ENC 1102 – Composition II

Department of Language and Literature | College of Arts & Sciences

Instructor: Allison M. Dieppa, M.A.  Semester: Spring 2017
Office: Reed Hall 108B  Credit Hours: 3
Office Hours: T. & Th. 4:30pm – 6pm & by appt.  CRN: 10617
Office Phone: (239) 590-1355  Class Meetings: Virtual
E-mail: amdieppa@fgcu.edu

Course Description

“Knowing how to think empowers you far beyond those who know only what to think.” – Neil deGrasse Tyson

ENC 1102 builds on the lessons of ENC 1101 by furnishing additional strategies for college-level research and writing. Composition II students have already acquired basic college writing skills and are poised for more complex challenges involving argumentation and research. They should arrive with the ability to distinguish between summary and analysis. Composition II places the greater emphasis on analysis and critical thinking, with writing assignments that require students to develop an informed, logical argument.

This section of Composition II is taught solely online, meaning there is no scheduled face-to-face class time. Students can expect an interactive, innovative course that is divided into weekly units, with deadlines for assignments falling on Fridays. Each week has a corresponding Module on our course Canvas site. There, you will find links to assigned readings and videos, assignment instructions, tests and dropboxes, etc.

Through frequent online discussions with classmates and analysis of diverse prose models, this course will train students to become savvy consumers of argument. Students should end the semester as stronger writers, wiser thinkers, and more informed, engaged participants of a learning community.

Prerequisites

Any student enrolled in Composition II must have passed Composition I with a grade of C or higher. If a student has not passed Composition I, he or she must re-take and pass that course before taking Composition II.

Course Outcomes

At the end of this course, students should be able to do the following:

- Formulate a sound argument and develop it for a specific audience, purpose and context
- Consider diverse perspectives when formulating and developing arguments
- Use higher level research and information literacy skills including collecting, evaluating, managing, incorporating, and documenting information from credible, relevant sources
- Apply critical thinking skills through analysis and evaluation
- Select, organize, and relate ideas and information with clarity and precision
- Use a rigorous writing process that includes inventing, drafting, and revising
- Employ conventions specific to academic writing
- Employ the conventions of standard written English.
This course meets the learning objectives of the FGCU Scholars program. Students who complete this course will accomplish the following:

- Practice **critical thinking** skills by analyzing mainstream and marginal texts in their appropriate contexts.
- Demonstrate **information literacy** by conducting research on topics in literary and cultural studies.
- Refine **writing** and communication skills used to report the results of research and analysis through an accepted methodology and manuscript format.

Please visit the [QEP / FGCU Scholars page](#) for more information.

**College-Level Writing Skills (CLWS, formerly Gordon Rule) Requirements**

In addition to a number of required shorter writing assignments, which may include exam answers, reviews, and/or personal response (the selection to be made at the instructor’s discretion), students will complete multiple longer writing assignments (one of which may be a major revision) totaling no fewer than 2500 words. Each writing assignment will be the result of a writing process that includes creating, revising and proof-reading drafts.

To ensure mastery of college-level writing skills, each assignment will reflect the attributes described in the General Education Competency on Written Communication: select and develop a topic for a specific audience and purpose; apply the range of conventions particular to a given subject area/discipline when writing about this topic, including appropriate organization, formatting, and style; and demonstrate information literacy skills by identifying, accessing, and using credible and relevant sources to develop ideas.

**Required Texts**


**Technology Requirements**

To succeed in this course, you should possess the following minimum technology requirements:

- regular and convenient Internet access and an updated browser
  - Mozilla Firefox 10 or above or Chrome 54 or higher are recommended. *Apple Safari and Internet Explorer have known compatibility issues and are not recommended.*
  - The HTTPS Everywhere browser add-on is also strongly recommended. You can download it here: [https://www.eff.org/https-everywhere](https://www.eff.org/https-everywhere)
- use of your FGCU e-mail account
- the ability to send attachments via Canvas in either MS Word (.docx, .doc) or Rich Text format (.rtf)
- the ability to read documents in MS Word format and Adobe PDF format
- working knowledge of the Internet and the ability to access, navigate, and use Canvas

If you do not possess these requirements, you may wish to consider taking the course at another time or in another environment.

