

Course Information

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| Department: | Language, Literature, and Arts |
| Course Title: | Composition II |
| Course Number: | ENGL 1302-001; 1302-011; 1302-033; 1302-035 |
| Credit Hours: | 3 |
| Format: | In-Person |

Course Description

ENGL 1302 supports students in their development as critical language users. Building on and extending the examination of students' languaging started in ENGL 1301, the course examines the contexts and ideologies that produce judgments about students' language use. Students research topics such as standard language ideology; analyze and debate argumentative texts; and develop their abilities to make conscious, strategic, and ethical linguistic choices when writing and communicating. Students also produce the final version of their digital writing portfolios.

Major Course Requirements

Reading Notes

For each reading assignment, students will take notes, highlight, and write down their comments, questions, and thoughts for use in discussion.

Quest One:

Students choose to: (1) analyze the linguistic choices an "author" makes in the production of a text or (2) archive and reflect on their experiences with SLI and linguistic judgment. Students produce an outline, compose a rough draft, engage in peer review, and produce at least one revised draft of their project.

Quest Two:

Students choose to: (1) make an argument either about the teaching of writing or about the ways students should write in academic contexts or (2) research the standards and expectations for writing and communication in their academic disciplines. Students produce an outline, compose a rough draft, engage in peer review, and produce at least one revised draft of their project.

Quest Log

Each week, students compose short reflections on the work that they have completed for the class during that week and engage in brainstorming and planning for their projects.

Ongoing Quest: Writer's Portfolio

Students will use Digication to compose a digital writing portfolio to show their audience who they are as a writer.

Discussion Topics and Readings

| | Readings |
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| Week One: ENGL 1301: A Review | Syllabus and Course Website |
| Week Two: How Do You Language? | "How to Read Like a Writer" by Mike Bunn, pgs. 71-85 |
| Week Three: Individual Conferences | "Language Ideology and Language Prejudice," pgs. 289-297, by Rosina Lippi-Green and "Mother Tongue" by Amy Tan |
| Week Four: Standard Language Ideology (SLI) | Student choice: "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" by Laura Bolin Carroll, "At Work in the Archives: Place-Based Research and Writing" by Lynée Lewis Gaillet and Jessica Rose up to pg. 136, or "Writing as Decision-Making" by the UNC Writing Center |

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| Week Five: “Broken English” | “Broken English” by Rupi Kaur and “Broken English: When Our Mother Tongues Take the Back Seat” by Priscilla Takondwa Semphere |
| Week Six: Code Switching/Code Meshing | “What is Code Switching?” by Benjamin Abiola and “Codeswitching” by Zaire Krieger |
| Week Seven: Feedback and Revision Workshop | |
| Week Eight: Spring Break | |
| Week Nine: SLI in the Writing Classroom | “What Color is My Voice?: Academic Writing and the Myth of Standard English” by Kristin DeMint Bailey, An Ha, and AJ Outlar, pgs. 63-78 and student choice: Finding the Good Argument OR Why Bother With Logic? by Rebecca Jones, “Putting Ethnographic Writing in Context” by Seth Kahn, or “Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices” by Cristina Sánchez-Martín |
| Week Ten: Grades and Grammar | “Where Does Grading Come From?” by Asao B. Inoue, “Punctuation’s Rhetorical Effects” by Kevin Cassell, pgs. 3-13, and “Does Grammar Matter?” by Andreea S. Calude |
| Week Eleven: Writin Rite | “We Must Help Students Master Standard English” by Rob Jenkins, “Inescapably, You’re Judged By Your Language” by Ryan Bloom, and “Should Writers Use They Own English” by Vershawn Ashanti Young |
| Week Twelve: Feedback and Revision Workshop | |
| Week Thirteen: Feedback and Revision Workshop | “I Passed First-Year Writing—What Now?': Adapting Strategies from First-Year Writing to Writing in the Disciplines,” by Amy Cicchino |

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| Week Fourteen: Languaging in Your Discipline | "The Importance of Transfer in Your First Year Writing Course" by Kara Taczak |
| Weeks Fifteen - Finals: E-portfolio and Finals | |