

English 1002-1003: English Composition II  
Summer 2020  
Illinois Valley Community College

Instructor: Adam Oldaker, M.A., M.A.  
Email: Adam\_Oldaker@ivcc.edu  
Office Hours: By appointment only  
Web Site: <https://www.ivcc.edu/facultywebpages/oldaker.php>  
Credit Hours: 3

Class Location: Online  
Meeting Times: Asynchronous  
Office Location: Main Campus, A-317  
Office Phone Number: 815-224-0326  
Division of Humanities, Fine Arts, and Social Sciences

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**Course 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.

*\*This phrasing comes directly from the master course outline for English Composition II, which is available at [www.ivcc.edu/courseoutlines](http://www.ivcc.edu/courseoutlines)*

**Prerequisite:** Successful completion of English 1001: English Composition I

**Illinois Articulation Initiative Equivalent:** C1 901R

- For more information, go to <http://www.itransfer.org>

**Expected Learning Outcomes:**

Upon completion of the course, the student will be able to:

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

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**General Education Goals Addressed:**

Upon completion of the course, the student will be able:

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate successively, both orally and in writing, to a variety of audiences.
- To understand and use technology effectively and to understand its impact on the individual and society.

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**Grading Scale:**

- A: 90-100 percent
- B: 80-89 percent

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C: 70-79 percent  
D: 60-69 percent  
F: 59-0 percent

**Grade:**

*Expressive Paper: Race, Racism, and Me: 3-4 pages (15%)*

\*For this paper, students will reflect on the content of Ava DuVernay's documentary *13<sup>th</sup>* and/or excerpts from Ibram X. Kendi's *How to Be an Antiracist*. Next, they will reflect on how these texts have impacted them personally and what they plan to do as a result. The expressive paper will allow them to use writing to think through complex issues, explore their feelings, express themselves, and arrive at a critical point.

*Literary Analysis: 3-4 pages (15%)*

\*In this essay, students will gain practice with using textual evidence to support claims in argumentative essays. They may choose to analyze an aspect of either James Baldwin's short story "Sonny's Blues" or August Wilson's play *Fences*. Instructional emphasis will be on thesis statements, topic sentences, primary and secondary support, textual evidence, and critical thinking.

*I-Search Research Essay: 5-6 pages (20%)*

\*In this essay, students will choose a topic naturally arising out of either their Expressive Paper or Literary Analysis. Next, they will research it and share the story of their research in essay form. They will also identify an intended direction for the Final Research Paper. Instructional emphasis will be on plagiarism avoidance, source evaluation, academic library databases, in-text citations, bibliographies, and MLA documentation style.

*Final Research Paper: 8-9 pages (30%)*

\*In this essay, students will write an argumentative essay based on the research for their I-Search Research Essay. They will take a position and defend it using ideas from their research. Instructional emphasis will continue to be on plagiarism avoidance, source evaluation, library databases, in-text citations, bibliographies, and MLA documentation style. Students are free to use revised content from the Expressive Paper, Literary Analysis, or I-Search Research Essay.

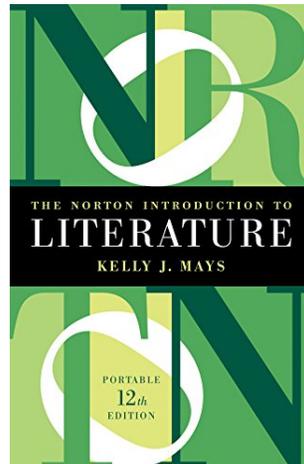
*Miscellaneous: All Assignments in Blackboard (20%)*

\*Students will complete daily discussions and activities on MTWR in Blackboard.

**Textbook(s) That You Will Need to Buy:**

Mays, Kelly J., editor. *The Norton Introduction to Literature*. Portable 12th ed., W. W. Norton, 2017.

\*Please note that all students must have this textbook by the second week of class. It can be obtained from IVCC's bookstore: <https://www.ivccbookstore.com/>



**Technical Requirements:**

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Please note that you will need to have access to a laptop/personal computer and a stable Internet connection to successfully complete this fully online course. Please be in touch with your instructor if you are lacking the necessary technology. Sometimes students think that they can complete their online coursework on their phones; your instructor discourages this approach.

