

ENG 1002: English Composition II

Course Syllabus and Schedule

_____ Semester

Instructor Information

This course is taught by **Tracy Lee**, Creative Writing and English Composition Instructor at Illinois Valley Community College.

Email: Tracy_Lee@ivcc.edu

Campus Office: A-329

Office Hours:

Zoom link:

Disclaimer: this syllabus and course schedule is subject to change

Course Information

This is a 3 credit hour course. Course content is located in a course shell on [IVCC's Brightspace site](https://ivcc.brightspace.com/d21/home), <https://ivcc.brightspace.com/d21/home>. Students will access course content and submit required assignments via this course shell. Students should not rely on Smartphones and tablets to view, complete, or submit course work.

This course does not require a textbook; however, students are expected to have consistent and reliable access to a computer with word processing and an Internet connection that allows uploads, downloads, and streaming video with audio.

Prerequisite(s): Before enrolling in ENG 1002, students must successfully complete ENG 1001 with a C or better in order to receive transfer credit.

Catalog Description: English Composition II continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays—with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of literature and other texts. The library research writing will be developed from those readings. The course includes the use of various computer applications, including word-processing and the Internet. AIA: C1901R

Important Notes from Prof. Lee

Student Equity and Inclusion

Please help me maintain a welcoming environment for all students regardless of an individual's gender identity, sexuality, identity development, race, ethnicity, mental health, nationality, class, lifestyle, etc. **I expect all in-person and digital/electronic class and class related interactions to remain inclusive.** Language and interaction that results in individuals feeling outcast from the learning environment can result in failure or withdrawal from the course.

Student Names and Pronouns

I will use each student's desired name and pronouns, and I expect all students to do the same, leaving room for unintentional mistakes. **I encourage you to update your preferred name with IVCC's registration office if what's currently listed on Brightspace is not correct;** preferred names will show as first names on Brightspace. I also encourage you to make your preferred pronouns known in whatever way makes you most comfortable—private email/conversation with me, Brightspace introduction post, attendance, zoom name, etc. Please understand that I occasionally make mistakes with names/pronouns and do my absolute best to show respect for each student's identity.

Statement on Politics

My individual political views will be evident in the classroom, specifically my syllabus policy and the formal writing assignment topics I've developed. Most importantly, however, formal assignments can be completed successfully no matter a student's political leanings; my grading considers the student's written/visual argument, use of sources, and effective academic authority and not the perceived politics of said writing. Students are not discouraged from using their political views in choosing an essay topic.

Statement on Mature Course Content

Readings or course content may contain mature or political themes, subject matter, and/or language. It is not my intention to offend or disturb any student, but exploring literature/writing also means exploring the many real-life subjects writers choose to expose or express in their work. Any students who have reservations about course content for personal reasons, please talk to me privately.

Ownership of Course Content

I have personally developed my course content over many years and consider it my intellectual property. I do not give students permission to share my content with anyone not currently enrolled in my course. Additionally, I do not give students permission to capture or share my materials, including lectures or office hours, as video, audio, image or any other form.

Student Responsibilities

Attendance

Face-to-face students are expected to attend all classes in order to be successful in the course; I note attendance daily, and use it to track participation. Students who miss six (6) consecutive or near-consecutive class periods and are not handing in work can be withdrawn from the course. In case of an absence, there is no need to contact me ahead of time or afterward; please use the syllabus schedule to keep up-to-date with planned content. All said, if a student must miss class due to an extended illness or medical reason, please speak with me about a possible, temporary zoom option.

Students are expected to be mentally present as well. Please remove earbuds and headphones when the class is not actively engaged in independent writing.

Assigned Course Content

The [semester schedule](#) lists weekly reading/viewing AND instructional materials with information that students are responsible for knowing. **Online students should independently review these items** early in the week in preparation for related assignments and writing process work to be completed that week.

Participation and Active Pursuit

Consistent participation in online discussions and peer-review as well as individualized assignments best support the type of online learning that takes place in a composition course. Interaction and individual assignments work together to help students reflect on and challenge their views of the course content and provide each other real-time feedback on their writing.

