



English 1120: English Composition II

Section # · Online Asynchronous

Samford Hall in summer at sunset

Instructor: Nich Krause
Email: nich@auburn.edu

Office: Zoom
Office Hours: Wednesdays 1:00-4:00pm
Additional Meetings by Appointment
auburn.zoom.us/my/dinosaursareawesome

Welcome to English Composition II

You're already a writer, even if you may not feel like one. You're a writer because you write every day to communicate with others, from text messages to social media to grocery lists. After you leave college—and sometimes before—you'll write every day at your job: text messages, emails, notes, presentations, reports, self-evaluations, and so much more.

This class offers you a chance to practice with the power tools of writing. You'll learn and apply rhetorical knowledge to compose genres you might use in your future career. You'll also practice composing genres that have significant public impact right now. You'll learn how to evaluate information for its validity and rhetorical significance, and how give helpful feedback on other people's writing and use feedback you receive to revise your writing. Finally, you'll practice evaluating your own performance and reflecting on your learning as lifelong skills.

Student Learning Outcomes

ENGL 1120: English Composition II prepares you to meet two of Auburn University's Student Learning Outcomes, which are measured when you graduate from AU.

In order to become lifelong learners and use their education to solve practical problems, by the time of graduation students will be able to effectively **locate, evaluate, and use information (SLO-A)** and to **write and revise for a variety of purposes (SLO-D)**.

Course Objectives

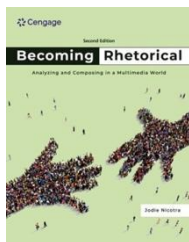
At the end of this course, you should have an understanding of rhetoric you can apply to any rhetorical situation in or beyond college, a critical perspective on arguments and information, a robust process of composing multimodal documents with review and revision built in, an awareness of the conventions (like level of formality and citation) of different genres people use to do things in the world, and experience using a variety of tools to compose. This list specifies what you'll learn.

At the end of the course, students in English 1120 should

- Analyze contexts and audiences and then act on that analysis in comprehending and creating texts (Rhetorical Knowledge).
- Analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts (Critical Thinking).
- Recognize and use multiple strategies to conceptualize, develop, and finalize projects (Writing Processes).
- Recognize formal rules and informal guidelines that define genres, and shape readers' and writers' perceptions of correctness or appropriateness (Knowledge of Conventions).
- Compose text using a range of media (from traditional pen and paper to digital technologies; Composing).
- Give helpful feedback to peers and revise composed texts based on feedback;
- Identify relevant sources for specific information needs and use appropriate search tools and search strategies to access the needed information.
- Recognize research and inquiry as iterative processes and recognize the contributions of scholarly communication and other information sharing networks to the creation of new knowledge.
- Apply their knowledge of the capabilities and constraints of information developed through various creation processes when assessing the alignment of information products and information needs and apply knowledge of the constructed and contextual nature of authority when evaluating the credibility of claims.
- Recognize that information possesses value and that legal, social, and economic factors influence information production, dissemination, and access and deploy this understanding to make informed and ethical decisions about how they access and use information.

Please note that this list indicates just some of the objectives that will guide your learning in this course. You should also identify and set your own goals as someone who will continue to write throughout your personal and professional life.

Required Texts & Materials



Becoming Rhetorical: Analyzing and Composing in a Multimedia World, 2nd edition

Available on Canvas through [All Access](#) OR purchase a print copy of this textbook



- Auburn University email and Canvas account
- Daily access to a networked computer or phone
- Six months of access to Eli Review
- Available through All Access or on Eli Review's website

! If you can see the textbook on Canvas, you have All Access and hence **you don't need to pay separately for Eli Review.**

! When you make your account on elireview.com, you **MUST use your Auburn email address**, then close elireview.com, **return to Canvas and choose Eli Review from the left-side menu.**

! After you make your account, always go to Canvas to access Eli Review.