**Technical Support:**

If you need technical support, particularly with Blackboard, please contact the IVCC Student Help Desk *before* emailing your instructor. You can call the Student Help Desk at (815) 224-0318 or find this academic support service on the Internet at <https://www.ivcc.edu/studenthelpdesk/index.php>

**Writing Center:**

If you would like a trained tutor to look over your paper and provide you with feedback, please contact the IVCC Writing Center *before* emailing your instructor. It offers free, unlimited, one-on-one tutoring for students in any class at any stage of their writing process. The Writing Center staff, which includes faculty and student tutors, is happy to assist students in understanding assignments, brainstorming topics, organizing and developing ideas, and revising and editing drafts. Our Quick Query service provides help with basic writing questions via email. The Writing Center also has handouts on grammar and style, writing reference materials, and documentation manuals available in the Center and in the Stylebook ([www.ivcc.edu/stylebook](http://www.ivcc.edu/stylebook)). You can find the schedule, appointment availability, and Quick Query instructions by visiting the Web site ([www.ivcc.edu/writingcenter](http://www.ivcc.edu/writingcenter)) or calling the Learning Commons at 815-224-0318.

**Jacobs Library:**

If you have questions about research or NoodleBib for this class or any other, please contact the IVCC Jacobs Library *before* emailing your instructor. You can email our librarians at [jacobs\\_library@ivcc.edu](mailto:jacobs_library@ivcc.edu) or visit the library on the Web at <https://libguides.ivcc.edu/library>

**Major Writing Projects:**

When completing major writing projects, please use MLA guidelines to format your documents. Also, use 12-point Times/Times New Roman as your font.

To look over MLA formatting guidelines, please consult the Purdue Online Writing Lab (OWL): [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html)

Evaluation guidelines for each major writing project will be provided.

**Daily Work:**

For this class, you will be expected to contribute to discussions and activities on MTWR in Blackboard. Your instructor understands that it can be stressful to write daily for an English instructor. Be assured that he does not expect flawless grammar and punctuation. What he does expect in daily work, however, is best effort. You can feel free to write in your natural voice.

Here are some guidelines for how your daily work in Blackboard will be evaluated:

*A-level post: Exceeds the expectations for the prompt. Word count meets or exceeds the minimum amount, and evidence exists that the student put an exemplary amount of thought and ample time into the post. Writing is well edited, and thoughts are presented in a clear, understandable way. When applicable, there is very strong evidence that the student completed the assigned reading or video viewing.*

*B-level post: Exceeds the expectations for the prompt. Word count meets the minimum amount, and evidence exists that the student put a lot of thought and time into the post. Writing is well edited, and thoughts are presented in a clear, understandable way. When*

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*applicable, there is strong evidence that the student completed the assigned reading or video viewing.*

*C-level post: Meets the expectations for the prompt. Word count meets the minimum amount, and evidence exists that the student put an acceptable amount of thought and time into the post. Writing is edited, and thoughts are presented in a clear, understandable way. When applicable, there is evidence that the student completed the assigned reading or video viewing.*

*D-level post: Does not meet the expectations for the prompt. Word count may not meet the minimum amount, and there is little evidence that the student put an acceptable amount of thought and time into the post. Writing may not be edited, and thoughts may not be presented in a clear, understandable way. When applicable, there is not enough evidence that the student completed the assigned reading or video viewing.*

*F-level post: Does not meet the expectations of the prompt. Word count may not meet the minimum amount, and there is no evidence that the student put an acceptable amount of thought and time into the post. Writing may not be edited, and thoughts may not be presented in a clear, understandable way. When applicable, there is no evidence that the student completed the assigned reading or video viewing.*

#### **Checking Email & Logging into Blackboard:**

Students will be expected to check their IVCC email at least once daily. All correspondence will be sent to students' IVCC accounts.

If you do not feel that you can get in the habit of logging into your IVCC email regularly, arrange to have your messages forwarded to the account that you use the most frequently. If you need help, contact the Student Help Desk at (815) 224-0318.

Your instructor strongly encourages you to develop the habit of logging into Blackboard at least once per day, particularly if you are taking multiple classes. You don't want to miss any important updates.

#### **Preferred Methods of Communication with Your Instructor:**

To contact your instructor, please email him at [Adam\\_Oldaker@ivcc.edu](mailto:Adam_Oldaker@ivcc.edu). He will not be in his office at the main campus in summer 2020 and will not have access to his office phone.

While your instructor highly values communication with students, he also acknowledges the importance of work/life balance. For this reason, he plans to check his IVCC email on MTWR between 1:00 and 5:00 PM; in other words, he will not be available 24/7 for students to consult. Students are guaranteed a response within 24 hours on MTWR. If you do not receive a response within that timeframe, check to make sure that you're using your instructor's correct email address and resend your message.

Office hours are available upon request; you have the right to request a phone appointment. If you would rather meet with your instructor face to face, he is able to arrange a meeting via video conferencing.

