

English 102 / English 8A**Rhetoric & Composition 2**

Semester Hours: 3 Lecture Hours: 3 Lab Hours: 0

Jennifer Connolly**GCHS Room 251 / www.mrsconnollysclass.com****Spring 2021 / M&T Hours 1, 2, or 3 or W&R Hour 4****Course Description**

English 102 focuses on the processes of academic inquiry and source-supported writing, while continuing to practice prewriting, drafting, revising, and editing strategies. Students will gain experience using a variety of research methods including interview, observation, survey, peer-reviewed journals, electronic databases, and other written/visual/aural texts or artifacts. Students will use reflection to critically analyze and evaluate information and ideas from a variety of sources, and use such sources effectively in their own writing.

English 8A is a college course (dual credit eligible) for accelerated senior level students.

What Will We Do in English 8A?

Our goals in English 8A are to keep working on what makes our writing "effective," to continue to examine who we are as readers with the intent to build a reading life, and to develop the ability to see research as inquiry, using sources to help build arguments and establish claims and evidence in our writing. How do writers operate? What do readers need? How do we conduct research in an academic field? How can we read, write, and research better? This course is based in volume, choice, modeling, and feedback. That means we will both read and write (for the most part) what we want. We will critically examine the writing of others, the world around us, and our own writing, all the while growing as readers, as writers, humans, and scholars.

Prerequisite

English 101 with at least a C.

Course Objectives

Objectives to be met in regards to both the Common Core State Standards (for high schools) and Southwestern Illinois College are available on the class website and included in the Topics of Study section.

College-Wide Core Competencies

Students who complete a degree from SWIC will gain competency in skills related to communications, reasoning, and citizenship. In this class, students will develop skills or be exposed to the following competencies: computer literacy, writing, and critical thinking.

Required Text

Palmquist, Mike. *The Bedford Researcher*, 5th Ed. Boston: Bedford/St. Martin's, 2015.
Book Club / Critical Lit. Analysis text – to be determined.

Materials Required

- Writer's notebook for regular "in-class" writing (you will use it each class day). You should continue to use your notebook from last semester.
- Internet access - To facilitate our study you will be completing online assignments as well as submitting writing assignments via Dropbox.
- Recommended – a designated online folder via Google Drive or Dropbox to keep PDFs, MSWord docs, etc. for this course separate from work for other courses

Contact Mrs. C at jennifer.connolly@gcsd9.net, Check grades through Skyward,
Daily info at www.mrsconnollysclass.com

The “Almost” Gradeless Classroom

Why do we grade? You have been conditioned to see grades as the only markers of academic success. But by nature, this system emphasizes competition over collaboration and compliance over engagement. Simply put, we don't learn this way—we just learn to play the game.

“This course will focus on qualitative not quantitative assessment, something we'll discuss during the class, both with reference to your own work and the works we're studying. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to.” – quote borrowed from Jesse Stommel, Prof. University of Mary Washington

While this may make you initially uneasy, when you learn to let go of a preconceived notion of what will earn an “A” and instead focus on what you have to say, how best you can say it, and what questions you have about how to move forward from there, you will be amazed at the progress you make. Your only competition here is yourself. Certainly, if you become anxious about your progress, please check in with me and I can address your concerns. If you are worried about your grade, you should do the regular notebook writing, complete and revise drafts as needed, and keep reading.

Academic Rigor Statement

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two hour laboratory session.

This course is approved under the Illinois Articulation Initiative (IAI). The IAI is based upon the assumption that community colleges and universities are equal partners in delivering lower-division baccalaureate courses. This course is considered equal in scope, quality, and rigor to comparable courses offered at other colleges and universities in Illinois.

Writing Requirements

- Writing is expected to be complete, on time (within window and by deadline), and thorough.
- Penalties for missing deadlines will be at the teacher's discretion. Please keep moving forward.
- Assignments and class activities will be posted on the website. Be sure to check there often.
- At course completion, you will submit significant pieces of revised writing in a portfolio format.
- Reflective writings will be completed throughout the semester as well as semester's end.

Attendance & Remote Check-Ins

You will need to “attend” class to be successful. Some work will be asynchronous. This means you will be able to access videos, assignments, tutorials, and basic assignments on your own without a set schedule. But it MUST be apparent through the work in your folders that you ARE taking part in this work. You will check the website EACH CLASS DAY for new items, updates, and target/deadline reminders. Sometimes we will meet synchronously—together in real-time—and you will be required to attend these meetings. Writing group work will take place in small zoom groups and periodic check-ins with Mrs. C for “office hours” will be required. Occasionally, we may meet as a larger group for important updates, info, or even to share and celebrate the writing we've been doing.

