ENG 102: Composition II—*(E)dentity*

COURSE DESCRIPTION

Taken as a whole, English 101 and 102 aim to introduce students to the strategies, tools, and resources necessary to becoming successful communicators in a wide range of academic, professional, and public settings. Designed to build upon the repertoire of strategies for successful writing learned in English 101, English 102 focuses on persuasive and researched writing. English 102 will help you develop critical thinking and writing skills as you learn to synthesize your perspectives with those of other writers. We will focus on the summary, analysis, and synthesis of texts, as well as both traditional and alternative forms of research.

This section of 102 is themed around *(e)dentity*, or the ways we construct our identities in digital spaces. Students will think carefully about the digital identities we create and leave for others to find with each login, post, comment, or search we conduct on the Internet. Among the topics we will consider are the (in)authentic ways our digital selves are constructed, the effects of digital interactions upon our relationships and social perceptions, and the benefits and detriments arising out of our participation in—or rejection of—online life. In exploring the various contexts in which electronic identities function, students will critically reflect on writing by engaging a variety of discursive forms, including academic articles, documentaries, opinion pieces, podcasts, and Internet tests.

STUDENT LEARNING OUTCOMES

ENG 102 is a GEC-required course at USM, and students taking this course are expected to meet the following GEC learning outcomes:
1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument.
4. the student can find, use, and cite relevant information.

In order assist students in meeting these GEC learning outcomes, The Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses. At the completion of ENG 102, students will:

*   have a deeper appreciation for how rhetorical situations influence reading, writing, speaking, and thinking;
*   be able to engage texts more critically, and to more appropriately and accurately incorporate the ideas of others in writing;
*   know the "moves" for making and supporting several different kinds of academic arguments, including how to use a range of evidence to support claims;
*   be able to use several common academic genres, including annotated bibliographies, reports, research studies, scholarly reviews, etc.;

- be more adept at addressing different academic audiences, including how to discover the specific conventions for communicating in a range of academic communities;
- appreciate the differences in how various disciplines and fields create and circulate knowledge, and the assumptions that inform various research methods;
- know how to conduct focused research using a range of library resources, including the library catalog and databases of scholarly articles;
- understand that an integral part of the revision process is discovering meaning and rethinking the rhetorical choices that best portray these ideas;
- communicate more effectively using the conventions of standard edited English.

REQUIRED MATERIALS

- *Praxis: Food, Monsters, and (E)dentity*
- Supplemental Readings on Blackboard

ONLINE MATERIAL

To access the online components of this course, you must first go to https://usm.blackboard.com, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Blackboard material for this course, please call the iTech Help Desk at 601-266-4357 or helpdesk@usm.edu. You can also get specific instructions on how to use components of Blackboard by visiting www.usm.edu/elo.

REQUIREMENTS

In order to receive at least a "C" grade in this course, you must satisfactorily complete <u>all</u> of the following:

- complete all **major writing projects**, each to be submitted in a folder with any rough drafts, workshop notes, and/or supporting research materials relevant to the project;
- complete a **Final Portfolio** and **Self-Reflection**, to be submitted at the end of the semester (in lieu of a final exam);
- complete all **reading assignments** and **homework**, actively **participate in class discussions** and workshops, and **maintain regular classroom attendance**.

COURSE POLICIES

GRADES
Writing and thinking are complex processes that take time to develop. Thus, your overall grade for English 102 is as dependent on how your writing improves over the course of the semester, your demonstrated commitment to learning and support of your peers, the careful completion of homework and class assignments, and your own assessment of your strengths and progress, as any calculation of paper grades. Indeed, much of your final grade for this course will be determined by your Final Portfolio/Self-Reflection project, which you will submit at the end of the semester. The following should serve as only a guide to how grading will be approached:

Project One: Rhetorical Analysis (15 %)

Rhetorical Analysis due 2/9: A paper (approximately 750-1000 words) examining how an image works in relation to its text and subtext, audience and context.

Project Two: Research Portfolio (30 %)

Proposal (5%) due 2/20: A brief proposal (250-500 words) regarding your tentative research project that includes your specific research questions and goals for the project.
Annotated Bibliography (10%) due 3/6: An assignment in which you gather at least ten sources related to your research project and summarize and analyze each source in an attempt to determine how the source might be of use to you in your research project.
Research paper (15%) due 3/27: An argumentative research essay (1750-2500 words) exploring the proposed topic.

Project 3: Project Redux (20 %)

Redux (10%) due 4/18: Your goal is to rethink one of your essays (research essay or rhetorical analysis) and design it for a digital medium. Because the class centers on the theme of (e)dentity, this project is the opportunity to transform the written word into something intended for digital space. You will need to address a new audience and in a new medium, appropriate for your purpose. A Head's Up essay will also be required.
Head's Up essay (10%) due 4/18: A brief paper (500-750 words) in which you describe the design of your project. This should explain why you chose the medium you did, what you perceive as the most important criteria for this medium, and the rhetorical choices you made in composing the project.