**Course Requirements**

**Papers**

During the semester, you will write three papers of varying lengths. Each paper will have its own unique prompt with instructions that you must follow in order to receive full credit. All papers must be word-
processed, in MLA format, and free of grammatical and spelling errors. **Students must complete and submit all formal essay assignments in order to pass the course.**

Students who are having trouble with their papers are strongly encouraged to visit the [FGCU Writing Center](#) in Library West 202C.

**Team Discussions**
You will work in teams to complete discussions and activities designed to help you understand the course materials and prepare for your major writing assignments. Please read each discussion prompt carefully and pay close attention to detail, answer your question thoroughly, and check your spelling and grammar. While I expect serious team work, your discussion posts will be graded on an individual basis.

**Fallacy Presentation**
You will create a digital, informative presentation about a specific type of logical fallacy. Fallacy Presentations will be shared with the class so that students may learn from each other's work. Further instructions for this assignment will be distributed at a later date.

**Tutorials & Tests**
You will learn some of the course's most important lessons through Softchark tutorials that you will complete on Canvas. These tutorials contain exercises and mini-quizzes that you must complete in order to earn credit for completing the tutorials. Students are welcome to complete the tutorials as many times as they want in order to earn the highest score possible.

You will also take four tests that cover the material from the text and course videos. You will have two hours to complete each test, and you may use the textbook and course materials on Canvas.

In order to perform well on the tests and tutorials, students must complete all of the assigned readings each week and devote sufficient time to studying. To assist with these goals, students are encouraged to schedule an academic coaching session at the [Center for Academic Achievement](#) in Library West 103.

**Peer Reviews & Miscellaneous Exercises**
Occasionally throughout the semester, students will complete quizzes and other miscellaneous writing exercises. Students will also complete peer reviews for each other before every paper deadline and receive a grade for the quality of feedback they provide to their peers. **Students must submit a complete rough draft (a minimum of two pages) in order to participate in the peer review process.**

**Breakdown of Final Grades**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Paper #1:</td>
<td>15%</td>
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<td>Paper #2:</td>
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<td>Paper #3:</td>
<td>20%</td>
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<tr>
<td>Discussions:</td>
<td>15%</td>
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<tr>
<td>Fallacy Presentation:</td>
<td>10%</td>
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<tr>
<td>Tutorials:</td>
<td>5%</td>
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<tr>
<td>Tests:</td>
<td>10%</td>
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<tr>
<td>Peer Reviews &amp; Misc. Exercises:</td>
<td>10%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>91-94%</td>
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<tr>
<td>B+</td>
<td>88-90%</td>
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<tr>
<td>B</td>
<td>81-83%</td>
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<tr>
<td>B-</td>
<td>73-76%</td>
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<tr>
<td>C</td>
<td>65-67%</td>
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<tr>
<td>C+</td>
<td>68-72%</td>
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<td>D</td>
<td>62-64%</td>
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<tr>
<td>D+</td>
<td>&lt;61%</td>
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**Course / University Policies**

**Online “Attendance”**

The Composition Program subscribes to the philosophy that academic success is directly proportional to class attendance – or in the case of a virtual course, online engagement. It is important that you regularly log into Canvas and access the course content because these courses are structured in such a way that if you do not engage online, you cannot pass. In order to earn a passing score (a grade of C or higher) in Composition II, students should log in **at least** two times a week. Failing to meet this requirement three times or more may result in failure of the course.

**Deadlines & Late Work Policy**

There is no ideal time to have assignments due that works for every online student. Based on feedback from previous classes, most of the assignments in the course will be due on Friday at 11:55 pm.

Due dates are firm and exceptions will not be made unless you have a **documented** medical emergency or other unavoidable extenuating circumstance, as judged by the Instructor. For all assignments, you will have a grace period of 24 hours to submit late work. No notice will be given, and 10 percent will be deducted from the assignment grade for late submission.

If you have a documented excuse for being late on an assignment, you must notify me via e-mail as soon as possible, and I will assign you a new deadline. I must receive a copy of your documentation no later than one week from the assignment’s original deadline.

**Submitting Assignments**

Each assignment will be submitted electronically via Canvas. Assignments sent via email, Canvas messaging, or dropped off to my office or mailbox will not be accepted. All assignments must be submitted as .docx, .doc, or .rtf files. Other file types may not be accepted.

**It is the student’s responsibility to ensure that each assignment is correctly attached, submitted, and readable.** Corrupted, unreadable, or incorrect files will receive a grade of zero. Double-check your assignment files after submitting for any issues so that you can address them before the deadline passes.