Students who complete zero coursework by June 18 will be withdrawn during the second week of the course and students who do not submit a Task 1 final draft will be withdrawn around midterm.

Email and Course Communications

1. Students should check their IVCC email often for announcements and should sign up to emailed notifications via the Brightspace course shell. I post weekly announcements and schedule/assignments updated as needed. For IVCC email help, [view this page](#).
2. Students should only use IVCC email to contact me. When emailing with questions, please provide the course information and the specific question or concern.
3. I check my email often and will respond within 24-48 hours. **If it's been more than 24 hours, you're welcome to send a polite follow-up; also double-check that the correct**

email address was used: tracy_lee@ivcc.edu. It is not in my nature to ignore emails, but I receive so many messages that I occasionally overlook a few.

4. If you have a situation that arises that you fear will keep you from coursework, you are expected to contact me as soon as possible so any delay on my part due to normal life circumstances (faculty and/or personal obligations, etc.) will not jeopardize your course progress.

Academic Integrity

Students are expected to follow the expectations outlined in the [IVCC Student Rights and Responsibilities section](#) of the *Student Handbook*. Students are expected to use academic integrity throughout the semester with all formal and informal assignments. The instructor reserves the right to fail a student who does not use academic integrity, which includes plagiarism and cheating.

Students are expected to follow the [Code of Conduct outlined in the Student Handbook](#).

Types of Assignments & Deadlines

Formal versus Informal Assignments

There are 3 formal writing assignments and 3 formal writing reflections in the course that will make up the majority of a student's final grade—Task 1, Task 2, and Research Paper as well as their reflections. All other assignments are considered informal AND ARE EITHER developed to support the planning for a formal writing assignment (called Writing Process Work) OR help students synthesize and reflect on course content (discussion board responses/replies and journal responses).

Formal Writing

Each formal final draft is **due before midnight Friday of the week** it is listed on the semester schedule. Assignment descriptions and final draft submission links are located in the *Content* section of our Brightspace shell.

Task 1: 600-800 words

Task 2: 800-1000 words; Annotated bibliography: 600-800 words

Research Paper: 2500-3500 words

Task 2 Annotated Bibliography and the Research Paper must follow [MLA Style guidelines](#), use the required number of sources, be submitted in the correct file format, and be submitted no more than 48 hours late of the deadline in order to be eligible for a C or better. However, I can grant deadline extensions for extenuating circumstances at my discretion and with prior knowledge of

said circumstance.

A student is not eligible to earn a C or better in the course if any formal writing receives an F or is not turned in OR the Research Paper receives less than a C. I reserve the right to grant a student a D no matter the student's running/earned grade in the event that Task 1 and 2 earn a D. However, I can grant extensions for extenuating circumstance at my discretion and with prior knowledge of said circumstance.

You will share and peer review writing on a regular basis. You should always save an electronic copy of your work for yourself along with the one you submit to Brightspace.

Formal Final Draft Reflections

Each is due before midnight the Sunday after the final draft is due on the semester schedule. Students will submit reflective writing about the process they used to plan for completing each formal assignment. Students will also add annotations/comments to a version of their Task 1 or Research Paper documents to identify locations that could have been revised or modified. Submission links are located in the *Content* section of our Brightspace shell.

Writing Process Work

Directly related to the planning, research, and drafting of the 3 formal writing assignments. They include topic planning, outlining, works cited page drafts, citation exercises, peer-review, and drafting. Writing Process Work will be graded in total per the [Writing Process Assessment Rubric](#), and suggested deadlines are located in the semester schedule. Submission links are located in the related formal assignment's Blackboard link.

Rough Drafts and Peer Review

Each formal writing assignment's rough draft is due before midnight Sunday the week it is listed (the Sunday before peer review). Submit rough draft to its related Writing Process Work submission link located in the *Content* link in our course shell **AND to the related peer review discussion board topic** in the *Discussions* link. Respond to 3 peer rough drafts in the discussion board by midnight Tuesday. [More about the peer review process located here.](#)

Journal Responses

Designed to help students synthesize and reflect on course content. Unless otherwise noted on the assignment link, journal responses **should be 400-600+ words in length and due before midnight Friday the week they are listed on the semester schedule.** Submission links located in the *Journals* navigation link in the course shell.