Final Portfolio /Self Reflection Project (20%)

A significant and systematic revision of one of your three primary assignments, to be submitted with a copy of the original paper, along with any notes, drafts, or other materials that reflect the development of the revision. This project also requires you to submit a self-reflective cover letter representing a critical reflection on your work for the entire course.

Informal Writing Assignments/Homework (10%)

Informal writing assignments include: in-class quizzes (unannounced), in-class freewriting exercises, and take-home writing assignments. These are meant to be informal, meaning that they do not have to represent your best, polished writing. They should, however, demonstrate that you are engaging with the course texts, and thinking critically about what we are reading and how it relates to the course theme of (e)dentity. Feel free to ask questions

Class Participation (5%)

Your contributions to class discussions and participation in peer review workshops and group work and assignments, etc.

I will be using the following grade scale:

90-100%= A
80-89%=   B
70-79%=   C
60-69%=   D
< 60%=   F

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PREPARATION

In addition to completing all reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must *master* the material. On the contrary, it is perfectly reasonable that you may be confused by some readings the first time we encounter them. But in such cases you should be prepared to discuss what you specifically found puzzling, aggravating, thought-provoking, engaging, or difficult about the assignment. In other words, if you feel you have nothing to *state* about a piece of writing, you should actively develop a list of *questions about it*. Remember, much of your grade in this course will be determined by how much you improve over the course of the semester, so there is really no such thing as a stupid question, provided that you ask it in the spirit of honest inquiry.

ACTIVE PARTICIPATION

Being physically present in class is not enough; you must also be mentally present. Sleeping, engaging in distracting behaviors (such as interrupting discussions, texting, playing on social media, doing work for other clases, etc.), or refusing to participate in class activities and discussions is unacceptable and is grounds for being counted absent. If you have a hard time staying awake, concentrating, or sitting still at your desk, you may stand up or move around, provided you do so in a non-distracting way.

ATTENDANCE

The framework of this course – with its emphasis on class discussion and group work – demands that you attend class regularly. Failure to complete in-class work, such as peer reviews, in-class writing assignments, and group meetings will result in the lowering of your overall grade. Indeed, no in-class activities (including quizzes) may be made up due to tardiness or absence, and students who accumulate more than three absences over the course of the semester will automatically have their final grades lowered. There is no distinction between excused and unexcused absences. More than six in a semester will result in your failing the course.

LATE WORK

Late work will only be accepted if you can demonstrate that you have encountered a valid obstacle before the deadline (i.e., that you've been working on the project in good faith, but have run into some problems). If you feel you may be unable to complete an assignment on time, you should contact me as soon as possible, but *no later than two days before the due date*. After reviewing all the work you've done on the assignment, we will set a new deadline together. In all other cases, late work will automatically be docked one letter grade per day past the deadline, beginning on the day the assignment was due. If you are absent on the day an assignment is due, you must email me the assignment before class time, and hand me a hard copy the next time you attend class.

PORTABLE ELECTRONIC DEVICES

Except when I specify otherwise, the use of portable electronic devices (such as cell-phones, tablets, laptops, etc.) is prohibited in class, and such devices should be turned off and placed in your bag and/or out of sight under your desk. Students who use such devices in class without permission will have points taken off of their final grade.

PLAGIARISM
All members of the academic community at the University of Southern Mississippi are expected to take responsibility for academic honesty and integrity. Plagiarism – the willful copying/presenting of another person's work as if it were your own – and other forms of cheating are unacceptable. The penalties for such behavior can include failure of the course and, in some cases, even expulsion from the university. If you have any doubts about what constitutes plagiarism, please refer to your student handbook, to USM policies on Academic Honesty, or come talk to me.

EMAIL AND ELECTRONIC COMMUNICATION ETIQUETTE

We will do most of our writing in digital spaces—some formal, some informal. As we will discuss throughout the semester, different spaces and situations require different styles of communication. An informal message to a classmate, for example, may be casual in style and tone, while a polished project should have a style and tone appropriate for an academic audience.   An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation.   An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official USM email account, and should follow this format:

Subject: Request to schedule an appointment *A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may not be read.*

Dear Professor Dow, *Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person's first name unless you have been given explicit permission to do so.*

I am a student in your ENG 101 H01E class, and I would like to schedule an appointment with you in your office to discuss my draft of the argument essay. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon? *State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as "When is our paper due?" or "What is our homework for tomorrow?" Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you, *Use a formal closing, such as "Sincerely," "Respectfully," "Thank you," or "Best regards."*

Kim Jones *Always sign your full name at the end of your email.*

ADA NOTICE
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office for Disability Accommodations

Hannah Dow

118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035
Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

THE WRITING CENTER
The Writing Center is a free program available to all student writers at the University of Southern Mississippi. It offers one-on-one help with any kind of writing project, at any stage of the writing process. The Writing Center is located in Cook Library 112. For more information, and hours of operation, you may contact The Writing Center at 601-266-4821, or visit the website at: http://www.usm.edu/writingcenter/.