Assignments

To practice applying the concepts in rhetoric and writing that you learn this semester, you will draft, review, and revise several multimodal compositions aimed at different audiences for different purposes. This table shows a breakdown of the assignments.

Assignments	Points
Project 1: Uncover Your Rhetorical Self	200
Project 2: Compare Three Compositions	200
Project 3: Multimodal Genre Analysis	200
Project 4: Writing with Generative AI	200
Project 5: Rhetorical Problem Description	150
Project 6: Public Awareness Campaign	250
Self-assessments (6; 20 points each)	120
Reflections (3; 25 points each)	75
Discussions on Canvas (12; 10 points each)	120
Evaluating Sources quiz (9 points)	9
Total Points	1,524

Assessment and Grading

Grades have been shown to interfere with learning. The more attention you devote to a grade, the less you're likely to learn, and vice versa. Also, an A-F grading scale usually does not exist outside of school. When you write at work, your employer would prefer to coach your writing than to give you an F and fire you. Since grades are deeply flawed but AU requires them, we're going to practice **self-assessment** this semester.

For each assignment, you'll *also* submit a short self-assessment (1-2 pages) in which you give your work a grade using shared criteria for evaluation. Why do this? It's like self-evaluations at work, which usually include your own assessment of your annual performance. Learning to evaluate your own performance now will help you in future classes, on the job, and in other areas of life.

Does this mean the grade I give myself counts as my grade for the assignment? If I agree with your self-assessment, then yes. If not, the grade I assign will be your grade.

Late and Missed Work

I accept late work under the following conditions. You must contact me before the deadline to request an extension. You will propose a new deadline subject to my review, and I will hold you to that deadline. As long as you meet the new deadline I have approved, your assignment will be eligible for full credit. If you do not contact me before the deadline, you will receive no credit for the assignment.

The only exception to this policy concerns extenuating circumstances that prevent you from contacting me before the deadline, such as a sudden hospitalization. In this case, you must contact me as soon as you are able to do so, and we will discuss your situation.

This policy mirrors workplace policies for late work and hence prepares you to communicate about late work on the job.

If you miss or ignore an assignment, you will receive no credit for it.

Class Behavior Policy

The AU [Classroom Behavior Policy](#) is strictly followed in the course. You must familiarize yourself with this policy and adhere to it.

Class Communication

I will use email to communicate with you. Please check your email regularly. You can expect a reply within 24 hours.

Miller Writing Center

The Auburn University [Miller Writing Center](#) is **free** and available for students who want feedback on their writing. The Miller Writing Center is located on the second floor of the RBD Library. You can make an appointment with them by [visiting their website](#).

Please note that the writing consultants are there to help you with your assignments, not to complete your assignments for you or to find and correct issues with your grammar or usage. The writing consultants are there to engage with your ideas and your attempts to express them clearly in writing. Thus, when you schedule a meeting, make sure to have a list of questions, your composition, and documents like writing prompts with you when you

actually meet. Taking these simple steps will help you and the writing consultants make the most of your time working together.

Generative AI (ChatGPT, Copilot, Gemini, etc.)

In this course, you are allowed to use generative AI tools like ChatGPT or Copilot to support your work as long as these tools are used transparently. If you use generative AI, you'll **acknowledge your use of it in the self-assessment** you submit with each project by saying what you used it to do—for example, to brainstorm, seek additional feedback, check your grammar, etc. You should include all uses of all generative AI tools.

If you incorporate AI output into your writing, you must treat it like a source and attribute it to the AI platform you used with quotation marks, in-text citation, and a reference on the References or Works Cited page.

In some Discussion activities on Canvas, AI use is **not** allowed. When this is the case, it will be clearly indicated in the instructions for the activities on Canvas.

You are responsible for all the content in your writing and for the syntax, vocabulary, and other surface features of your writing. Everything in your writing that you don't attribute to AI must be your own work.

