

# ENGL 1302

## Composition II

**Instructor:** Christen Barron

**Email:** [christen.barron@tamusa.edu](mailto:christen.barron@tamusa.edu)

**Office:** Online

**Office Hours:** [Schedule a virtual meeting](#)

### Term

Spring 2025

### Course Delivery

This is an asynchronous online course delivered via Blackboard. Asynchronous means that you aren't required to login to the Blackboard course or attend a virtual lecture at certain times each week. However, you're required to complete weekly course tasks and writing assignments. In lieu of an in-person lecture, instruction takes the form of assigned readings, videos, and other multimedia content that you can review at your own pace each week. **Please plan to access course material and submit assignments at least twice a week.** You're welcome to work ahead as your schedule allows, but certain course content may be unavailable more than two weeks in advance.

### Course Description

ENGL 1302 builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts, oral, written, and visual.

### Section Description

This section of ENGL 1302 examines rhetoric and writing through the lens of stories. Through both textual research and close analysis of stories in a variety of genres, you will explore how rhetoric operates in the stories we tell and consume and how knowledge of rhetoric can prepare you to communicate effectively in the context of your daily life.

### Section Goals

Upon successful completion of this section of Composition II, you will be able to...

- Articulate your writing process
- Analyze and critique a variety of texts for rhetorical effectiveness
- Locate, categorize, evaluate, and cite scholarly and non-scholarly sources
- Adapt your writing in response to different contexts and audiences
- Use collaboration to develop your writing
- Develop an understanding of how storytelling is used to communicate across genres
- Compose a complete and original story that demonstrates rhetorical knowledge

## Required Texts and Materials

- Equipment: A desktop computer, laptop, or tablet with a reliable internet connection
- Software: Firefox or Google Chrome (other browsers such as Safari or Microsoft Edge may not be compatible with Blackboard/course material)
- Software: A word processor, such as Microsoft Word or Google Docs
- Software: [Canva subscription](#) (subscribe to the free versions)
- Software: [Loom subscription](#) to watch/react to course videos (free/starter version)
- Textbook: Free course readings linked on Blackboard (view a tentative [list of readings](#))

## Course Communication

Important course updates and announcements will be posted regularly on the Blackboard announcements page. You will also receive copies of Blackboard announcements through your campus email account. If you need to contact your instructor directly, please email [christen.barron@tamusa.edu](mailto:christen.barron@tamusa.edu) through your campus email account. You can expect a response in 1-24 hours during campus business hours.

## Labor-Based Grading Agreement

By remaining this course, you agree to be graded on your labor instead of the quality of your writing. This means you'll be graded on the overall work you put towards strengthening your writing skills instead of the quality of a specific piece of your writing. Each assignment in this class is an invitation to practice and strengthen your writing skills. Thus, the more times you practice writing by completing an assignment, the higher your final grade. You'll still receive constructive feedback on your writing from both myself and your peers, but that feedback won't impact your final course grade.

As a member of this class, you also agree to take an active role in your learning and ask for help when you need it.

## Labor-Based Grading Breakdown

How is labor measured?

It can be difficult to “measure” labor, so I keep track of your writing practice/labor in the class by awarding you points for each assignment you submit. Obviously, not all writing assignments are created equal, so each assignment receives a point value based on how much time and effort I imagine students will need to complete the assignment. For example, weekly assignments that can be completed in a few hours like discussion boards and writing exercises receive smaller point values. In contrast, a more labor-intensive assignment like the Writer’s Portfolio receives a higher point value. Because I’m grading you on the labor you put into the assignment, you won’t earn full credit on any assignments that appear incomplete or unfinished.

How will I know how many points I need to earn a specific final letter grade?

Below is a breakdown of the point ranges for final letter grades

A Range: 450+ points	C Range: 350 – 399 points	F: Below 300 points
B Range: 400 - 449 points	D Range: 300 – 349 points	

## Course Assignments and Due Dates

Weekly Discussion Posts / Due each Sunday at 11:59 pm

Each week, we’ll focus on a different rhetorical term or concept relevant to the course description. You’ll learn about the term or concept through course readings and/or videos posted in the weekly Blackboard learning modules. You’ll then be asked to engage with the content by completing an activity or answering discussion questions and posting them on the discussion board. Completing each discussion assignment by the deadline earns you a total of 200 points towards your final course grade.

