



College Composition II Academic Discourses and Disciplines
The University of Toledo
English Department/College of Arts and Letters
ENGL 1130-(insert section number) (Insert CRN here)

Instructor:	<i>(Insert Name)</i>	Term:	<i>(Insert Semester and Year)</i>
Email:	<i>(Insert Email Address)</i>	Class Location:	<i>(Insert Building/Office #)</i>
Office Hours:	<i>(Insert Days and Time)</i>	Class Day/Time:	<i>(Insert Days and Time)</i>
Office Location:	<i>(Insert Building/Office Number)</i>	Credit Hours:	3
Office Phone:	<i>(Insert Phone Number)</i>		

COURSE/CATALOG DESCRIPTION (REQUIRED)

Reading and analyzing documents from specific disciplines to synthesize results from multiple perspectives and produce disciplinarily appropriate writing from your research. A significant focus on academic argument and advanced research writing skills included. Discipline-specific sections offered. Web enhanced. Critical reading, research papers required.

COURSE OVERVIEW (Overview can be modified if desired; however, course requirements statement should be left as is)

In Academic Discourses and disciplines, we study the written practices of various professions and disciplines to see how those discourse communities construct the problems and objects they study, how those written practices then produce consensus among members of that community, and allow that group to make claims to knowledge. Each instructor will bring their particular scholarly expertise to the shape of the classes they teach, so assignments and focus will vary class to class, but assignments are likely to include examinations of how discourse communities use varying writing strategies to produce different kinds of agreements and understandings, learning to move within those disciplines as ways of understanding the world.

While discourses and disciplines are our topics of discussion, our primary purpose in this course is to explore how and why we write for an audience. Though not every assignment will ask you to write a traditional academic essay, the skills you will be refining in your writing can be applied to such a task. To that end, you will be expanding on the things you worked on in Composition I (focus, rhetorical sensitivity,



essay development, argumentation, research, citation, and revision) expanding your capabilities in academic writing. Significant time will also be devoted to the research process, including discussions on finding, evaluating, and incorporating research into texts, reviewing at least two documentation practices, and establishing ethical practices when researching human participants.

Many ENGL 1130 courses are web-enhanced with Blackboard sites. Expect to post responses to discussion boards, submit papers online, and engage in chatroom and live collaborative sessions discussions, as well as meeting in a traditional classroom.

- **Course Requirements:**

- Students will produce a minimum of 7,000 words in final draft form over the course of the semester. This will mean roughly 20-24 finished pages. At least one paper will be a documented essay using either MLA or APA format and incorporating a number of sources with a sustained discussion that results in a paper of at least 8 pages.

STUDENT LEARNING OUTCOMES (REQUIRED)

First, students in Composition II courses will be expected to continually build upon and strengthen the learning outcomes from Composition I (ENGL 1010/1110); please see the common syllabus for ENGL 1110 for a description of those learning outcomes. In addition, students who successfully complete ENGL 1130 will also be able to:

- Display ability to recognize context, audience and purpose by understanding the writing assignment and creating a thesis that establishes claims for both a main argument and intermediate arguments that support it (*TAG: 1) Rhetorical Knowledge*).
- Display a strong understanding of how task, content and genre work together in developing ideas in a text (*TAG: 1) Rhetorical Knowledge and 3) Knowledge of the Composing Process*).
- Be able to distinguish between background, primary, and secondary research sources, and use those sources appropriate for the genre in which they are writing and the audience for whom they are writing (*TAG: 1) Rhetorical Knowledge and 2) Critical Thinking, Reading, and Writing*).
- Use at least two different citation styles, and identify the disciplines for which they are appropriate. Display ability to use correct citation, footnotes, endnotes, and other documentation tools (*TAG: 5) Knowledge of Conventions*).
- Demonstrate the ability to work with advanced writing skills, such as synthesis, analysis, and summary while incorporating appropriate organizational structures (*TAG: 1) Rhetorical Knowledge*).



General Education Statement: (REQUIRED)

This course fulfills a General Education requirement at the University of Toledo.

TEACHING STRATEGIES (OPTIONAL)

(Insert information describing how the learning process will be structured and achieved; identify the delivery modalities (face-to-face, online or blended), modes of communication and the learning activities that will be used)

Example: This section of ENGL 1130 will be a discussion based course; students are expected to arrive to class on-time and prepared to discuss course texts and topics. Lectures will be used when necessary. The class will be a blended course; discussion, writing activities, and peer review will take place both in-class and on the course Blackboard site, using features such as discussion boards and peer group rooms. More information about the online components of the course will be offered at a later date.