College Attendance Policy

You are expected to be present for all assigned classes, lectures, or laboratory sessions. If you are absent, you must show your instructor that your absence has been for a good cause. If you are absent more times during the semester than the number of times the class meets per week, you may be dropped from the course at the discretion of the instructor. When a student is dropped by an instructor with an effected date before the midterm date of the class a "W" will be recorded. When a student is dropped for non-attendance by an instructor with an effective date after the midterm date, the instructor will have the prerogative to assign a grade of "WF" or "W" (any of the above withdrawal grades can affect your college GPA and your college financial aid status).

Student Participation in Online and Remote Learning

For online/remote learning, a student must demonstrate ongoing participation in our school systems via Google Classroom, email, Dropbox, etc. Ongoing participation means students must maintain regular communication with the instructor and meet specified course assignment deadlines. A student who is not active in the course and does not communicate with the instructor over a period of 7 consecutive days may be withdrawn from the course due to lack of participation.

Ethical Conduct

Academic Dishonesty-College Policy – Academic misconduct includes, but is not limited to cheating, plagiarism and forgery, failure or refusal to follow clinical practice standards, and soliciting, aiding, abetting, concealing, or attempting such acts. Plagiarism is defined as the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one's own. Refer to the Student Handbook or College Catalog for more details.

Cheating/Plagiarism – Mrs. C's terms

Copying the work of others, claiming the ideas and/or words of others as your own (without proper documentation in the case of research writing), using forbidden supplemental aids ("cheat sheets") or cell phones and talking or signaling other students during assessments, are all forms of cheating and will result in a initial grade of zero on the assignment in question. Allowing others to copy your work is also cheating and will be treated as such. The teacher's decision regarding these matters is final. Note that decisions to report plagiarism to the department chair, building principals, and/or NHS sponsors could negatively affect your own academic standing or club participation/membership. ALWAYS submit your own work as your own work.

"In-Class" Cell Phone Policy

Cell phone use should be kept to a minimum unless being used for class purposes. Respectful attention should be paid to those speaking in the classroom/zoom room whether an instructor, guest speaker, or fellow classmate. This also includes distracting use of devices during online group work, office hour meetings, class meetings, or other synchronous learning. Please do not allow your own cell phone to become a distraction to your learning.

Contacting the Teacher/Conferencing

Email is welcome. Writing conference times (via zoom) can be set up based on availability. Since this is a college course, students should make an effort to speak with the teacher about any issues before contact with a parent takes place.

Topics of Study

- Independent Reading w/ some focus on rhetoric and writer's craft
- Intro / review to writing theories – What is writing? (process & post-process theories)
- Intro / review literary analysis/criticism (practice in notebooks)
- Annotation – What is it? Why do it? + practice
- Read Like a Writer techniques and practice
- Importance of blending genres: narrative, expository, argumentative
- "Disciplinarity" of writing – effects of audience, purpose, and discipline
- Personal reflection as topic for honing craft and examining one's own "writer's life"
- Multi-genre/modal exploration in memory book format
- Peer group interaction and productive peer group work
- Making connections between literary works (researched)
- Crafting beginnings, endings, and unraveling "5 ¶ Myths"
- Craft issues: power of parallel structure, placement, word choice
- Control and manipulating one's own writer's craft
- Constructing portfolios – self-selecting work, reflective letter, abstracts
- Importance of revision: global vs. fine-tuning vs. copyedit
- Rhetoric – what is it? Exploring logos, ethos, and pathos.
- Meta-cognitive thinking & concepts – connecting with human experience
- Text vs. Context – How *a priori* affects our reading and thinking about texts
- Voice – where's yours? (even in academia)
- Reading / analyzing example papers (throughout semester)
- Reading of *Hamlet*, brief film study, and rhetorical analysis (researched)
- Guided Independent research project – genuine inquiry, extended research, multiple drafts
- MLA citation format & avoiding plagiarism
- Presenting one's research topic and findings
- Avoiding / recognizing binary thinking
- Argument as proposal, position, evaluation
- Logical fallacies & how to recognize them (not "wrong," but be wary)
- Recognizing connection of evidence & claims (pointless evidence & unsubstantiated claims)
- Mechanics review: *i.e.* vs. *e.g.*, punctuation mechanics in MLA citation
- Developing a two-part thesis – open for investigation
- Connecting writing to one's own story (soundtrack project – researched)
- Notebook writings to generate topic ideas / reflect on topics & learning

COURSE OBJECTIVES – SWIC:

By practicing writing as a recursive process (inventing, drafting, reviewing, revising, and editing), successful students will:

Invent: Engage in inquiry through writing, reading, discussion and research; Employ creative and critical thinking; Collaborate with peers in developing topic and purpose; Articulate their writing choices, strategies, growth, strengths, and weaknesses.

