In this six-week accelerated composition course, we will focus on building and fine-tuning a handful of writing skills, including summarization, critique, rhetorical analysis, and argumentation, as well as finesse strong research strategies. Organized around three two-week modules - the critique essay, the rhetorical analysis, and the digital curation and contemporary issue essay project - students will produce several writing projects while also exploring in smaller assignments contemporary issues including cancel culture, the coronavirus, and social justice and foundational skills including thesis statements, attention-grabbers, paragraph organization / building, and quoting.

CATALOG DESCRIPTION: Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, synthesizing and citing source information. Prerequisite: ENGL 1301.
LINE COOK - You have a grasp of the basics of good writing, and are ready to write more critically, tackling more complex subjects and forms. In other words, you’re ready to start cooking. Perhaps you are an English or Creative Writing major, or in a discipline that requires a lot of writing, so you know that you will need to tackle trickier “recipes” to get the most out of the class. "Line Cooks" are concerned with HOW: how to make their writing more polished and thoughtful.

HEAD COOK - You want to write at a high level, using the tools of a sophisticated writer and critical thinker to write challenging, exceptional essays. You have lots of experience writing essays. You know that writing takes both planning and practice. You actively seek ways to push your writing further. Basically, you’re ready to write your own "recipes" using the skills you have mastered.

"Head Cooks" tend to be curious thinkers, good at improvising and working with various materials. They are invested in writing as a lifelong skill. They are concerned with HOW: how to use writing to advance themselves both academically and professionally.

HOW TO TAKE THIS COURSE

Like life, you will get out of this course what you put into it. Put another way, think about this course as operating on three levels. Now, as a former food service worker, in thinking about those three levels, I immediately thought of a busy restaurant kitchen with kitchen staff working to fill customer orders. I would like you to imagine those staff, and ask yourself: “Which one am I?”

DISHWASHER / PREP COOK - You only need surface-level knowledge of the basics of good writing. It's fine if you want to stay away from the heat of kitchen and keep things simple, especially if English is not your strongest subject. The "Dishwasher / Prep Cook" is mainly concerned with WHAT: what rules need to be followed for each assignment and what criteria will be used to assess their work.
**Required Texts**

As a writing course, our focus will be more on writing than it will be on reading, so there are no textbooks for this course. Our only textbook for this course is D2L itself, where the content pages in each module and the various articles that I have collected for each module comprise the reading assignments for the course.

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**COURSE POLICIES**

**ATTENDANCE** In an asynchronous online course, there are no mandatory meetings to attend, and thus there is no true attendance policy. However, I will be tracking students' login history throughout the course, which means I will know how regularly a student logs in to the course, and how much time they spend working in D2L. So I recommend that you make sure to login in EVERYDAY to the course to keep on top of the course / coursework, and complete work (either readings or assignments) in the modules every time you login.

**LATE WORK** I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

**PLAGIARISM** Acts of plagiarism run the gamut from misattributing sources and forgetting to cite sources patchworking sources to create paragraphs, to purchasing papers or copying and pasting entire essays. In all of my courses, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university's Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean. To see the university's policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

**DISABILITY SERVICES** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services(ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Grading Scale

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.
COURSE REQUIREMENTS

Each essay project and its overall point total is comprised of a rough draft, revised draft, feedback to peers, and a revision plan and reflection.

15% The Critique Essay – The first essay is a three page critique of an article on 'How the 'Karen Meme' Confronts the Violent History of White Womanhood.' This essay emphasizes summarization, analysis, and personal response, along with structured paragraph building and constructing clear, thoughtful and successful thesis statements.

20% Rhetorical Analysis Mini-Essays – The second writing assignment is a group of three 450-550 word rhetorical analyses of a video, political cartoon, and op-ed about 9/11. The rhetorical analyses emphasize the rhetorical strategies and techniques that are used to make an argument persuasive and cohesive. Structured paragraph building and successful thesis statement construction are also key to these analyses.

15% Digital Curation – The third writing project for this course is a collection, or 'curation' of materials representing a variety of mediums (audio, visual, and text) and viewpoints on a contemporary issue. This project emphasizes good research skills, including selecting, organizing, and contextualizing source materials.

15% Contemporary Issue Essay – The final writing assignment for the course is a 5-6 page argument supported by research collected/curated in the previous assignment. The essay emphasizes all writing skills utilized in the previous writing assignments and the critical thinking / analytical skills practiced and fine-tuned in the Discussion Board Conversations.

35% Discussion Board Conversations & Assorted Exercises – Critical thinking is the skill being emphasized with these conversations on topical issues and problems, as well as constructing thoughtful dialogue with others. A variety of small assignments geared toward comprehension and application of core concepts and skills will also be assigned at various points in the course.

Grading Scale

A “D” paper is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An “F” paper does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.
Essay Deadlines

CRITIQUE ESSAY ROUGH DRAFT DUE 7/6/21

REVISED CRITIQUE ESSAY DUE 7/10/21

RHETORICAL ANALYSIS #1 & #2 ROUGH DRAFTS DUE 7/20/21

RHETORICAL ANALYSIS #3 ROUGH DRAFT DUE 7/22/21

REVISED RHETORICAL ANALYSES DUE 7/25/21

DIGITAL CURATION SOURCE SUMMARIES DUE 7/31/21

CONTEMPORARY ISSUE ESSAY ROUGH DRAFT DUE 8/2/21

REVISED DIGITAL CURATION AND CONTEMPORARY ISSUE ESSAY DUE 8/6/21

CONCISE COURSE SCHEDULE

W1 Module 1: The Art of the Critique Essay, Week 1 content pages; "Gina Carano and Cancel Culture" Discussion Board; Thesis Statement Exercise & Attention-Grabber Exercise

W2 Module 1: The Art of the Critique Essay, Week 2 instructional pages & "How the 'Karen Meme' Confronts the Violent History of White Womanhood;" "Bill Maher and Cancel Culture Argument Analysis" Discussion Board; Critique Essay Rough Draft and Revised Final Draft

W3 Module 2: Rhetorical Analysis, Week 3 content pages; Michelle Wolf Analogy Analysis; "It's a Beautiful Day and I Can't See It" Pathos Analysis; Alabama Agriculture Commissioner Analysis; Ricky Gervais 2020 Golden Globes Mini Rhetorical Analysis

W4 Module 2: The Rhetorical Analysis, Week 4 Instructional pages & "Looking Back - and Ahead - 19 Years After 9/11"; Rhetorical Analysis Rough Drafts #1, #2, & #3; Rhetorical Analysis Portfolio

W5 Module 3: The Digital Curation/Contemporary Issue Essay, Week 5 content pages; Quote Analysis & Cornell Plagiarism Quiz Reflection; Digital Curation Source Summaries

W6 Module 3: The Digital Curation/Contemporary Issue Essay; Contemporary Issue Essay Rough Draft; Revised Digital Curation and Contemporary Issue Essay DUE