

# English 1120: Composition II

Section 01 · 9067 Haley Center · MWF · 8:30

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Office: 9067 Haley Center  
Office Hours: Mondays 1-4  
*Additional Meetings by Appointment*

## Required Texts and Materials

*From Inquiry to Academic Writing: A Text and Reader* (4<sup>th</sup> 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 familiarize 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 1120 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 1-4 & 11

### ***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 5-7, 12

### ***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 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/](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 (31<sup>st</sup> 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 15<sup>th</sup> 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:

<b>Project</b>	<b>Writing Exercise</b>	<b>Major Paper</b>	<b>Total Percentage</b>
Project I	5%	15%	20%
Project II	5%	20%	25%
Project III	5%	25%	30%
Oral Presentation			5%
Remix Project			10%
Other*			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 every one. Keep in mind, then, that the schedule is not chiseled in stone. If we need more time to complete a task, we will—within reason—take it.

*Week, Class Activity, Assignment Due*

<b>Week 1</b>		
1/7	General introduction to the course. Discuss syllabus, expectations, and basics of writing and rhetoric. Discuss course theme “Communities and Connection”	
1/9	Introduction to Project I.  Discuss habits of mind of academic writers.	Read Chapter I in <i>LAW</i> : “Starting with Inquiry” (pp. 1-19).
1/11	<u>Focus on Craft</u> : developing strategies for reading, writing, and rhetorical analysis.	Read Chapter 2 in <i>LAW</i> : “From Reading as a Writer to Writing as a Reader” (pp. 38-52).
<b>Week 2</b>		
1/14	Discuss the challenges and benefits presented by 21 <sup>st</sup> century communication.	Read Turkle: “The Flight from Conversation” (pp. 59-63 in <i>LAW</i> ).
1/16	<u>Focus on Craft</u> : Composition Workshop -Citations -Organization -Composition	Come to class with rough draft of Ex I.
1/18	Discuss the challenges and benefits presented by 21 <sup>st</sup> century communication.	Read Menand: “Bowling Alone” and “Making Democracy Work” (Canvas).  <b>Due: Exercise I. Submit to Canvas.</b>
<b>Week 3</b>		
1/21	MLK—NO CLASS	
1/23	Discuss the challenges and benefits presented by 21 <sup>st</sup> century communication.	Read Delbanco: “The Solution to Millennial Loneliness” (Canvas).  Read Bruni, “The Lie of College Diversity” (Canvas).
1/25	<u>Focus on craft</u> : Providing context	Read the following from Chapter 3 in <i>LAW</i> : -Summaries, Paraphrases, Quotations (64-70) (72-79)

<b>Week 4</b>		
1/28	<u>Individual conferences</u> : no class meeting. Bring draft of paper, note-taking materials, and list of questions to conference.	Read Chapter 4 in <i>LAW</i> (pp. 87-104).
1/30	<u>Focus on craft</u> : identifying claims and analyzing arguments.	Bring sources and complete draft of Paper I to class for workshop review.
2/1	Discuss communities in the 21 <sup>st</sup> century.	<b>Due: Complete Draft of Paper I (hard copy or digital version with accompanying interactive device).</b>
<b>Week 5</b>		
2/4	<u>Focus on Craft</u> : TBA	Read Kozol: "History Retweets Itself" (p. 80-86) Read Khanna: "A New Map for America" (Canvas).
2/6	Introduction to Project II. Discuss issues in communication.	<b>Due: Paper I. Submit to Canvas.</b>
2/8	<u>Focus on craft</u> : identifying issues and forming questions.	Read Chapter 5 in <i>LAW</i> (pp. 114-122).
<b>Week 6</b>		
2/11	Discuss issues in communication.	Read Quindlen: "Doing Nothing is Something" (pp. 123-131).
2/13	<b>Early Alert/Midterm Grade Deadline.</b> <u>Focus on craft</u> : identifying issues and forming questions.	Read Chapter 6 in <i>LAW</i> (pp. 141-146). <b>Due: Exercise II. Submit to Canvas.</b>
2/15	Discuss issues in communication. <u>Focus on craft</u> : The Thesis	Read Avdeeff: "Beyoncé and Social Media" (pp. 495-505 in <i>LAW</i> ).
<b>Week 7</b>		
2/18	Discuss communities in the 21 <sup>st</sup> century.	Read Tannen: "How Male and Female Students Use Language Differently" (Canvas).
2/20	Discuss communities in the 21 <sup>st</sup> century.	Read Chapter 9 in <i>LAW</i> (pp. 247-267).
2/22	<u>Focus on craft</u> : Introducing an essay.	Read Chapter 11 in <i>LAW</i> (pp. 314-321)
<b>Week 8</b>		
2/25	<u>Focus on craft</u> : Developing Paragraphs	Read Chapter 11 in <i>LAW</i> (pp. 321-333)