PREREQUISITES AND COREQUISITES (REQUIRED)

Students are eligible for ENGL 1130 after successfully completing ENGL 1110: College Composition I, ENGL 1010 College Composition I with Co-Requisite, or through obtaining Composition I credit via test score, portfolio, or transfer. Students who do not have credit for Composition I should see the course instructor immediately for next steps.

REQUIRED TEXTS AND ANCILLARY MATERIALS (REQUIRED)

(Provide full text citations including author, title, publisher, edition and copyright year for all books and ancillary, recommended, optional, or supplemental materials printed and electronic. If your course is OTM/TAG, or CTAG be sure to also include ISBN numbers).

TECHNOLOGY REQUIREMENTS (REQUIRED FOR DL COURSE)

(Insert specifics about any hardware (clickers, computer, iPad, etc.) and/or software (Keynote, Photoshop, etc.) that will be required. Indicate any access requirements for online learning tools (Blackboard, Alex, etc.) that will be needed in order to complete the course. If there are no technology requirements, simply state "None".)

Example:

Use of the Blackboard course management system is required

All final copies of written work for this class must be submitted on time to the Blackboard Drop box created for that assignment. All course documents, including the course syllabus, handouts, and other important course information, will be posted on Blackboard. Course announcements will be made on the Blackboard course home page. Students are responsible for consulting the Blackboard course homepage frequently to keep current on course announcements. Use of the Blackboard 9.1 system is a formal requirement of this course.



POLICY STATEMENT ON NON-DISCRIMINATION ON THE BASIS OF DISABILITY (ADA) (REQUIRED)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

RESOURCES RELATED TO SEXUAL OR GENDER-BASED VIOLENCE AND HARASSMENT (STRONGLY RECOMMENDED)

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

ACADEMIC ACCOMMODATIONS (REQUIRED)

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office ((telephone: x4981 or e-mail: studentdisabilitysvs@utoledo.edu .) This office's web address is <http://www.utoledo.edu/offices/student-disability-services/index.html>.



COURSE POLICIES EXPECTATIONS (PLEASE INCLUDE ALL POLICIES AND EXPECTATIONS THAT ARE NEEDED FOR YOUR COURSE. THE POLICIES LISTED BELOW ARE EXAMPLES OF COMMON POLICIES IN PAST SYLLABI; YOU CAN USE AND/OR MODIFY POLICIES AS NEEDED TO FIT YOUR COURSE)

Attendance (Also see the University of Toledo Missed Class Policy: <http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf>):

Students' active participation in this writing class will help them to achieve the goals of this course and accomplish personal academic goals. Therefore, regular attendance and informed and active participation are expected. Students will be writing in this class frequently and in-class writing activities may not be made up outside of class unless the student has an excused absence. Missing these assignments may lower class evaluation and course grades.

In the event that a student must miss class, it is that student's responsibility are to notify the instructor by voice mail or in writing. It is also the student's responsibility to find out what was missed and to complete all work.

Late Work:

Assignments are due on the day specified. Late work will be subject to a lowered grade although the penalty may be waived if the instructor determines that the absence was an excused absence.

Plagiarism (<http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf>):

Representing the work of another as one's own, whether through direct copying, unattributed paraphrasing, or inadequate citation practices constitutes plagiarism. If a student does not know how to give credit where credit is due—and that is a legitimate concern—see your course instructor and review the process. A paper that is plagiarized in whole or in part may receive an NC, the student producing it may receive a final grade of NC, and the paper may be turned over to the administrative supervisors to determine further action. Plagiarism is grounds for dismissal from the University.

Submission of Work:

It is expected that all student work submitted for a grade will be typed in a standard 12-point font, double spaced, and with one-inch margins.



Evaluation:

Student writing this semester will be evaluated primarily for its rhetorical effectiveness. Does it adequately consider the audience to whom it is addressed? Is it convincing, captivating, inventive? It will also be evaluated for classroom values that demonstrate the student's preparation for the tasks at hand, participation in class conversation and collaboration, and engagement in the common texts and tasks. A third measure will be made of the academic value of the text. Does it speak, when it is supposed to, to an audience of scholars? Does it contribute to the production and dissemination of new knowledge?