#### **Late Assignments:**

The deadlines for the major writing projects are firm. However, your instructor understands that life sometimes happens. If you need to request an extension, especially on a major project, please email your instructor as soon as possible—ideally, at least two days *before* the due date. Extensions may be granted at the instructor's discretion. A grade of a zero will be assigned for any assignments that are not turned in.

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Please note that an extension on the Final Research Paper is not likely due to how close the deadline is to final grades coming due.

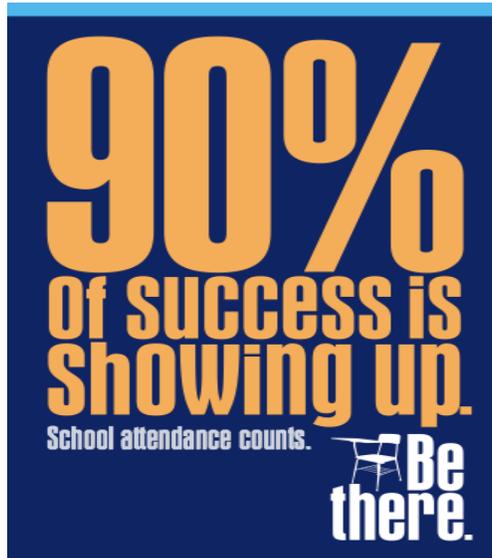
**Attendance and Tardiness:**

Because this class is fully online and meets asynchronously (not at the same time), attendance looks a bit different than it does for a face-to-face class. If you complete the activities for the day, then you are considered present. If you fail to complete the activities, then you are considered absent. If you complete the scheduled activities at a reasonable time after the posted deadline (say, within the next hour), then you are considered tardy. Your instructor reserves the right not to accept any work submitted the day after the deadline.

Generally speaking, it is important not to fall behind. Your instructor reserves the right to withdraw any student who fails to show up for class for three consecutive days. While he wants every student to be successful, he also feels that a grade of W (withdrawal) is better than a grade of F for students who stop showing up. Your instructor will do what he can to help you be successful; however, you need to do your part as well. Showing up is the baseline expectation.

If you are unable to attend a class, please email your instructor to let him know, just like you would for a job. If you are not in this habit, it's a good one to get into. Workplaces usually have consequences for no-call/no-shows. Your instructor may allow you to submit your daily work late, but you do need to check in with him and ask for an extension.

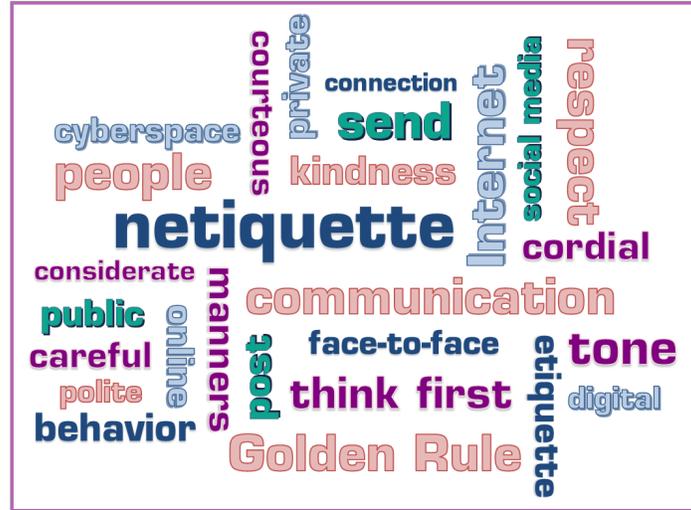
Because studies show that students who regularly attend classes possess a greater understanding of course material and perform better, it is very important for you to attend each class meeting.



**Netiquette:**

In digital environments, it is sometimes easy to forget that there are human beings who will actually read your words, and they will not be receptive to your message if you engage in hostile and/or rude behavior. Be mindful of that. If you wouldn't say something to your instructor or peers in person, please don't do so online. Remember to model IVCC's core values in your online communication for this class: respect, responsibility, caring, fairness, and honesty. Your instructor will do his best to enact these values in his classroom, and he respectfully asks you to do the same.

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If you show disrespect toward your instructor or another student, your instructor will contact you to share that that is how he interpreted your words. That said, if any act of disrespect is severe, you will be permanently withdrawn from the class, and you will be referred to the administration at IVCC for possible disciplinary action.

**Academic Accommodations:**

If you are a student with a documented cognitive (learning) disability, physical disability, or psychiatric disability (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, and others), you *may* be eligible for academic support services such as extended test time, texts on disc, note-taking services, etc. If you are interested in learning whether you can receive these academic support services, please contact Tina Hardy (Tina\_Hardy@ivcc.edu or 815-224-0284).