**Paper Feedback**

You will receive individualized feedback on each of your writing assignments. To allow for this level of personal attention, you should expect assignments to be returned to you within two weeks’ time. If there is going to be a delay, I will let you know. Please do not email and ask when your assignment will be graded.

Feedback on your papers will be provided using Turnitin’s Grademark tool. Students will be expected to review their assignment feedback carefully in order to improve from one assignment to the next. **Instructions for accessing paper feedback can be located on the last page of the syllabus.**

**Academic Dishonesty**

Plagiarism is a form of intellectual theft and occurs when students present the words or ideas of another without giving credit to the original source. The University’s definition of plagiarism can be found in the **Student Code of Conduct**, which also outlines the University’s policies and procedures regarding academic
dishonesty/cheating (of which plagiarism is one form), students’ responsibilities, and the consequences for violating this policy.

In this course, those who plagiarize, regardless of intent, will be required to meet in conference with the instructor and may be referred to the Dean of Students Office for a hearing before the Academic Integrity Committee. In all cases, an adjudication form will be filed with the Dean of Students’ Office. Based on these meetings and/or hearings, students found guilty of plagiarism are subject to penalties including but not limited to receiving a failing grade for the assignment and/or course, or even suspension or expulsion from the University. While we will review what plagiarism is and how to avoid it in this class, it is ultimately the student’s responsibility to understand and avoid plagiarism.

Communication

I will send several important emails to the class throughout the semester that will help you succeed. I will also use e-mail if I need to communicate with you individually during the semester. Therefore, it is required that you check your university e-mail at least every other day. I will not use Canvas messaging for course communication, so please do not use it to contact me.

I welcome all students to e-mail me – using the university e-mail, not Canvas messaging – with any questions they have regarding the class. I expect all e-mails I receive from students to be professional, polite, and respectful, and you can expect the same courtesy from me in my e-mails to you. Please be aware that it is your responsibility to ask me about anything that is unclear regarding an assignment, class policies, etc. It may be up to 24 hours before I am able to respond to your e-mail, so plan accordingly. Avoid waiting until the hours before an assignment is due to ask questions.

I am also available in my office and by phone during the hours listed on page 1. If you are unavailable during these times, you are welcome to e-mail me to request an appointment to meet at another time.

Disability Accommodations Services

FGCU, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is (239) 590-7956 or TTY (239) 590-7930.

Student Observance of Religious Holidays

All students at FGCU have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.
**Course Schedule**

**Important Notes:**
- The course schedule is still a work in progress. Updates will be announced via e-mail.
- “EOA” refers to a reading from *Essentials of Argument*, your textbook. Any other readings listed can be located in the Canvas module.
- The last day to drop/withdraw without academic penalty is **Friday, March 24, 2017**.