GRADING (REQUIRED)

(Insert a statement that fully explains how course grades are calculated. Clearly state the points, percentages, and/or weights for each assignment of the course grade. Indicate the instructor's timeframe for providing grades and feedback on assignments. This section may also include specifics regarding grade related policies such as the late submission of assignments, the grade of Incomplete, extra credit, the proctoring of tests, etc. In addition to (or in lieu of) traditional tests, consider the use of authentic assessments that emphasize active engagement and that are based on real-world experiences.)

Example: Final grades earned for this course will range from "A" (highest) to "F" (lowest) in accordance with the university's normal 12 point grade reporting system. Pluses and minuses are included with grades B through D. Entry in to some majors and professional programs may require a minimum passing grade of C.

Midterm Grading (optional)

Include a statement regarding how midterm grades will be calculated and why they are important.

Final Grading

Grading Scale:

	100-92: A	91-90: A-
88-89: B+	87-82: B	81-80: B-
78-79: C+	77-72: C	71-70: C-
68-79: D+	67-62: D	61-60: D-
59 and below: F		

COMMUNICATION GUIDELINES (FEEL FREE TO MODIFY EXAMPLE AS NEEDED)

(Insert specific requirements and etiquette expectations for online discussions, email, and other forms of communication and indicate the instructor's timeframe for responding to student emails, etc.)



Example: **Online Communication Guidelines**

- *Email:* Students are expected to check their UT email accounts daily for possible course information. In addition, students should feel comfortable emailing the class instructor with questions or concerns; the instructor will make every effort to respond to email correspondence within 48 hours.
- *Discussions:* Students will be participating frequently in online class discussions; a lack of participation in online discussions will affect one’s final grade. Students should check the Assignment Sequences to locate information on when discussions will occur, the focus of the discussions, and student requirements for the discussions.
- *Netiquette:* Students are expected to be courteous and civil to peers during any online class discussion. Online classes are subject to the same regulations and penalties as outlined in the Student Handbook. Please familiarize yourself with basic principles of online etiquette by visiting www.albion.com/netiquette.

STUDENT SUPPORT SERVICES (FEEL FREE TO MODIFY AS NEEDED)

(Insert information on how the institution’s academic and student support services and resources can help students succeed in the course, and how students can access these services.)

Example:

The following are campus student support services that students may find useful for this course:

- The Writing Center: <http://www.utoledo.edu/success/writingcenter/>
- Rocketing to Success Workshops: <http://www.utoledo.edu/success/trio/calendar.html>
- UT Carlson Library: <http://www.utoledo.edu/library>
- Learning Ventures: <https://www.utoledo.edu/dl/>
- UT Counseling Center: <https://www.utoledo.edu/studentaffairs/counseling/>

COURSE SCHEDULE (REQUIRED)

(Insert a detailed course schedule/calendar that (1) includes weekly topics; (2) aligns the topic to be covered with the student learning outcome; and (3) describes in detail how you will assess student learning.)

Example:

Week	Topics/Readings	SLO	Deliverables
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1	<ul style="list-style-type: none"> • Read Course Syllabus • Read Analysis of Literacy Event Assignment Sheet • Read pp. 2-17 in CTW 	1,2, 5	<ul style="list-style-type: none"> • Welcome Discussion Board • Submit Reading Response #1
2	<ul style="list-style-type: none"> • Read pp. 18-34 • Read Analysis of Literacy Event samples 	1,2, 5	<ul style="list-style-type: none"> • In-Class and Online Discussion on Literacy Events • Submit Reading Response #2
3	<ul style="list-style-type: none"> • Read pp. 102-115 	7, 8	<ul style="list-style-type: none"> • Post draft of Analysis of Literacy Event Assignment to Discussion board by Thursday September 11 • Peer Review of Analysis of Literacy Event Assignment
4	<ul style="list-style-type: none"> • Read Profile Assignment Sheet • Read pp. 202-221 (top of page) 	1, 2, 5	<ul style="list-style-type: none"> • Submit Reading Response #3
5	<ul style="list-style-type: none"> • Read pp. 221-240 • Read sample Profiles 	1,2,4,5,7	<ul style="list-style-type: none"> • Submit Analysis of Literacy Event Assignment by 5pm on Friday, September 26 • Submit Reading Response #4 • In-Class and Online Discussion on profiles