You should exercise caution when using public AI tools that may not guarantee data protection, now or in the future (such as ChatGPT, Claude, Gemini, etc.), and avoid sharing any sensitive or private information. Examples of such information include personally identifiable information like your name, phone number, etc. For those seeking a private AI tool with Enterprise Level Data Protection, Microsoft Copilot is available by logging in with their AU email and password. This ensures that chats will not be used to train external AI tools, and data will remain within the Auburn University ecosystem.

Academic Honesty

All regulations outlined in the [Auburn University Student Academic Honesty code](http://www.auburn.edu/student_info/student_policies/) (http://www.auburn.edu/student_info/student_policies/) will apply to this course. In particular, we will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Early Alert Grades

You will receive an Early Alert Grade one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on classwork graded during the semester. If your Early Alert Grade is a “D,” “F,” or “FA,” you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the “tiger i” tab, selecting “Student Records,” and opening the “Midterm Grades” window from the drop-down box. If the grade appears inaccurate, please contact me.

Accessibility Accommodations

Students who need accommodations are asked to submit their approved accommodations electronically through AU Access and to make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit the website for the Office of Accessibility: <https://cws.auburn.edu/accessibility>.

Auburn Cares

Many students experience difficulties during college, either due to academic or personal reasons. Common stressors include medical, mental health, personal or family crisis, illness, or injury. These life events can interfere with a student's ability to attain their goals, both inside and outside the classroom.

Auburn Cares is designed to support students throughout their college career in order to best achieve their academic and co-curricular goals. Our staff work collaboratively with students to identify resources and develop personal action plans. We support and empower our students to take action and advocate on their own behalf.

Students can be referred to Auburn Cares by faculty/staff, family, or other students when they have a concern regarding a student's welfare. **Students can also self-refer in order to access support and assistance. Our goal is to help students avert more serious difficulties and attain academic and personal success.**

Services:

- Assess the needs of students experiencing a crisis or emergency
- Help students connect with campus and/or community resources
- Consult with faculty/staff to provide the appropriate assistance to students in need
- Provide emotional support to students with mental health issues
- Support students during times of sickness or injury
- Assist students during times of financial difficulty
- Support students experiencing food insecurity
- Work with students to solve problems and develop self-advocacy skills
- Assist students and their families in navigating the medical and/or compassionate withdrawal process
- Honor enrolled students who pass away

You can contact Auburn Cares through their website at <http://aucares.auburn.edu/>.

Title IX/Cleary Act

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the

[Counseling Center](#) (334-844-5123), the Rape Crisis Line (334-705-0510) and [Safe Harbor](#) (334-844-7233). To report sexual misconduct or sex discrimination, contact the [Auburn Title IX Coordinator](#) (334-844-4794) or Auburn Police (334-501-3100). For a comprehensive explanation of reporting procedures and available resources, please [see here](#).

Mandatory Reporter Notification: As an employee of Auburn University, I am required to report any violations of Title IX/Clery Act to the University. If you want confidential support, you can contact or visit the [Counseling Center](#) (334-844-5123), the Rape Crisis Line (334-705-0510) and [Safe Harbor](#) (334-844-7233).

Withdrawing from the Class

A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). When approval for dropping the course under such circumstances is granted by the student’s dean, a “W” may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.

Confidentiality of Student Records (FERPA)

As a student, your educational records at Auburn University are private, protected by the [Family Educational Rights and Privacy Act \(FERPA\)](#). Among other things, this right to privacy means that I cannot communicate with your parents or guardians about your educational records or your performance in class. If your parents or guardians want to review your educational records or talk with me about your performance in the class, **you** decide whether to sign a consent form allowing them to do that. For more information, please see the [Policy on the Confidentiality of Student Records](#). If your parents or guardians want to know more, you can direct them to the [Understanding FERPA](#) page.

