair Leah Rogin-Roper, <mailto:Leah.Rogin-Roper@rrcc.edu>. If the Chair can't resolve your issue, your next point of contact will be Dean Mike Coste, <mailto:Mike.Coste@rrcc.edu>.

OUTSIDE RESOURCES

If you find yourself struggling with reading, writing, revising, or anything else in this class, please speak with me. I also encourage you to visit the Writing Center (at the back of the Library), or the [online Writing Center](#) for help outside of class. RRCC's Connect to Success office (room 1262, Learning Commons) can help you reach your academic goals as well. See [Connect to Success](#) for more information. RRCC also has counseling services available. See [RRCC Behavioral Health Services](#) for more information.

STUDENT PUBLISHING OPPORTUNITIES

RRCC has two journals. [Claro](#), RRCC's scholarly journal, publishes students' high-quality academic work (research papers, charts/graphs, reports, reviews, websites, videos, etc.) through instructor submission. [Obscura](#), RRCC's art and literary journal, publishes original fiction, poetry, creative nonfiction, and art in all genres; work can be submitted work directly at any time at <mailto:RRCCObscura@gmail.com>.

For exciting literary events, writing contests, writing prompts, and much, much more, please follow the [RRCC English Department](#) on Facebook at <https://www.facebook.com/rccenglish/>

RRCC SYLLABUS INSERT — REQUIRED AND ADDITIONAL INFORMATION

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the "Student Resources" pull-down menu.

COURSE SCHEDULE

This is a tentative course schedule. Depending on the needs and skills of you and your classmates, I may revise this plan throughout the semester. I will always announce changes in class and via D2L.

Please bring your textbook to class everyday. On days that a reading is due, please come to class with the reading annotated and be ready for a class discussion. Homework assignments are always due at the beginning the class unless otherwise noted.

Abbreviations:

D2L = Desire 2 Learn
 BBG = *Bedford Book of Genres*
 p. or pp. = page or page

Week 1: August 21-23

- Course introduction & "What is Social Justice?"
- **Read / View:** Photo Essay "We Are Still Here"
- **Write:** Reflective Journal #1
- **Do:** Upload writing sample from ENG 121

Week 2: August 28-30

- Understanding Rhetorical Situations & Genres
- **Read:** BBG pp. 4-39, "Seeing Past Fear," "Facts About Muslims," & "What Would Michigan Do..."
- **Write:** Reflective Journal #2 & #3

Week 3: September 4-6

- Research Proposals, Exploratory Research, & Research Questions
- **Read:** "The Importance of Getting Curious" & BBG pp. 293-309
- **Write:** Reflective Journal #4 & draft 2-3 potential research questions

Week 4: September 11-13

- MLA Workshop & Individual Conferences
- **Read:** BBG pp. 272-390 & pp. 90-102
- **Write:** Research Proposal 1st draft due & Reflective Journal #5

Week 5: September 18-20

- Author's / Artist's Statements & E-Portfolio Workshop
- **Write:** Research Proposal 2nd draft & Artist Statement due

Week 6: September 25-27

- Research Skills, Annotated Bibliographies, and Evaluating Sources
- **Read:** BBG pp. 314-348 & *Rules for Writers* pp. 427-430
- **Do:** Find and bring 2 sources for your research project
- **Write:** Reflective Journal #6

Week 7: October 2-4

- Reading & Evaluating Arguments
 - **Write:** Reflective Journal #7 & Annotated Bibliography 1st draft due
 - **Read:** BBG pp. 113-135
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Week 8: October 9-11

- Persuasive Research Paper & Developing Your Argument
 - **Write:** Reflective Journal #8 & Annotated Bibliography 2nd draft due
 - **Read:** BBG pp. 104-112
-

Week 9: October 16-18

- **No class on October 16 (Development Day)**
 - Incorporating Sources: Quoting, Summarizing, & Paraphrasing
 - **Read:** BBG pp. 350-371
 - **Write:** Reflective Journal #9
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Week 10: October 23-25

- E-Portfolio Workshop & Individual Conferences
 - **Write:** Persuasive Research Paper 1st draft due
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Week 11: October 30-November 11

- Peer Review & Multigenre Projects
 - **Read:** *Rules for Writers* pp. 30-48 & BBG pp. 428-444
 - **Write:** Persuasive Research Paper 2nd draft due
-

Week 12: November 6-8

- Multigenre Projects & Proposals
 - **Read:** BBG pp. 286-289
 - **Write:** Reflective Journal #10 & Persuasive Research Paper 3rd draft due with Artist's Statement
-

Week 13: November 20-22

- **No class (Fall Break)**
-

Week 14: November 27-29

- Peer Review and Multigenre Project Workshop
 - **Write:** Multigenre Project 1st draft due
 - **Do:** Bring materials for Multigenre Project
-

Week 15: December 4-6

- E-Portfolio Workshop & Multigenre Project Share-Out
 - **Write:** Multigenre Project 2nd draft & Artist's Statement for Multigenre Project due
-

Week 16: December 11

- Course Wrap-Up
- **Final E-Portfolios due by 11:59pm**