

DISCLAIMER: This is an example syllabus that is subject to change at faculty discretion.



Course Syllabus

Course Information

ENG 102
English Composition II: Writing in Context
3 Credit Hours

Preliminary Class Plan and Topics

Please see the schedule provided in the course.

Communicating With the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Assignment Description
2. Course Syllabus
3. Announcements in Canvas

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please email me at sarah.cohenwalker@doane.edu. Additionally, If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance at <https://www.doane.edu/about-doane/offices/its>

Course Catalog Description

English Composition II is a writing course in which you will develop, write, share, revise, and edit papers, as well as participate in discussions over readings and read and comment on other texts. Beginning with the origins of western rhetorical theory, this course will help you strengthen your argument styles by cultivating a keen sense of rhetorical awareness and core argument structures. Changing minds in a diverse world is more important than ever and this course will help develop effective communication choices across a variety of written and oral genres. The skills you develop in your composition courses sequence at Doane will empower you to better face the challenges you will encounter as a university student, a citizen, and as a professional in your chosen career field.

Course Prerequisites

Prerequisite is ENG 101

Course Textbook and Materials

Required

- Writing Arguments: A Rhetoric with Readings 11e. John D. Ramage, John C. Bean, June Johnson
- Understanding Rhetoric 3e. Elizabeth Losh
- A Pocket Style Manual (ed. 9 Hacker, Sommers)

Suggested Technology:

1. Screencast-o-matic, video and screen recording application, url <https://screencast-o-matic.com/home> or other video recording application
2. YouTube, video sharing service, url <https://www.youtube.com/>
3. CamScanner, mobile phone app, url <https://www.camscanner.com/> or other application to annotate and upload assignment documents to the course site.

Learning Objectives

Course Objectives:	Module Objectives:
1) Identify the origins of rhetorical theory and the connection to contemporary argument	<ul style="list-style-type: none">• Week 1: Discuss the classical origins of Rhetorical Theory• Week 1: Identify the five canons of rhetoric (e.g. invention, arrangement, style, memory, and delivery)• Week 1: Classify the definition of argument• Week 2: Explore dialogic argument through different rhetorical modes

2) Distinguish rhetorical appeals, claim types, and core argument structures	<ul style="list-style-type: none"> • Week 2: Identify the Rhetorical Situation (e.g. speaker, audience, message) • Week 2: Classify the features and technical structure of the six core argument types and understand how claim types function together in hybrid argument • Week 3: Determine how various claim types come together to form multidimensional, hybrid arguments
3) Analyze and evaluate arguments in other writers' texts	<ul style="list-style-type: none"> • Week 3: Identify the rhetorical appeals and distinguish these moves in other texts • Week 3: Apply appropriate genre for the rhetorical context • Week 4: Construct a Rhetorical Analysis of another author's argument, identifying modes, appeals, and claim types.
4) Craft well-informed, carefully-reasoned arguments of their own	<ul style="list-style-type: none"> • Week 4: Choose a topic of inquiry for the remainder of the course • Week 4: Select two argument types most suitable for your selected topic, begin drafting hybrid argument.
5) Integrate print and electronic information into your texts	<ul style="list-style-type: none"> • Week 5: Integrate outside perspectives into texts • Week 5: Distinguish high quality source materials • Week 5: Practice accurate citation style and MLA formatting conventions • Week 6: Select 4-7 high quality sources for the hybrid argument portfolio • Week 6: Model high quality academic research practice • Week 6: Create an annotated bibliography adhering to MLA citation standards
6) Identify effective communication across a variety of texts and written genres	<ul style="list-style-type: none"> • Week 7: Identifying claim key claim types in another student's draft • Week 7: Distinguish intended audience for peer hybrid arguments • Week 7: Provide suggestions on strengthening appeals through peer response • Week 8: Identify target audience for hybrid argument • Week 8: Compose narrative defending this audience selection
7) Utilize a writing process which involves reasoned decision making and multiple steps	<ul style="list-style-type: none"> • Week 7: Identify the difference between higher and lower order concerns • Week 7: Demonstrate higher order peer response using another student's writing • Week 7: Demonstrate MLA formatting and lower order editing concerns using another classmates' draft
8) Demonstrate development of the writing skills	<ul style="list-style-type: none"> • Week 8: Examine the progression of author identity and course work product • Week 8: Complete a reflective narrative over hybrid argument portfolio, carefully examining process and choice.