Course Schedule

The course schedule is tentative and may change. Please refer to the ENGL 1120 Online Pacing guide on Canvas and to your weekly overview pages in Canvas modules. These guides will break down each week's assignments for you into smaller, manageable blocks of time. This course schedule covers assignments with due dates on Canvas or Eli Review.

Some readings will be provided on Canvas.

	Topic	Homework & Reading Due by class time
WEEK 1		
Due by Jan. 8	Introductions Syllabus overview	Complete Discussion 0
Due by Jan. 11	Rhetoric, rhetorical analysis, rhetorical action, transfer of knowledge, the traditional rhetorical triangle, and rhetorical appeals (ethos, logos)	Read "Introduction: What It Means to Become Rhetorical" in <i>Becoming Rhetorical</i> pp. 2-7 (on Canvas) Read Chapter 1a-1b "The Basic Rhetorical Situation" in <i>Becoming Rhetorical</i> pp. 8-17 (Canvas) Complete Discussion 1
WEEK 2		
Due by Jan. 16	Begin Project 1, set up Eli Review account, traditional rhetorical triangle, rhetorical appeals (pathos),	Read Chapter 1c "The Basic Rhetorical Situation" in <i>Becoming Rhetorical</i> pp. 17-24 Student Guide to Setting Up Eli Review (Canvas) Go to elireview.com and use your Auburn email address to create an account Read Chapter 14a "Embracing the Messiness of the Writing Process" pp. 285-296 Complete Discussion 2
Due by Jan. 18	The messy writing process, invention, drafting, past experiences with feedback and revision, and giving helpful feedback using the describe, evaluate, and suggest model	Read Giving helpful feedback in Eli Review Read Giver's Gain in peer learning Post a draft of Project 1 on Eli Review

WEEK 3		
Due by Jan. 20	Giving helpful feedback, using feedback to improve writing, and completing peer review of Project 1 <i>The last day to drop without a grade assignment is Jan. 28.</i>	Read Rethinking and revising: Using feedback to improve our writing Complete peer review process for Project 1 via Eli Review
Due by Jan. 25	Submit Project 1	Submit Project 1 on Canvas Submit Self-Assessment for Project 1 on Canvas
WEEK 4		
Due by Jan. 28	Introduce project 2, context, exigence, Kairos, purpose, modality, medium, genre, circulation, and incorporating sources.	Read Chapter 2a-2c “The Expanded Rhetorical Situation: Context, Exigence, Purpose” pp. 25-37 Read Chapter 2d “The Means of Communication: Modality and Medium” pp. 37-44 Complete Discussion 3 Read Chapter 13b “Incorporating Sources into Your Compositions” pp. 268-270 Read Chapter 13 “Informal Citation in Written, Visual, and Multimodal Compositions” pp. 281-283
Due by Feb. 1	Work on project 2	Post a draft of Project 2 on Eli Review
WEEK 5		
Due by Feb. 3	Peer Review and introduction to reflections	Complete Peer Review of Project 2
Due by Feb. 6		Submit Project 2 on Canvas Submit Self-Assessment for Project 2 on Canvas
Due by Feb. 8		Submit Reflection on Projects 1 and 2 on Canvas
WEEK 6		
Due by Feb. 10	Introduce Project 3	Visit the “Writing About Guidelines” website and learn about genres in your profession at