Discussion Board Posts & Replies

Initial response posts are due before midnight Tuesday the week the assignment is listed on the semester schedule. Three replies per response are due before midnight Friday the same week.

Submit responses and replies to the related discussion thread located in the *Discussion* section of our course shell.

Writing Center Reflection, due Sunday August 4

Students are required to attend a [Writing Center](#) appointment during the planning and preparation of any one of your formal writing assignments. I encourage students to use the Writing Center for every formal writing assignment, but students are only required to do so once. Submission link is located in the *Journals* navigation link in the course shell.

Time Management of Deadlines

It is my goal to help students succeed in the course, so I have a reduced number of deadlines throughout the semester. My assessments are flexible and built to allow for a passing grade (C) even if informal assignments are consistently 1-2 days late. **If you're struggling with time management, prioritize Formal and Writing Process Work over discussion boards and journals, and make it a goal to have late informal assignments submitted within 1-2 days of their original deadline.**

Submitting Assignments

Assignment Submission

Formal writing must be submitted to Brightspace as .doc .docx or .pdf files. [Click here](#) for assignment submission directions. **Files submitted in the wrong format will be considered late until the correct file format is provided.** The video component of Task 2 should be a working video file or a link to a YouTube video (it can be an unlisted link).

Writing Process work can be submitted as .doc .docx .pdf files of typed work or can be uploaded as image files of handwritten work (a photo of a handwritten outline, for example).

Informal journal responses are most often submitted as text via the assignment link. In order to avoid losing your work, it's recommended that students type their response in an Office 365 or Google document first and then copy/paste their writing into the text submission box.

Always save an electronic copy of work along with the one submitted to Brightspace.

Late Formal Writing

Formal writing is considered late if it is uploaded to Brightspace after the day and time listed on the semester schedule.

A formal assignment submitted late will receive reduced points [via the assignment rubric](#). The rubric category for deadline is weighted so that for each day an assignment is late will its final grade lose one letter grade (A becomes a B for one day late; A becomes a C for 2 days late).

Formal writing more than 48 hours late will not be graded.

If there is an upload disruption or some other Brightspace issue that does not allow an upload on-time, email tracy_lee@ivcc.edu ASAP with a description of the issue and a file attachment of the final draft; without an email and a file attachment, I will consider the assignment late until it is uploaded.

Late Informal Assignments

Informal assignments submitted after the deadline will receive reduced points via the assignment rubric and will receive a zero if more than 5 days late. I reserve the right to give all late assignments reduced points, but **in the event that Brightspace or internet is momentarily “down” at the time an assignment is due, the student should email a .doc .docx or .pdf file attachment of their work by the deadline and with a description of the event/mishap**. The student should then submit their assignment as soon as they are able with a “comment” describing the event.

Formal Task Revisions

Students may submit a revision of their choice of Task 1 or Task 2, if the assignment is submitted on-time, in the correct file format, and the student [follows these guidelines](#), which includes contacting me with revision plans within 1 week of receiving the original task grade. The “new” replacement grade will be the average of the original grade and the revised grade, and revisions that do not follow the guidelines will not receive a new grade. **Students cannot complete a formal task revision and replace a failed task within the same semester.**

Replacing a Failed Task

Students may submit a replacement Task 1 or 2 in the event it earns an F grade, but only if the assignment is turned in on-time, in the correct file format, and the student [follows these guidelines](#), which includes contacting me within 1 week of receiving the original grade. Replacement submissions that do not follow the guidelines will not receive a new grade, resulting in the student being ineligible to earn a C or better in the course. **Students cannot complete a revision and replace a failed task within the same semester.**

Peer Review Process

1. Peer review is an important aspect of a composition course; it allows students to provide each other with positive and critical feedback as well as the opportunity to compare different examples of how an argument could be composed in response to a specific prompt. Students will work through a guided peer review process for each formal

assignment by completing a peer review worksheet for 3 of their peers; in turn, students receive structured feedback about their own draft writing from 3 of their peers.

