

Northern Illinois University
 Department of English
English 203: Rhetoric and Composition II
 Spring 2022
 IAI Course code: 901R

Instructor:
 Office address and hours:
 E-mail:
 Meeting time and place:
 Course URL: <http://webcourses.niu.edu>

Course Description:

Critical reading and research-based writing with emphasis on the writing process and preparing students to participate in professional and academic discussions in the three domains: Creativity and Critical Analysis, Nature and Technology, and Society and Culture. Basic research methodology, source evaluation, and collaborative projects required in all sections. Not used in calculating English major or minor GPA. Grade of C or better required to satisfy foundational studies writing requirement. 3 credit hours.

Course Objectives:

- Practice college-level research and argumentation in three domains
- Engage in active critical reading and questioning
- Enhance library and electronic research skills
- Create an electronic portfolio and develop as a reflective writer
- Practice working in a team setting and use writing to become an active participant in NIU and wider communities through the Showcase and other activities

Required Texts:

- Lunsford, Andrea and John Ruskiewicz. *Everything's an Argument: Custom Northern Illinois University Edition*. Macmillan, 2019.
- Online readings

Course Requirements:

There are a total of 1000 points which will be distributed as follows. Please note the attendance policy below, as poor attendance will incur penalties.

- **In-class work:** Informal brainstorming, response to discussions, Blackboard exercises, peer review, reading quizzes, final written exercise, etc.—**100 pts*** (**via attendance points; see below**)
- **Expertise Essay:** A short essay (500 words) exploring writing in a profession – **25 pts**
- **Objective Summary:** A summary (250 words), based on an essay in our e-text (polished draft)—**25 pts**
- **Wiki Presentation:** Group Presentation and Collaboration Report (500 words) – **50 pts**
- **Comparative Source Analysis:** A comparative analysis of essays from our e-text (1250 words) —**150 pts**
- **Research Project:** The research project is a collaborative project exploring solutions for local problems or innovative improvements to existing processes or resources. The project includes:
 - Proposal (250 words) – **50 pts**
 - Literature Review (500 words) – **50 pts**
 - Primary Research drafts (250 words) – **50 pts**
 - Showcase Presentation –**100 pts**

- Collaboration Report (1000 words) – **100 pts**
- **Research Paper:** Individual paper (2500 words) based on the group research project; students must receive a passing grade on this paper (at least a “D”) to pass the course – **200 pts**
- **Electronic Portfolio:** A web-based project that includes reflective writing (1000 words), and revised copies of each of the 3 major assignments —**100 pts**

Grading:

The following scale will be used in determining course grades:

A	A-	B+	B	B-	C+	C	D	F
930+	929-900	899-870	869-830	829-800	799-770	769-700	699-600	599- 0

Participation:

In addition to the course requirements above, your grade will reflect your attitude, preparation for class, attention, and contributions to oral and electronic class discussions and activities. You must make a fair and equal contribution to all collaborative projects. Respect toward your instructor and your classmates is expected at all times. Failure to participate may result in a loss of some or all of your attendance points for the day.

Attendance:

Attendance and punctuality are required. If you are ill or have a personal emergency, you are responsible for making up work. If possible, notify me BEFORE an absence occurs; in any event, you **must** communicate with me within 24 hours or the absence will be unexcused. Three or more unexcused absences will incur a penalty to your final course grade. Medical documentation will be required in the case of extended illness. Habitual tardiness will negatively affect your grade as well.

Group Work:

As detailed above, many of the projects this semester involve working in a group. Your participation in your group is vital, and this will include meeting with your group outside regular class times. If you cannot meet with your group during a scheduled meeting it is YOUR responsibility to let them know and to make up that work to the satisfaction of your other group members. Failure to fully participate will be reflected in your grade for the project. In addition, if you are absent on the day your group is scheduled to present, **it will count as two unexcused absences** unless you contact your group and your teacher, or in the case of catastrophic emergency.

Paper Specifications:

Unless otherwise specified, writing assignments must be word-processed in Times New Roman 12 pt. font, double-spaced. Provide 1" or 1.25" margins. Headings and documentation should conform to the appropriate style (APA) discussed in class. Electronic submissions should be saved in Word (.docx) or Portable Document format (.pdf) formats. Late papers may be penalized.

Accommodations for Students with Disabilities:

If you have a disability or any other special circumstance that may affect your work and for which you may require accommodation, please tell me as soon as possible. The NIU Disability Resource Center, located on the 4th floor of the University Health Service (753-1303), is the designated office on campus that provides services and accommodations for students with diagnosed disabilities. You need to provide documentation of your disability to that office.