		https://wac.appstate.edu/resources-teaching-writing/writing-about-guidelines-wags Aviation majors visit the Skybrary website to learn about common genres at https://skybrary.aero/articles/written-communication Complete Discussion 4
Due by Feb. 15	Information literacy instruction, introduce project 3, professional genres, rhetorical analysis of a text, writing summaries, and thinking rhetorically about images	Read Chapter 3a “Analyzing Textual Rhetoric: Thinking Rhetorically about Reading Texts” pp. 46-52 Read Library Guide to ENGL 1120 (Canvas) Read Evaluating Web Sources (Canvas) Read other information literacy materials on Canvas Complete Discussion 5 Read Chapter 3b-3d “Writing Summaries,” “Researching the Rhetorical Situation of a Text,” and “Doing a Rhetorical Analysis of a Written Text” pp. 53-59 Read Chapter 4a “Thinking Rhetorically about Stand-Alone Images” pp. 61-82
WEEK 7		
Due by Feb. 19	Thinking rhetorically about images: social layers, placement and circulation, and the rhetorical work of images in texts; graphics and audience; helpful feedback, and peer review	Read Chapter 4b-4c “Thinking Rhetorically about Placement etc.,” & “The Rhetorical Work of Images in Texts” pp. 82-85 Consult Markel, “Choosing the Appropriate Kind of Graphic” (Canvas): find the graphics in your genre example and learn about what they do for audiences Post a draft of Project 3 to Eli Review
Due by Feb. 22	Peer Review	Submit peer review of Project 3
WEEK 8		
Due by Feb. 27	Introduce Project 4 and discuss generative AI	Submit Project 3 on Canvas Submit Self-Assessment for Project 3 on Canvas

	<i>Early Alert grades due on Feb. 26</i>	
WEEK 9		
Due by Mar. 8	Generative AI and synthesis	<p>Common Craft, “Large Language Models Explained”</p> <p>codebasics, “LLM Explained [Stochastic Parrot Analogy]”</p> <p>3Blue1Brown, “Transformers, the Tech behind LLMs” (stop at 6:33)</p> <p>Zao-Sanders, “How People are Really Using Generative AI Now – 2025.” pp. 1-13 (not the whole thing)</p> <p>Furze, “Teaching AI Ethics”</p> <p>MLA CCCC Join Task Force on Writing and AI, excerpts from Working Paper 1 - read the highlighted sections only (Canvas)</p> <p>Basgier, “On AI as Cake”</p> <p>The Center for Humane Technology, “The AI Dilemma” (video)</p> <p>Synthesizing sources (Canvas)</p> <p>Ren, “AI consumes a lot of water – but why?”</p> <p>Hao, “AI is Taking Water from the Desert” (Canvas)</p> <p>Complete Discussion 6</p>
Mar. 9–13 – Spring Break – No classes		
WEEK 10		
Due by Mar. 22	Generative AI and synthesis Project 4 rough drafts	Chen, “How Much Energy will AI Really Consume? The Good, the Bad and the Unknown” (Canvas)

		<p>University of Kansas' Center for Teaching Excellence, "Helping Students Understand the Biases in Generative AI"</p> <p>Fleisig et al., "Linguistic Bias in ChatGPT: Language Models Reinforce Dialect Discrimination"</p> <p>Miller, "Privacy in an AI Era: How Do We Protect Our Personal Information?"</p> <p>Fried, "Generative AI's Privacy Problem" (Canvas)</p> <p>The Center for Humane Technology, "AI and the Future of Work: What You Need to Know," <i>Your Undivided Attention</i></p> <p>Rowe, "Millions of Workers are Training AI Models for Pennies" (Canvas)</p> <p>Gianinni, "Generative AI and the Future of Education" (Canvas)</p> <p>Cottom, "The Tech Fantasy That Powers A.I. Is Running on Fumes" (Canvas)</p> <p>Cryer, "To Use AI or Not to Use AI? A Student's Burden"</p> <p>Pierre, "Why Is AI-Associated Psychosis Happening and Who's at Risk?"</p> <p>The Center for Humane Technology, "Echo Chambers of One: Companion AI and the Future of Human Connection."</p> <p>Complete Discussion 7</p> <p>Complete source synthesis matrix</p>
WEEK 11		
Due by Mar. 25		Submit a draft of Project 4 on Eli Review
Due by Mar. 26		Complete peer review of Project 4 on Eli Review