Present: Achieve rhetorical purpose to meet readers' needs, expectations, and contextual constraints; Collaborate with peers to foster competent and professional presentation; Proofread and correct their revised text; Employ appropriate format and citation conventions.

Arrange: Construct texts around a central controlling idea; Support a main idea with concrete and worthwhile details, examples and reasons; Develop an organizing principle that supports rhetorical purpose; Compose in multiple genres appropriate for multiple contexts; Collaborate with peers to engineer cogent arrangement.

Address Style: Construct an effective ethos to achieve rhetorical purpose; Cultivate style and tone by strategically employing rhetorical devices appropriate for the situation/circumstance; Make conscious, skillful, and/or artistic choices regarding language use; Collaborate with peers to improve and adapt writing style.

Research: Engage in research as a process of inquiry and discovery, formulating research questions and developing (or following) appropriate methods for pursuing those questions; Interact with a variety of primary and secondary written/visual/aural texts, discovering individual insights and formulating their own stance throughout the writing process; Gather sources and evaluate their reliability, accuracy, value, and currency.

Disability & Access Center

Students with disabilities who believe that they may need accommodations are encouraged to contact SWIC's Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion.

Student Learning Outcomes

The assessment of student learning is an integral part of the educational experience at SWIC. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be required to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.

Peer Group Expectations

Because revision is easier to attempt when feedback, opinion or critique, is provided, students will regularly work on their writings in peer groups. Known as WRITE CLUB, this peer group time is an important part of how we learn to read from a writer's perspective and how we grow as writers ourselves. For each peer group session, students will be expected to bring the designated piece of writing (enough copies for all group members), read his/her own piece aloud, ask questions regarding his/her own writing, graciously receive feedback from peers, as well as provide feedback for and ask questions of other writers in the group. Critical yet constructive feedback about content issues (not just correctness) will be required. (Preparedness and participation in WRITE CLUB group work will be a component of the written work portion of the course grade).

Revision Guidelines / Policy

As revision is an integral part of a writer's process, students will be able to continually revise all work until portfolio completion and final deadlines at end of semester. Feedback is important, revision is expected, and students will be able not only to revise but to reflect on their writerly progress and explain how that revision has taken place. We are always working toward our best writing, and no assessment is final until semester's end.

Statement on Language Use & Censorship

As we study the use of language for communication and pursuant of a variety of goals, material used for class purposes will not be censored to simply eliminate profanity. Words have meaning and nuance, and writers choose them deliberately to make statements as they see fit to achieve their purpose. That said, students will never be asked to personally use words they are uncomfortable with or have objection to and are always welcome to opt out of reading such words aloud in book talks, presentations, etc. Also, in efforts to emphasize an anti-racist, anti-bias focus, note that racial slurs are unacceptable in student speech, and profanity should not be aimed at or leveraged against classmates or the teacher. Books chosen for independent reading will not be censored by the instructor for content or language but should be chosen with care by the reader with input from caregivers/parents if needed.

Online Platforms

- [**www.mrsconnollysclass.com**](http://www.mrsconnollysclass.com) will be the primary location of all daily work, updates, due dates, links, and important information – CHECK THIS EACH CLASS DAY!
- **Google Classroom** – for updates and to send out bulk email (just a homebase)
- **Dropbox** – for submitting all larger writing pieces (non-notebook pieces) as well as folder sharing for WRITE CLUB and portfolio building (Dropbox also provides a backdoor to Word online)
- **MSWord** – for typing assignments. Papers will be submitted as Word documents (higher education does not run on Google...not yet)
- **Flipgrid** – for video access, both videos I create for you to watch and video and audio you submit sometimes to just Mrs. C and sometimes for a larger audience of your peers.
- **Zoom/Google Meets** – for class meeting, small group meetings, and instructor “office hours”
- **Padlet** – for daily independent reading check-in – mostly for creating digital post-its that document your progress.