Plagiarism Statement:

“The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by

someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.” *Northern Illinois University Undergraduate Catalog*. Also, please read the English Department Plagiarism Statement at: <http://www.engl.niu.edu/composition/plag.shtml>

Conferences:

We will have three scheduled conferences during the semester as you are revising your papers. However, you should feel free to drop in any time during office hours or make an appointment to discuss any aspects of the course and your writing.

Use of student work for assessment purposes:

Student folders, in print and/or electronic form, will be kept by the First-Year Composition program for a minimum of four weeks into the following semester. Occasionally, some work may be kept longer and used anonymously for program assessment. If you wish that your work not be used for program assessment, please inform your instructor **in writing** as soon as possible.

Writing Center:

The Writing Center is a resource for improving your written work. Contact the tutors and schedule appointments by going to the website at: <https://www.niu.edu/writing-center/index.shtml>

Inclusivity Statements: I am committed to making course content accessible to all students and providing every student with a safe and respectful learning experience. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community.

Preferred Name and Pronouns: Please share your preferred name and pronouns with all members of our learning community. Additionally, if this information changes later in the semester, please let me know and we can develop a plan to share this with others in a way that is safe for you.

Anti-racism and Inclusion: Members of the Department of English at Northern Illinois University condemn in the strongest possible terms white supremacy as both an organized structure and an individual belief. We come together to affirm that Black Lives Matter and that Black education matters....Hate has no home at NIU or in our department; we stand against intolerance toward Jewish, Muslim, and people of other religious heritages, disability discrimination, gender and sexual discrimination, genocide, and bigotry in any form. Across our many programs, we are committed to empowering students as readers, writers, educators, and agents whose words can create a more just and equitable world.

First Generation Welcome: While going off to college can be challenging for all students, it takes extra courage and determination to be a first generation student. At NIU, you are not alone: more than half of NIU's undergraduate students are among the first generation in their family to attend a four-year college. You can find a support group and additional resources at <https://www.niu.edu/first-generation/>

Language Diversity: If English is not your first language and this causes you concern about the course, please be in touch with me.

Undocumented Students: Undocumented students are welcome in this class. If you are undocumented and need assistance with successfully completing courses or a degree at NIU, the coordinator for Undocumented Student Support, Sandy López, can help you with advising, campus services designed for undocumented students, and other university resources. Visit Sandy in the Campus Life Building, room 236 or contact her at slopez1@niu.edu or 815-753-2391

Note: For all students addressing undocumented immigration as a category of analysis in class, do not use the word "illegal(s)" in a discussion. The term "illegal(s)" promotes a culture of intolerance and violence toward foreign nationals and undocumented immigrants. A more accurate and non-offensive term is "undocumented immigrant(s)." The use of this language signifies respect to the population addressed and reflects our campus's most basic values of diversity and civility in academic discourse.

NIU Land Acknowledgement: The four locations of Northern Illinois University in DeKalb, Naperville, Rockford, and Oregon occupy the traditional homelands of Anishinaabe peoples— Niswi-mishkodewinan, also known as the Council of the Three Fires—comprised of the Potawatomi, Ojibwe, and Odawa. Other Indigenous peoples who call this land home include the Sac and Fox, Kickapoo, Peoria, Miami, and Sioux. We acknowledge the presence and continued vitality of these and other Native communities in our state and Midwest region.

Shameless Plug:

If you enjoy this class and find it useful, please consider taking additional English classes and/or signing up for the major or minor in English. For additional information about these options, please contact askenglish@niu.edu or come visit us in Reavis 216!