**Academic Integrity & Dishonesty:**

Plagiarism or cheating of any kind violates the Student Code of Conduct for IVCC. Due to the severity of academic dishonesty, cases will automatically result in failure of the assignment and possibly, at the instructor's discretion, failure of the class. Students may also be referred to the administration for further disciplinary action. Students are not able to withdraw to escape a penalty for plagiarism.

**Researched Writing:**

Any student who fails the research-paper unit (as determined by the averaged grade on the I-Search Research Essay and the Final Research Paper) cannot receive transfer credit for this class or a course grade above a D, regardless of the student's mathematically weighted grade for all submitted work. This policy is the result of requirements for this course provided by the Illinois Articulation Initiative. No exceptions will be made.

**Classroom Withdrawal:**

Students have the ability to initiate a withdrawal from classes. By completing a form in the Records Office or within WebAdvisor, the student authorizes IVCC to remove him or her from the course. Entering the student ID number serves as the student's electronic signature. 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 financial aid. It is *highly* recommended that students meet with their instructor and/or with a counselor before withdrawing from a class to discuss if a withdrawal is the best course of action.

**Student Support Services:**

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In addition to Disability Services and the Writing Center, IVCC offers a variety of other student support services, too. You can find out more about them at [https://www.ivcc.edu/cetla/IVCC\\_LearningResources\\_SyllabiStatementSupplement.pdf](https://www.ivcc.edu/cetla/IVCC_LearningResources_SyllabiStatementSupplement.pdf)

**Message from Your Instructor/Tips for Success:**

I am so excited to work with all of you in this fully online section of ENG 1002 in summer 2020! Based on my prior experience teaching college composition in the summer months, I have found the students to be among the most motivated and hardworking at the institution.

To achieve success, I have a few tips for you, some of which are redundant from the syllabus content above:

- 1.) *Check your email and log into Blackboard daily.* If you miss important email and Blackboard updates, you run the danger of missing a course requirement or falling behind.
- 2.) *Create a schedule for yourself that will help you to be successful.* If you know that you do your best work from 12:00-5:00 PM, then carve out that chunk of time just for your coursework. All of us work best at different times of the day. You may not use that entire block of time, but at least you have planned to. Any unexpected time off then becomes a happy occasion.
- 3.) *Meet your deadlines.* Deadlines over the summer seem to come quickly, one after another, and it's easy to fall behind, for both the instructor and the students. I will prioritize keeping up, and I ask that you do the same. Especially for those of you who are perfectionists, sometimes it's best to turn in assignments that may not showcase your very best work, but they do reflect best effort. On my end, sometimes that means resisting an impulse to give a lot of feedback on assignments. In the online environment, it matters that we're punctual and speedy.
- 4.) *Complete the assigned readings and videos; don't take shortcuts.* The readings and videos will prepare you for the major writing assignments. If you skim the readings and/or watch only parts of the videos, you will not be fully prepared for the most important assignments.

**Course Calendar**

Please note that the course calendar below is tentative and subject to change. It is intended to give you an idea of what's coming.

WEEK ONE (June 10-11)

W June 10: Introductions & course preview; DUE at 5:00 PM: Student introductions; DUE at 11:00 PM: Responses to student introductions.

R June 11: Syllabus review & netiquette; DUE at 5:00 PM: Feelings about online learning & response to course syllabus; DUE at 11:00 PM: Netiquette email to instructor.

WEEK TWO (June 15-18)

M June 15: Watch the first forty-five minutes of *13th* on YouTube. DUE at 5:00 PM: Reflections on documentary; DUE at 11:00 PM: Respond to at least one classmate.

T June 16: Watch the last forty-five minutes of *13th* on YouTube; DUE at 5:00 PM: Reflections on documentary; DUE at 11:00 PM: Respond to at least one classmate.

W June 17: Read "My Racist Introduction" and "Definitions" by Ibram X. Kendi (PDF in Blackboard); DUE at 5:00 PM: Reflections on reading; DUE at 11:00 PM: Respond to at least one classmate.

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R June 18: Read "Dueling Consciousness" and "Power" by Kendi (PDF in Blackboard); DUE at 5:00 PM: Reflections on reading; DUE at 11:00 PM: Respond to at least one classmate.

WEEK THREE (June 22-25)

M June 22: Read "Biology" by Kendi (PDF in Blackboard); DUE at 5:00 PM: Reflections on reading; DUE at 11:00 PM: Respond to at least one classmate.

T June 23: DUE at 5:00 PM: Plan for Expressive Paper: Race, Racism, and Me (3-4 pages); DUE at 11:00 PM: Respond to at least one classmate.

