

## Course Information

<b>Department:</b>	Language, Literature, and Arts
<b>Course Title:</b>	Composition II
<b>Course Number:</b>	ENGL 1302-658
<b>Credit Hours:</b>	3
<b>Format:</b>	Online Asynchronous

### Course Description

This course 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. Students also produce the final version of their digital writing portfolios.

## Course Goals

1. cultivating students' sense of belonging as a writer,
2. increasing students' rhetorical awareness,
3. strengthening students' critical language awareness,
4. deepening students' introspection and self-awareness as a writer,
5. increasing students' skills and engagement as a reader,
6. inspiring creativity, risk-taking, and versatility in students' writing,
7. increasing students' self-determination and resilience as a writer,
8. helping students to see themselves as a writer,
9. increasing students' confidence as a writer, and
10. increasing students' appreciation of your languaging

# 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.

## Weekly Discussions

Every week, students participate in discussions to help them develop their projects and engage with course materials.

## Quest Log

Every week, students track the labor that they have done for the class.

## Ongoing Quest: Writer's Portfolio

Students use Digication to compose a digital writing portfolio throughout the semester to showcase their work.

### Quest One: The Proposal.

Students decide on what topic they want to research and conduct preliminary research.

### Quest Two: The Rhetorical Analysis

Students conduct a rhetorical analysis of a significant source of information about their topic.

### Quest Three: The Annotated Bibliography

Students compose an annotated bibliography of pertinent research about their topic.

### Quest Four: The Argument

Students compose a formal argument based on the research that they have conducted over the course of the semester.

# Required Texts

- [Why Study Rhetoric? or, What Freestyle Rap Teaches Us about Writing](#)
- [Genre and Proposals](#)

- [Preliminary Research and Documenting Sources: APA](#)
- [Rhetorical Analysis in the Real World: A Useful Thinking Tool](#)
- [Evaluating Resources and Misinformation](#) (read each section) and [Identifying a Conversation](#)
- [Rhetorical Appeals: An Overview](#)
- [Logos](#)
- [Pathos and Using Pathos in Persuasive Writing](#)
- [Ethos and Fallacies](#)
- [Kairos, Fallacious Kairos, and Using Appeals to Kairos in Persuasive Writing](#)
- [Searching as a Strategic Exploration](#) and [Divide and Conquer: Rethinking Your Approach to Research](#)
- [Archival Research](#)
- [Conducting Primary Research](#)
- [Toulmin Argument](#) and [Toulmin Argument Prezi](#)
- [Rogerian Argument](#)
- [Helping students understand the biases in generative AI](#), [Holes in the web](#), and [Data centers are booming. But there are big energy and environmental risks](#)
- [Reflective Writing and the Revision Process: What Were You Thinking?](#)
- [Annotated Bibliographies](#)
- [Authority Is Constructed and Contextual](#) and [Scholarship as Conversation](#)
- [How Are Your Sources Using Sources?](#) and [Understanding How Conversations Change Over Time](#)
- [Word Choice](#)
- [Sticking Your Nose In: Positioning Yourself in Academic Writing](#) and [Integrating Evidence Appropriately](#)
- [Writing Anxiety](#) and [Procrastination](#)
- [Formulating a Thesis](#) and [Voice, Tone, and Persona](#)
- [Synthesis Notes: Working With Sources To Create a First Draft](#) and [Relevance of a Source in Relation to Claims](#)