Course Requirements

Online Course

This is an online course and there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You must have a reliable internet connection throughout the duration of the course.

This course uses Canvas for the facilitation of communication between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed at <https://doane.instructure.com>

Attendance in an online course means logging into the Canvas on a regular basis and participating in all of the activities that are posted in the course. In addition, check your Doane University email account regularly, as your instructor may send important information via email.

Attendance/Participation

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

You should plan to work on this course everyday. This is a condensed, fast-paced, course. Expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Class Preparation

Preparation for class means reading the assigned readings and reviewing all information required for that week.

Computer Requirements

For the successful use of Canvas please refer to Doane University's [minimum computer requirements](#). This also includes:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Drop and Add Dates

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

*****Online Learning Academy Courses are not eligible for incomplete grades.***

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty

Course Grading

Submitting Assignments

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor and review the course site regularly to learn about changes to assignments or due dates.

Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-96	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
			F <60

Grading Scheme

There are a total of 700 points to earn in this course. Point breakdowns can be seen below:

Assignment Description	Assignment Point Value	Pedagogical Lens
Discussion Board Post and Peer Replies	<ul style="list-style-type: none">• 1 Introduction (15 points)• 6 social and peer responses (20 points each) Total: 135 points	Invention, Writing Process, and Recursive Practice ~70%
Online Content Quizzes	<ul style="list-style-type: none">• 2 online quizzes (20 points each) Total: 40 points	
Draft Submissions and Peer Video Feedback	<ul style="list-style-type: none">• 3 peer video feedback responses (25 points each)	

	Total: 75 points	
Assignment Submissions	<ul style="list-style-type: none"> 10 assignment submissions (25 points each) Total: 250 points	
Final Summative Assignments	<ul style="list-style-type: none"> 4 final summative assignment submissions (50 points each) Total: 200 points	Summative Final Product ~30%

Late or Missed Assignments

All Assignments must be completed and turned in to finish the course. Unless you discuss a late assignment with your instructor prior to the assignment due date, your assignment will lose 20% each day it is late.

If you experience any challenges or events that may necessitate some flexibility, please email me before the upcoming deadline to negotiate an extension. You are welcome to ask for and negotiate an extension on any deadline before it occurs, although we will need to determine the new deadline together. Proactive and prompt communication are key.

Feedback

Please allow 1-3 days for feedback on assignments. Please review instructor feedback for assignments and assessments, this will help you reflect on what you have learned while receiving suggestions for improvement.

Technical Support

If you are in need of technical assistance please access the [Self Service Portal](#). You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Disability Services

[Doane University's Disability Services Office](#) will provide guidance on accommodations and universal access. To request accommodations please complete the [Self-Identification Form](#) and visit the website for additional information.

Academic Support

Doane offers a range of academic support services for students.

For students taking courses online or for our Non-Residential students:

<https://www.doane.edu/graduate-and-adult/academic-support>

For students taking courses on our Crete campus:

<https://www.doane.edu/students/resources/academic-support>

Title IX Requirements: Mandatory Reporting

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. For additional information, including confidential resources, please visit the [Campus Advocacy, Prevention, and Education \(CAPE\) Project](#).

Instructional Technology Accessibility and Privacy Policies

If your course uses additional technology tools, information on the [technology's accessibility and privacy is available on our website](#).

Syllabus Disclaimer

The instructor and Doane University views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often. Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at: <https://www.doane.edu/Syllabus>

AI Statement: At Doane University, the responsible use of generative AI is permitted for academic purposes with the explicit guidance of course instructors. Generative AI must be used ethically and in accordance with Doane University's Academic Dishonesty policy and procedures found in Doane University Undergraduate and Graduate Catalogs.

When submitting an assignment for evaluation you: (1) make sure the facts are verified and accurately expressed, especially if they originate from generative AI resources; (2) make sure that all sources that go beyond common knowledge are suitably attributed; (3) make sure all specific requirements of the assigned work are respected, such as with transparency and documentation of process, or have been explained where this is not possible.

If any statement above is not true, whether by intent or negligence, you have violated your commitment to truth, and possibly other aspects of academic integrity, which will be subject to disciplinary action under university policies and procedures. Course instructors will provide specific guidance on what tools are permitted or not permitted, when they are allowed or not allowed, and why the tools are allowed or not allowed for particular coursework.