W June 24: DUE at 5:00 PM: Draft of Expressive Paper: Race, Racism, and Me (3-4 pages) for peer review; DUE at 11:00 PM: Complete peer review for at least one classmate.

R June 25: Read the first half of "Sonny's Blues" by James Baldwin (*Norton*, pp. 66-80). DUE at 5:00 PM: Reflections on reading. DUE at 11:00 PM: Respond to at least one classmate.

F June 26: DUE at 11:00 PM: Final draft of Expressive Paper: Race, Racism, and Me (3-4 pages)

WEEK FOUR (June 29-July 2)

M June 29: Read the second half of "Sonny's Blues" by Baldwin (*Norton*, pp. 81-93). DUE at 5:00 PM: Reflections on reading. DUE at 11:00 PM: Respond to at least one classmate.

T June 30: Read the first act of *Fences* by August Wilson (*Norton*, pp. 873-909). DUE at 5:00 PM: Reflections on reading. DUE at 11:00 PM: Respond to at least one classmate.

W July 1: Read the second act of *Fences* by Wilson (*Norton*, pp. 909-35). DUE at 5:00 PM: Reflections on reading. DUE at 11:00 PM: Respond to at least one classmate.

R July 2: DUE at 5:00 PM: Plan for Literary Analysis: Race and Racism in Literature (3-4 pages); DUE at 11:00 PM: Respond to at least one classmate.

WEEK FIVE (July 6-9)

M July 6: DUE at 5:00 PM: Draft of Literary Analysis: Race and Racism in Literature (3-4 pages) for peer review; DUE at 11:00 PM: Complete peer review for at least one classmate.

T July 7: DUE at 11:00 PM: Final Draft of Literary Analysis: Race and Racism in Literature (3-4 pages).

W July 8: Introduction to I-Search Research Paper; DUE at 5:00 PM: Reactions to assignment sheet. What do I know? What do I need to learn? DUE at 11:00 PM: Respond to at least one classmate.

R July 9: Introduction to MLA and paraphrasing; DUE at 5:00 PM: Reactions to MLA video; DUE at 11:00: Paraphrasing exercise.

WEEK SIX (July 13-16)

M July 13: Introduction to plagiarism; DUE at 5:00 PM: Complete tutorial. DUE at 11:00 PM: Reflection on what you learned.

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T July 14: Introduction to IVCC Jacobs Library & Key Databases: Academic Search Complete, ProQuest Research Library, JSTOR, Literature Criticism Online, and Gale Virtual Reference Library. DUE at 5:00 PM: Response to first video. DUE at 11:00 PM: Response to second video.

W July 15: Introduction to NoodleBib. DUE at 5:00 PM: Response to video. DUE at 11:00 PM: NoodleBib activity.

R July 16: Introduction to NoodleBib (continued). DUE at 5:00 PM: Response to video. DUE at 11:00 PM: NoodleBib activity.

#### WEEK SEVEN (July 20-23)

M July 20: Introduction to in-text citations & other matters. DUE at 5:00 PM: Response to video. DUE at 11:00 PM: Sharing other resources on in-text citations.

T July 21: Choosing sources. DUE at 5:00 PM: Share citations for three sources. DUE at 11:00 PM: Share brief summaries of each source.

T July 21: LAST DAY TO WITHDRAW

W July 22: DUE at 5:00 PM: Share your plan for I-Search Research Paper (5-6 pages). DUE at 11:00 PM: Respond to at least one classmate.

R July 23: DUE at 5:00 PM: Share your in-progress draft of I-Search Research Paper (5-6 pages) for Peer Review. DUE at 11:00 PM: Complete peer review for at least one classmate.

F July 24: DUE at 11:00 PM: Final draft of I-Search Research Paper (5-6 pages)

#### WEEK EIGHT (July 27-30)

M July 27: Planning for Final Research Paper. DUE at 5:00 PM: Brainstorming for revising previous writings into the Final Research Paper. DUE at 11:00 PM: Respond to at least one classmate.

T July 28: Choosing sources. DUE at 5:00 PM: Share citations for at least two more sources. DUE at 11:00 PM: Share brief summaries of each source.

W July 29: DUE at 5:00 PM: Share your plan for Final Research Paper (8-9 pages). DUE at 11:00 PM: Respond to a classmate.

R July 30: DUE at 5:00 PM: Share your in-progress draft of Final Research Paper (8-9 pages) for peer review. DUE at 11:00 PM: Complete peer review for at least one classmate.

#### WEEK NINE (August 3-4)

M Aug. 3: DUE at 11:00 PM: Final draft of Final Research Paper (8-9 pages).