Weekly Writing Prompts / Due each Sunday at 11:59 pm

In addition to the discussion post assignments, you’ll complete weekly writing prompts that ask you to apply what you’ve learned through the course material and discussion board. You’ll submit your writing through the designated writing prompt submission box on Blackboard.

Completing each writing prompt by the deadline earns you a total of 200 points towards your final course grade.

Writer's Portfolio / Due Sunday, May 11

The Writer's Portfolio is the course "final." It takes the form of a digital portfolio and reflection essay. You'll submit the assignment through the designated writing prompt submission box on Blackboard. Completing this assignment by the deadline earns you a total of 100 points towards your final course grade. Late submissions are not accepted for this assignment.

Bonus Writing Challenges (extra credit)

Throughout the term, I'll announce the limited-time opportunities to boost your final grade. Be sure to check your campus email and Blackboard Announcements regularly.

## Late Work Policy

I'm not a fan of rigid due dates, but they do help to keep coursework manageable in an online course. Plan to submit assigned coursework each Sunday to avoid falling behind in the course. I also recognize that everyone in this class is human. We get sick, we have emergencies, and "off" weeks. As a result, I offer a seven-day "no questions asked" grace period on all assignments except the Writer's Portfolio (course final). If you find yourself struggling to submit work within the grace period, please let me know so we can work together to find a solution.

## Blackboard Discussion Policy

Sharing our writing with others is a vulnerable act. Please be mindful of the unique perspectives and identities of others and approach each classmate's writing with empathy. Arrive at each discussion board with an open mind and use respect when communicating with me and your classmates

## First-Year Composition Program Policies

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. The health and success of that community, in turn, depends upon the active participation of all of its members. Consistent attendance in your FYC classes is, therefore, crucial. If you are struggling to attend class this semester, we urge you to

communicate with your FYC instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.

### Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you are found to have committed plagiarism as defined here, your instructor may report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

### Classroom Inclusion

We are committed to fostering inclusive classroom environments where diverse backgrounds and perspectives are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies.

### GAI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content for you. If you have reason to use GAI to generate content with you, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI

program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

## FYC Faculty Commitments

FYC faculty share a responsibility to:

- Celebrate and validate students' language practices
- Encourage linguistic diversity and resist Standard Language Ideology
- Privilege cultural knowledge and provide opportunities to connect it to course content
- Center intersectional understandings of identity and writing practices
- Collaborate with students with care and compassion

## FYC Programmatic Goals

The FYC program is dedicated to achieving the following goals:

- Increasing students' confidence as writers and communicators
- Helping students to see themselves as writers
- Cultivating students' sense of belonging as writers
- Increasing students' appreciation of their languaging
- Fostering students' rhetorical awareness
- Increasing students' self-determination and resilience as writers
- Inspiring creativity, risk-taking, and versatility in student writing
- Fostering students' introspection and self-awareness as writers
- Increasing students' skills and engagement as readers
- Strengthening students' critical language awareness

## FYC Program Key Terms

- *Languaging*: the ongoing process of developing and communicating meaning and ideas
- *Translanguaging*: the ability to fluidly access and use one's full linguistic repertoire
- *Standard Language Ideology*: the belief that a language has an ideal, consistent, and "correct" form that should be privileged
- *Critical Language Awareness*: the ability to examine and understand the social, political, and ideological aspects of language and communication
- *Rhetorical Awareness*: the ability to assess context and make intentional choices when communicating

- *Audience*: the person or people a text is intended to affect
- *Purpose*: the intended effect or impact of a text
- *Genre*: a specific type or form of writing/communication that is shaped by social convention and audience expectation
- *Context*: the social, historical, and cultural circumstances in which texts are read and composed
- *Reflection*: the act of examining and learning from one's actions, experiences, and writing

## University Policies and Resources

[University Policies and Resources](#)

## Course Calendar

Please visit the course modules Blackboard for the most up-to-date information on readings, assignments, and due dates.