Week.....	Readings and Activities	Assignments
Week 1 (Jan. 17 – 21)	Introduction to Academic arguments, 415-445 (Academic Arguments). Introduction to syllabus and assignment sequence, overview of course. Introduce Exploring Your Major assignment due Friday of week 1.	Exploring your Major (750-1000 word narrative wherein students identify discipline-specific writing skills and progress thereto)
Week 2 (Jan. 24 - 28)	Introduction to Source Credibility; Online readings (Wikipedia). Course uses Wikipedia pages on Verifiability and Source Credibility to introduce topics to students while also introducing Wikipedia to students.	Objective Summary; Wikipedia project (250 word summary of specific sections of Wikipedia pages).
Week 3 (Jan. 31 – Feb. 4)	Presentations on Source Credibility. Students present sections of Wikipedia pages on Verifiability and Source Credibility in small groups (3-4 students) in short (5-minute) group presentations, typically via Powerpoint. Individual students reflect on group project in Wiki Collaboration report.	Wiki collaboration report (500-750 word individual reflection on group presentation).
Week 4 (Feb. 7 - 11)	Introducing Research Project Proposals; Individual and Group proposals; Group Conferences; 539-586 (Team Writing). Course introduces major research project; students create individual research proposals; students put into groups who rank individual proposals and select top one(s) to present to teacher in group conference who then approves (or suggests revisions to) topics.	Proposals (250-500 word semi-formal research proposals including topic, motivation and interest, potential primary and secondary sources).
Week 5 (Feb. 14 – 18)	Introducing Comparative Source Analysis; building a rubric; 461-470 (Evaluating sources). Continue discussions of source credibility and introduce Comparative Source Analysis and vehicle through which students compare relative credibility of a set of 5-6 sources.	Comparative Source Analysis draft (500-1000 word comparative analysis of a set of 5-6 sources based on student research topics; includes creation and implementation of Credibility Rubric)
Week 6 (Feb. 21 - 25)	Conferences	Comparative Source Analysis Due
Week 7 (Feb. 28 – Mar. 4)	Introduction to Primary Research; Driscoll 587-597 (Task Schedule); 601-610 (Constructive Conflict); 635-663 (Communication Styles and Team Diversity). Introduce primary research instrument design to students, focusing on Observation Logs, Interviews/Focus Groups, and Surveys. Survey design explained and modeled using Qualtrics. Students produce draft of primary research instruments by conclusion of module.	Primary Source drafts (*250 word draft of primary research instrument – NB: this word estimate varies wildly by instrument design and is not an overly useful metric here).
Week 8 (Mar. 7 – 11)	Introduction to Secondary Research, Annotated Bibliographies; 445-460 (Finding Evidence); 665 – 685 (Troubleshooting Team Problems). Continue discussion of research by focusing on secondary research and in particular different methods of finding sources via the Internet and the NIU library. Emphasis on navigation of	Webography draft. Each student creates an online annotated and credibility-ranked set of secondary sources, totaling ~ 1000

	database structures and employment of Boolean operators in search techniques. We routinely include an “information literacy” module created and administered through our NIU Library staff.	words per student (250 words per source).
Week 9 (Mar. 14 – 18)		
Week 10 (Mar. 21 – 25)	Introduction to Visual Rhetoric; 391-412 (Multimodal Arguments). Research project transitions to presentation concerns; introduce concepts of visual design and chunking; look through and critique sample tri-fold Showcase presentations from earlier semesters.	Showcase draft (groups create “sandbox” versions of group presentations – typically tri-fold board – and present to class for feedback and recommendations).
Week 11 (Mar. 28 – Apr. 1)	Visual Rhetoric; Making an Elevator Pitch; 611-634 (Revising with Others). Research presentation focus continues, transitioning to dynamic aspects of presentation via 2-minute elevator pitch and 5-minute discussion. Presentations focus on presentation of primary data and secondary sources.	In-class showcase (groups present research simultaneously a la science fair model of presentation. Presentations consist of short 2-minute elevator pitch followed by expanded 5-minute discussion of data and sources. Creativity and interactivity valued).
Week 12 (Apr. 4 – 8)	Introducing IMRAD-style Research Papers. Research projects transition from group to individual focus, moving from Showcase to Research Paper. Introduce basics of IMRAD-style paper structure and organization. Students are also reminded to complete detailed Collaboration report of group project, with an emphasis on personal contributions to the group both material and organizational.	April 7 SHOWCASE Collaboration Report Due. Collaboration report is a 750-1250 individual essay in which students detail their personal contributions to the group project, noting both material contributions (what they wrote) and organizational contributions (coordinating meetings, leadership roles, etc).
Week 13 (Apr. 11 – 15)	IMRAD Format, part 2; 471-490 (Using Sources) 491-500 (Plagiarism and Academic Integrity). Course introduces specific expectations of research paper, focusing on APA citation and layout, objective stance towards Literature review, methodology, and results sections. Lit review format in particular discussed and modeled, using Wikipedia pages as a template.	Research Paper draft (2500-word individual research paper written in formal APA style using IMRAD-style organization. Focuses on presentation of primary and secondary research as well as persuasive nature of discussion and conclusion sections).
Week 14 (Apr. 18 – 22)	Conferences 522-537 (APA Style Citation)	Research Paper Due
Week 15 (Apr. 25 – 29)	Longitudinal Eportfolios. Course introduces eportfolio structure to students, using the eportfolio module within	Eportfolio drafts (web-based project including

	Blackboard. Longitudinal nature of reflection prompt is emphasized, inviting students to consider growth both within the semester but also within the 2-semester composition sequence.	reflective writing in a 750-1250 word holistic longitudinal reflection; reflection covers growth in specific writing skills as well as collaborative and team-based skillsets).
Week 16 (May 2 – 6)	(no class Friday) Review eportfolio processes as needed; review global and local revision strategies as needed.	Wednesday, May 4 – e-Portfolio with Reflection Due
Week 17 (May 9 - 13)	Finals	