THE SPEAKING CENTER
The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. The center also offers several practice rooms for recording presentations and practicing with delivery aids (PowerPoint and internet access are available). Visit the center in Cook Library 117, call the center at 601-266-4965, or visit the website at www.usm.edu/speakingcenter.

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TENTATIVE MWF WEEKLY SCHEDULE

Week 1
1/12   Introductions, Review Syllabus

1/14   Read*: Praxis*: "Introduction: Your (E)dentity"
             Write:

1/16   Read: *Praxis* Ch. 1 "Practicing Rhetoric"
             Write:

Week 2 Introduce Project One: Rhetorical Analysis
1/19   Read: "Excerpt from *Born Digital: Understanding the First Generation of Digital*
                   Natives"
             Write: Argument Writing Sample DUE

1/21   Read: "Dawn of the Digital Natives"
             Write:

1/23   Read: *Praxis* Ch. 2 "Responding Rhetorically"
             Write:

Week 3
1/26   Read: "Excerpt from *Public Displays of Connection*"
             Write:

1/28   Read: "Faux Friendship"
             Write:

1/30   Read: *Praxis* Ch. 3 "Analyzing Rhetorically"
             Write:

Week 4
2/2   Project 1 Peer Workshop
             Read:
             Write: **Project 1 Draft DUE**

2/4   Read: "As Facebook Users Die, Ghosts Reach Out"
             Write:

2/6   Read: *Praxis* Ch. 4 "Inventing Rhetorically"
             Write:

Week 5 Introduce Project 2: Research Portfolio
2/9   Read:
             Write: **Project 1 DUE**

2/11   Read: "What Would Shakespeare Tweet?"
     Write:

2/13   Read: *Praxis* Ch. 5 "Writing Rhetorically"
     Write:

Week 6
2/16   NO CLASS MARDI GRAS HOLIDAY

2/18   Read: "Small Change: Why the Revolution Will Not Be Tweeted"
     Write:

2/20   Project 2 Proposal Workshop
     Read: *Praxis* Ch. 7 "Researching Rhetorically"
     Write: **Project 2 Proposal DUE**

Week 7
2/23   Read: "Twitter was an Imperfect News Channel During Giffords Coverage"
     Write:

2/25   Read: "Homeless Man in D.C. Uses Facebook, Social Media to Advocate for Others
     Like Him"
     Write:

2/27   Annotated Bibliography Workshop
     Read:
     Write: **Annotated Bibliography Draft DUE**

Week 8
3/2   Read: "Excerpt from *Why I Blog*"
     Write:

3/4   Read: "The Things People Say"
     Write:

3/6   Read:
     Write: **Annotated Bibliography DUE**

Week 9
SPRING BREAK—NO CLASS 3/9-3/13

Week 10
3/16   Read: "Map of Online Communities and Updated Map of Online Communities"
     Write:

3/18   Read: "Scroogled"
     Write:

3/20   Project 2 Peer Workshop
                 Read:
                 Write: **Project 2 Draft DUE**

Week 11
3/23   Read: "Excerpt from *Always-On/Always-On-You: The Tethered Self*"
                 Write:

3/25   Read: "Look Who's Talking"
                 Write:

3/27   Read:
                 Write: **Project 2 DUE**

Week 12 Introduce Project 3: Project Redux
3/30   Read: "Sexuality and the Internet" (Bb)
                 Write:

4/1   *Last Day to Withdraw with a grade of W*
                 Read:
                 Write:

4/3   GOOD FRIDAY HOLIDAY—NO CLASS

Week 13
4/7   Read: "The Love Song of J. Alfred Prufrock's Avatar"
                 Write:

4/9   Read: "Excerpt from *Where the Women Are*"
                 Write:

4/11   Read:
                 Write:
Week 14
4/14   Read: "U.S. College Students' Internet Use: Race, Gender, and Digital Divides"
                 Write:

4/16   Read: "Internet Addiction Test"
                 Write:

4/18   Read:
                 Write:

Week 15
4/14   Project 3 Peer Workshop
                 Read:
                 Write: **Project 3 Draft DUE**

4/16   Read: *Praxis* Ch. 6 "Revising Rhetorically"
                  Write:

4/18   Read:
                  Write: **Project 3 DUE**

Week 16 Introduce Final Portfolio
4/14   Portfolio Workshop
                  Read:
                  Write:

4/16   Portfolio Workshop
                  Read:
                  Write:

4/18   Portfolio Workshop
                  Read:
                  Write:

Exam Week
Final Portfolios DUE Monday, May 4 via Blackboard

**This syllabus is subject to change at the discretion of the instructor.