Due by Mar. 29		Submit Project 4 on Canvas Submit Self-Assessment for Project 4 on Canvas
WEEK 12		
Due by Mar. 30	Introduce Projects 5 and 6, rhetorical problems, stakeholders, audiences, and ethos in rhetorical problems	Submit Reflection on Projects 3 and 4 on Canvas
Due by Apr. 1	Submit a refined list of rhetorical problems with stakeholders, audiences, and your ethos; Create a plan to research your rhetorical problem that includes you evaluation of the validity and rhetorical significance of your sources; and Practice describing the problem and writing a rhetorical problem statement	Read Chapter 6a-6b “Event-Based Problems” and “Everyday Problems” pp. 112-118 Read Chapter 6c 2-3 “Identify Stakeholders in a Rhetorical Problem...” & “Define Your Own Ethos in a Problem” pp. 121-123 Complete Discussion 8
Due by Apr. 5	Project 5	Read Chapter 6c 1, 4, & 6d “Do Research to Deepen Your Understanding of a Problem,” “Describe the Problem and Give It Presence” & “Articulating Rhetorical Problems through Writing: The Rhetorical Problem Statement” pp. 118-120, 123-130 Read Chapter 6e “Addressing a Rhetorical Problem: Public Awareness Campaigns” pp. 131-135 Submit a draft of Project 5 on Eli Review
WEEK 13		
Due by Apr. 6	Peer Review	Complete peer review of Project 5 on Eli Review
Due by Apr. 9	Submit Project 5 The last day to withdraw from class with a W is Apr. 17.	Submit Project 5 on Canvas Submit Self-Assessment for Project 5 on Canvas
Due by Apr. 12	Discuss producing arguments in writing, with images, and with other modes of communication; stasis theory; scholarly sources; producing arguments in communication; and visuals The last day to withdraw from class with a W is April 18.	Read Chapter 7a-7b “Arguments as Inquiry, Not Fights” & “Inhabiting an Idea: Arguments as Response” pp. 136-150 Read “What is a ‘Scholarly’ Source?” (Canvas) Read “What is Peer Review?” (Canvas)

		<p>Read “Is My Journal Article Scholarly?” (Canvas)</p> <p>Read Chapter 7c-7e “Responding to Arguments in Public,” “Visual Arguments,” & “Multimodal Arguments” pp. 157-170</p> <p>Complete Discussion 9</p> <p>Read Chapter 15a-15b “When to Use Visual Compositions for Rhetorical Purposes” & “Good Visual Design: Basic Building Blocks: Contrast & Repetition” pp. 315-329</p>
WEEK 14		
Due by Apr. 15	Visual Design basics, websites, videos, and podcasts	Post a draft of the campaign brief on Eli Review
Due by Apr. 16	Peer review	<p>Complete peer review of Project 6 campaign brief draft on Eli Review</p> <p>Read Chapter 15b “Good Visual Design: Basic Building Blocks: Alignment & Proximity” pp. 329-335</p> <p>Read Chapter 15c “How-Tos: Tutorials for Specific Visual Compositions” pp. 335-347</p>
Due by Apr. 19	Visual Design basics, websites, videos, and podcasts	Post a revised draft of the campaign brief on Eli Review
WEEK 15		
Due by Apr. 20	Peer Review	<p>Complete peer review of revised draft of Project 6 campaign brief on Eli Review.</p> <p>Read Chapter 16c “How to Create Websites” pp. 366-371</p> <p>Read Chapter 16a-b “How to Create Videos” and “How to Create Podcasts” pp. 348-366</p>
Due by Apr. 21		Complete Discussion 10
Due by Apr. 22		Post a draft of the campaign kit and campaign materials on Eli Review

Due by Apr. 23		Complete peer review.
Due by Apr. 26		Post a revised draft of the campaign kit and campaign materials on Eli Review
FINAL EXAM WEEK		
Due by Apr. 28		Complete peer review. Complete Discussion 11
Due by Apr. 30		Submit Project 6 on Canvas Submit Self-Assessment for Project 6 on Canvas Submit Reflection on Projects 5 and 6 on Canvas