2. **Online students** are expected to complete peer review for each formal assignment using the *Discussion* feature on Brightspace. Once in the *Discussion* link, online students will select the related assignment topic to submit their paper for online peer review. They will then “Create a New Thread” with their name, upload a .doc .docx or .pdf file of their draft paper, and title the file **LastName_FirstName_Essay Name**. [Click here for video directions](#).
3. **Students enrolled in a face-to-face course** will have the choice to complete peer review for each paper either in-person during the designated class period or by using the online process described in #2. Worksheets will be distributed during class for in-person peer review. Students completing the online process will not have to attend the designated peer review class period.
4. **All students** will submit a peer review reflection to the related Writing Process link at the conclusion of the peer review process.

Grading and Learning Outcomes

Final Semester Grade

A student’s final semester grade will include points earned on 3 formal writing assignments (including their final draft reflections) and multiple informal writing in the form of writing process work, including peer review, journal responses, and discussion board participation. Students who do not turn in all 3 formal assignments will not receive a passing grade of a C or better.

***Important: The college requires that students who earn a failing grade on the Research Paper cannot earn a final grade of C or higher in the class. If you receive a D or F on your Research Paper, you will be required to receive the final grade of a D or F in the course regardless of your earned running grade.** Here is the weighted grade break-down:

- 20% = Informal writing
- 20% = Task 1 (100 points) and Reflection (45 points)
- 30% = Task 2 (100 points) and Reflection (45 points)
- 30% = *Research Paper (100 points) and Reflection (45 points)

Grading Feedback

1. Grading feedback on formal writing tasks will be provided within 2-3 weeks and/or I'll notify students if there's a delay.
2. Grading feedback is an exchange between student and faculty; if it becomes clear that a student is not viewing my grading feedback on formal writing assignment, I will no longer provide feedback with the grade until the student approaches me for feedback. Feedback takes a lot of time and effort, if it's clear the student is not viewing my feedback, I will no longer provide it.
3. I will grade formal essays using the specific rubrics [located in this shared folder](#) (refer to the specific Brightspace assignment link for the most up-to-date assessment). Though many of the sources I provide students and most formal assignments reflect my lefty political beliefs, each individual student submission is not assessed for its agreement with my politics but rather for its organization and planning; logical thesis development and use of sources; correct *MLA Style* formatting and citation/documentation; incorporation of given assignment requirements; and language expression and proofreading. Please view the grading rubric or contact me with any concerns.
4. Please do not view my grading feedback as criticism but as a learning opportunity—my comments are about the writing you did in that one case and not a reflection of my opinion of you as a writer or student in total.
5. **Grading feedback for prewriting and other course-related assignments such as outlining, citation exercises, drafting, and reading response assignments will not be provided in a timely fashion and are often graded based on effort and deadline.** Students should email me questions or concerns about formal essay or citation expectations during the prewriting stages of each essay instead of expecting prewriting grading feedback.

I do not offer extra credit.

Grading Scale

Students need to receive a final grade of C or better to receive transfer credit.

A = 90+
B = 80-89
C = 70-79
D = 60-69
F = 59-0

Family Educational Rights and Privacy Act (FERPA)

I will follow all [FERPA regulations](#), which means that I will not communicate a student's individual course-progress, grades, or grading feedback to anyone other than the student without a signed FERPA release form.

Institutional Learning Outcomes Addressed

- **Goal #1, Communication:** To communicate effectively.
- **Goal #2, Inquiry:** To apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgment or conclusion.

Expected Learning Outcomes and Related Competencies. Upon completion of the course, the student will be able to:

- Outcome 1: Read a variety of texts with understanding and appreciation.
- Outcome 2: Understand invention as a part of the writing process.
- Outcome 3: Organize and develop ideas effectively and logically in essays.
- Outcome 4: Develop effective, logical, and well-supported arguments.
- Outcome 5: Understand and use a variety of rhetorical methods for developing ideas.
- Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice.
- Outcome 7: Strengthen essays through the revision process.
- Outcome 8: Write essays free of common stylistic weaknesses.
- Outcome 9: Write essays free of excessive errors.
- Outcome 10: Use word-processing software and the Internet to assist in the writing process.
- Outcome 11: Understand documentation and plagiarism.