2/27	<u>Focus on craft</u> : Drafting conclusions	Read Chapter 11 in <i>LAW</i> (pp. 334-343)
3/1	<u>Focus on craft</u> : developing strategies for organizing and drafting an essay.	<b>Due: Bring all materials for Paper II to class.</b>
<b>Week 9</b>		
3/4	<u>Focus on craft</u> : bring sources and complete draft of Paper II to class for workshop review.	<b>Due: Complete Draft of Paper II (hard copy or digital version with interactive device).</b>
3/6	<u>Focus on craft</u> : Logos, Ethos, and Pathos	Review Chapter 9 in <i>LAW</i> (pp. 247-267)
3/8	<u>Focus on craft</u> : Logical Fallacies	Read Chapter 9 in <i>LAW</i> (pp. 267-282)
<b>Week 10</b>		
3/11	<b>Spring Break—No Class</b>	Work on Paper II
3/13		
3/15		
<b>Week 11</b>		
3/18	Introduction to Project III.  Discuss issues in communication.	Reading TBD.  <b>Due: Paper II. Submit to Canvas.</b>
3/20	Introduction to Project III. Discuss issues in communication.	Read Chapter 7 in <i>LAW</i> (pp. 165-184).
3/22	Discuss issues in communication.	Read Wheeler: “How to Monitor Fake News” (Canvas).
<b>Week 12</b>		
3/25	Discuss communities in the 21 <sup>st</sup> century.	Read Deresiewicz “The End of Solitude” (pp. 132-140)
3/27	<u>Focus on Craft</u> : develop strategies for persuasion and rhetorical appeal.	Read Chapter 8 in <i>LAW</i> (pp. 187-188, 211-218).
3/29	Discuss communities in the 21 <sup>st</sup> century.	<b>Due: Exercise III. Submit to Canvas.</b>
<b>Week 13</b>		
4/1	<u>Focus on Craft</u> : Synthesizing sources, using quotations	Read Chapter 8 in <i>LAW</i> (pp. 228-246).
4/3	<u>Focus on Craft</u> : Integrating quotations, paraphrasing, formatting.	Reading: TBA
4/5	<u>Workshop</u> : Analyzing a professional publication.	Reading: “Building Community from the Inside Out” (Canvas, pp. 1-8)

<b>Week 14</b>		
4/8	Discuss communities in the 21 <sup>st</sup> century.	Read Turkle: “Growing Up Tethered” (pp. 578-591 in <i>LAW</i> ).
4/10	<u>Focus on craft</u> : Visual Rhetoric; impactful images	Read Chapter 10 in <i>LAW</i> (pp. 287-298, 301, 309-311).
4/12	<u>Focus on craft</u> : drafting and revision workshop. Bring all materials to class.	Read Chapter 10 in <i>LAW</i> (pp. 301, 309-311).
<b>Week 15</b>		
4/15	<u>Focus on craft</u> : bring sources and complete draft of Paper III to class for workshop review.	<b>Due: Complete Draft of Paper III (hard copy or digital version with interactive device).</b>
4/17	Remix Project and Oral Presentation workshop: discuss expectations, view samples, go over rubric.	<i>Class Activity</i> : develop Remix Project.
4/19	Remix Project and Oral Presentation workshop: bring an electronic device to develop your final projects.	<i>Class Activity</i> : develop Remix Project. <b>Due: Paper III. Submit to Canvas.</b>
<b>Week 16</b>		
4/22	Class presentations.	<b>Due: Presentation.</b>
4/24	Class presentations.	<b>Due: Presentation.</b>
4/26	Class presentations.	<b>Due: Presentation.</b>
<b>Week 17</b>		
4/29	<b>Finals Week: See Auburn University’s Final Exam Schedule for Meeting Time.</b>	<b>Due: Remix Project. Submit to Canvas.</b>
5/1		
5/3		