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<tr>
<th>Date</th>
<th>Read/Complete</th>
<th>View</th>
<th>Discuss</th>
<th>Review</th>
<th>Submit</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>ENC 1102 Course Syllabus, Tips for Success in Virtual Composition II, EOA, pp. 3-20</td>
<td>Orientation Video, Intro to Argument Slideshow</td>
<td>Discussion 1 by 11:55pm on 1/13</td>
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<td>First Week Quiz &amp; Attendance Verification by 11:55pm on 1/13</td>
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<td>ending 1/13</td>
<td>□ EOA, pp. 95-108</td>
<td>Toulmin Argument Slideshow</td>
<td>Discussion 2 by 11:55pm on 1/13</td>
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<td><strong>Week 2</strong></td>
<td>□ EOA, pp. 122-134, “An Elegy for Rob Lowe’s DirecTV Commercials”, Paper One Instructions</td>
<td>Identifying &amp; Defending Claims Slideshow, Paper One Video</td>
<td>Discussion 3 by 11:55pm on 1/27</td>
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<tr>
<td>ending 1/20</td>
<td>□ EOA, pp. 73-83, MLA Review, Instructions for Submitting to Turnitin, Instructions for Finding Feedback</td>
<td>MLA/Microsoft Word Video</td>
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<td><strong>Week 4</strong></td>
<td>□ Warrants, Fallacy Presentation Instructions</td>
<td>Warrants Slideshow, Fallacy Presentation Video</td>
<td>Discussion 4 by 11:55pm on 2/17</td>
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<td>Paper One by 11:55pm on 2/10</td>
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<td>ending 2/3</td>
<td>□ EOA, pp. 140-154, Paper Two Instructions, Reading TBA</td>
<td>Types of Support Slideshow, Paper Two Video</td>
<td>Discussion 5 by 11:55pm on 2/17</td>
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<td><strong>Week 5</strong></td>
<td>□ First Week Quiz &amp; Attendance Verification by 11:55pm on 1/13</td>
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<td>ending 2/10</td>
<td>□ Test 1 by 11:55pm on 2/3, Paper One Rough Draft by 11:55pm on 2/3 (peer reviews due by 2/6)</td>
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<td><strong>Week 6</strong></td>
<td>□ Discussion 3, Test 1, Peer Reviews</td>
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<tr>
<td>ending 2/17</td>
<td>□ Paper One by 11:55pm on 2/10</td>
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<td><strong>Week 7</strong></td>
<td>□ EOA, pp. 140-154, Paper Two Instructions, Reading TBA</td>
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<tr>
<td>ending 2/24</td>
<td>□ Warrants, Fallacy Presentation Instructions</td>
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<td>Date</td>
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| Week 8 ending 3/3 | □ EOA, pp. 45-56  
□ EOA, pp. 246-250                                                                 |      | □ Discussion 6 by 11:55pm on 3/3                                   |                                             | □ Plagiarism Tutorial by 11:55pm on 3/3  
□ Fallacy Presentation by 11:55pm on 3/3 |
| Week 9 ending 3/10 | Nothing Due – Happy Spring Break!                                             |      |                                              |                                             |                                                                         |
| Week 10 ending 3/17 | □ Fallacy Files                                                              | □ Outlining Slideshow |                                              |                                             | □ Test 2 by 11:55pm on 3/3  
□ Paper Two Rough Draft by 11:55pm on 3/17 (peer reviews due by 3/20) |
| Week 11 ending 3/24 |                                              |      |                                              | □ Discussion 6  
□ Test 2  
□ Peer Reviews | □ Paper Two by 11:55pm on 3/17 |                                                                         |
| Week 12 ending 3/31 | □ “Science Has Experience Fighting Fake News — and Facebook Should Take Note”  
□ Paper Three Instructions | □ Paper Three Video  
□ Identifying Pseudoscience & Faulty Logic Slideshow | □ Discussion 7 by 11:55pm on 3/31 | □ Skunk Ape Pre-test, Tutorial, & Post-test by 11:55pm on 3/31 |                                                                         |
| Week 13 ending 4/7 | □ Annotated Bibliography Instructions  
□ Reading TBA | □ Discussion 8 by 11:55pm on 4/7 |                                              | □ Annotated Bibliography by 11:55pm on 4/7 |                                                                         |
| Week 14 ending 4/14 |                                              | □ Slideshow TBA | □ Discussion 9 by 11:55pm on 4/14 |                                              |                                                                         |
| Week 15 ending 4/21 | □ Slideshow TBA                                                              |      |                                              | □ Test 3 by 11:55pm on 4/21  
□ Paper Three Rough Draft by 11:55pm on 4/21 (peer reviews due by 4/24) |                                                                         |
| Week 16 ending 4/28 |                                              |      | □ Discussion 10 by 11:55pm on 4/28 | □ Discussion 9  
□ Test 3  
□ Peer Reviews | □ Paper Three by 11:55pm on 4/28  
□ Course Survey (SPoI) |
Instructions for Accessing the Originality Report and Instructor Feedback on Papers

1.) Once you’ve received a Canvas notification that your assignment grade has been posted, head to the “Submission Details” page for the assignment. You can do this by returning to the assignment dropbox and clicking on the “Submission Details” link or by clicking on the assignment link when it appears with a grade under “Recent Feedback” on the course home page.

2.) On the submission details page, next to the name of your assignment file, you’ll see the following icon:

![0%]

This is the Turnitin icon, which shows the “Similarity Index” (percentage of matches to other documents) of your assignment. Your icon may not be the same color or have a zero in it, but otherwise it will look like the image above. Click on this icon, and a new window will open.

3.) You may be prompted to read and accept the Turnitin User Agreement. Click “I Agree” to continue.

4.) Your Turnitin Originality Report will open. Students are expected to review this report, to learn what content has been flagged and what skills (in terms of integrating sources) may need improvement.

You’ll see a vertical menu of icons on the right side of the screen. One of them will be a blue dialogue bubble. Click this button to see your feedback.

5.) Read each comment bubble by clicking on it. Click again to close a comment.