For outcomes shared by English Composition I (ENG 1001) and English Composition II (ENG 1002), students are expected to demonstrate a more sophisticated level of understanding and ability in English Composition II than in English Composition I.

Campus Resources, Accommodations, and Institutional Statements

Free Access to Office 365

As a registered IVCC student, [you have access to Microsoft 365 apps](#) online and can install Microsoft 365 apps on up to 5 of your own devices. You have access to the software for up to three semesters (1 year) after your last semester in a credit course at IVCC.

IVCC Writing Center

Students are encouraged to use the [IVCC Writing Center](#) during any portion of the essay writing process and required to attend at least one session for points during the semester.

You@IVCC

[YOU@IVCC](#) is a web portal that fosters student success in three domains: Succeed (academics/career); Thrive (physical/mental health); and Matter (purpose/community/social connections). The portal serves up relevant information and campus resources, and the content becomes personalized when a student completes brief assessments, fills out a profile, or searches for something specific. Student activity within the portal is completely anonymous and available 24/7/365. Simply type in you.ivcc.edu, fill out the sign up information, and get started.

Accessibility Statement

You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or cognitive disability such as a learning disability. Illinois Valley Community College is required by federal law to inform the public of their rights and protections under the ADA (Americans with Disabilities Act). This includes access to reasonable accommodations such as auxiliary aids, interpreters or other reasonable accommodation requests while attending institution-sponsored public events.

If you need more information regarding possible accommodations, please contact Tina Hardy at (tina_hardy@ivcc.edu, 815-224-0284) or stop by office C-211. I encourage you to make me aware of any barriers that may inhibit your learning. Feel free to speak to me at any time about concerns or questions you may have about assignments, activities, or assessments.

Accommodations Disclaimer

Course materials are designed to support diverse learning needs. I am continually making accommodation updates and may unintentionally overlook documents from time to time. I apologize for any inconvenience and invite you to make me aware of such oversights as well as any materials that need more or better accommodation.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Executive Director of Student Affairs for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that we may possess.

COVID-19/Pandemic Expectations

Please see "[IVCC Response to COVID-19](#)" for more information about college procedures and policies regarding COVID or any other unforeseen future pandemics. Students should follow any and all state and college required COVID or pandemic mandates and recommendations.

Students in the classroom should respect those who may choose to wear a mask for whatever reason with the understanding that any one of us could be personally at-risk or have loved-ones at-risk of severe illness of any sort.

No one should attend class face-to-face if they are experiencing symptoms associated with COVID, the flu, or if under orders to self-isolate because of a recent COVID exposure or diagnosis. Anyone who has an issue with any of these health guidelines should speak with me or contact the college's Vice President for Student Services, Mark Gryzbowski, Mark_Gryzbowski@ivcc.edu.

Financial Aid Statement

Withdrawal from a course can affect financial aid. Students who receive financial aid should see an advisor in the Financial Aid Office before withdrawing from a course.

Student Withdrawal Policy Statement

Effective Summer 2011, students will have the ability to initiate a withdrawal from classes. IVCC has the right to rescind a withdrawal in cases of academic dishonesty or at the instructor's discretion. Students should be aware of the impact of a withdrawal on full-time status for insurance purposes and for financial aid. It is highly recommended that students meet with their instructor or with a counselor before withdrawing from a course.

Students who do not submit any assigned work by the institutional 10th day verification deadline will be withdrawn by the institution before midterm and students who do not submit a Task 1 final draft will be withdrawn by the institution just after midterm.

Continuity of Operations

If IVCC experiences an emergency or disaster that could cancel or disrupt classes, IVCC will broadcast messages on the IVCC website, district radio stations, IVCC social media, and the college's automated phone message, heard by dialing 815-224-2720. Notification of an emergency may be followed by class-specific communication to students from instructors.