

COURSE: ENGL 2567 – Gender and Identity

INSTRUCTOR:

CREDITS: 3 CLASS HOURS PER WEEK: 3

PREREQUISITES: ENGL 1100 with grade of C or higher.

DESCRIPTION OF COURSE

English 2567 is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading, and critical thinking. This course also refines skills in researching a topic, documenting sources, and working collaboratively. Course reading and writing assignments may be thematically organized. This section focuses on issues of gender and identity.

STUDENT LEARNING OUTCOMES

Throughout the course, students should build upon the foundational outcomes from the first course (indicated in regular font). By the end of the course, students should also achieve the outcomes indicated in italics.

1. Communicate effectively
 - Compose organized, clear, developed, and audience-based prose
2. Demonstrate rhetorical knowledge
 - Identify the elements that inform rhetorical situations
 - Produce expository texts that have a clear purpose; respond to the needs of intended audiences; assume an appropriate stance; adopt an appropriate voice, tone, style, and level of formality; and use appropriate conventions of format and structure
 - *Analyze argumentative strategies and persuasive appeals*
 - *Employ appropriate argumentative strategies and persuasive appeals in their writing*
3. Engage in critical thinking, reading and writing:
 - Use writing reading and writing for inquiry, learning, thinking, and communicating
 - Analyze relationships among writer, text, and audience in various kinds of texts
 - Use various critical thinking strategies to analyze texts
 - *Find and evaluate appropriate material from electronic and other sources*
 - *Analyze and critique sources in their writing*
 - *Juxtapose and integrate ideas and arguments from sources*
 - *Develop a clear line of argument that incorporates ideas and evidence from sources*
4. Develop effective composing processes

- Practice the steps of the composing process: generating ideas and text, drafting, revising, and editing
 - Practice writing as a flexible, recursive process
 - Apply this process to produce successive drafts of increasing quality
5. Collaborate during the writing process in a social setting
 - Work with others to improve their own and others' texts
 - Balance the advantages of relying on others with taking responsibility for their own work
 6. Use appropriate conventions for format, documentation, and editing
 - Demonstrate in writing appropriate conventions for structure, paragraphing, mechanics and format
 - Document the work of others when appropriate
 - Use a standard documentation format as needed
 - Demonstrate effective use of syntax, grammar, punctuation and spelling
 - *Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing*
 7. Adapt composing processes to electronic environments
 - Use electronic media/technologies for composing and publishing texts
 - Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts
 - *Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.*

INSTITUTIONAL LEARNING GOALS

Columbus State Community College's Institutional Learning Goals are an integral part of the curriculum and central to the mission of the college. For this course (ENGL 2367 - Composition II), students are expected to demonstrate the skills associated with the Institutional Learning Goals identified below:

- ILG #1: Critical Thinking
- ILG #5: Technological Competence
- ILG #6: Communication Competence
- ILG#7: Cultural and Social Awareness

Students are assessed on achievement of these outcomes. Names will not be used when reporting results. Outcomes-based assessment is used to improve instructional planning and design and the quality of student learning throughout the college.

COURSE MATERIALS REQUIRED

Access to a computer for the following: word-processing, internet and library researching, emailing, using Blackboard, saving work electronically, etc.

TEXTBOOK, MANUALS, REFERENCES, AND OTHER READINGS

Friedman, Ellen G. and Jennifer D. Marshall. *Issues of Gender*. NY: Pearson, 2004

Bullock, Richard, and Francine Weinberg. *The Norton Field Guide to Writing with Handbook*. 4th ed. New York: W.W. Norton, 2016.

GENERAL INSTRUCTIONAL METHODS

Lecture, assigned readings, in-class discussion, in-class writing and reading exercises, peer revision and editing activities, writing workshops, individual and/or group conferences.

STANDARDS AND METHODS FOR EVALUATION

UNITS OF INSTRUCTION/ COURSE REQUIREMENTS	STANDARDS AND METHODS FOR EVALUATION
Writing Project 1 – Textual Response (polished word count = 1000 minimum)	15% --Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, documentation of sources
Writing Project 2 – Critical Analysis (polished word count = 1000 minimum)	20% -- Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, documentation of sources
Writing Project 3 – Major Research Project (polished word count = 2000 minimum)	30% -- Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, documentation of sources
Final essay exam OR midterm essay exam OR portfolio OR other writing project (polished word count = 1000 minimum) NOTE: If an instructor chooses to assign a midterm or final essay exam, the essay will be written over the course of at least two class periods. Students will be given an opportunity to plan, draft, revise, and edit the essay during those class periods.	15% --Ability to demonstrate skills acquired during the course
Other work to be determined by instructor (process work, peer feedback, homework, etc.)	20% -- Determined by instructor
NOTE: All major projects should require students to engage secondary sources using a formal citation method.	

GRADING SCALE

90-100=A 80-89=B 70-79=C 65-69=D Below 65=E

ATTENDANCE POLICY

Attendance is important to the success of this class and to your development as a writer. Because this course requires class participation, interpersonal interaction, and peer review, students should attend all classes for the full class time. Faculty are under no obligation to provide make-up assignments for students who have missed class. Understandably, sometimes students miss class because of life's circumstances. Because faculty do not want to have to judge the validity of an excuse, there is no need to return to class with a doctor's excuse. If you are absent, your final grade may be affected since you may miss class directions and instructions, and you cannot make up in-class work for which you are not present. If you stop attending class, please see the Withdrawal From Course and Financial Aid Attendance Reporting policies.

STUDENT CODE OF CONDUCT

As an enrolled student at Columbus State Community College, you have agreed to abide by the Student Code of Conduct as outlined in the Student Handbook. You should familiarize yourself with the student code. The Columbus State Community College expects you to exhibit high standards of academic integrity, respect and responsibility. Any confirmed incidence of misconduct, including plagiarism and other forms of cheating, will be treated seriously and in accordance with College Policy and Procedure 7-10.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

It is Columbus State policy to provide reasonable accommodations to students with disabilities as stated in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you would like to request such accommodations for access, please contact Disability Services: 101 Eibling Hall, (614) 287-2570. Email or give your instructor a copy of your accommodations letter from Disability Services as soon as possible. Accommodations do not start until your instructor receives the letter, and accommodations are not retroactive. Delaware Campus students may contact an advisor in the Student Services Center on the first floor of Moeller Hall, (740) 203-8000.

AUDIO/VIDEO RECORDING OF CLASS

Audio-and video-recording, transmission, or distribution of class content (e.g., lectures, discussions, demonstrations, etc.) is strictly prohibited unless the course instructor has provided written permission via the syllabus or a signed form. Authorization to record extends solely to students in that particular course. Transmitting, sharing, or distributing course content onto public, commercial, or social media sites is strictly prohibited.

TITLE IX

Columbus State Community College is committed to creating a learning and working environment that is free of bias, discrimination, and harassment by providing open communication and mutual respect. If you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity and expression, genetic information (GINA), military status or disability, please contact one of the following people:

Renee Fambro
Director of Equity &
Compliance
Human Resources
Rhodes Hall 115
rfambro@csc.edu
Phone: 614.287.5519

Danette Vance
Title IX Deputy
Coordinator
Human Resources
Rhodes Hall 115
dvance1@csc.edu
Phone: 614.287.2433

Joan Cook
Title IX Deputy
Coordinator
Human Resources
Rhodes Hall 115
jcook60@csc.edu
Phone: 614.287.2636

Darla Van Horn
Title IX Deputy
Coordinator
Student Life
Eibling Hall 203(D)
dvanhorn@csc.edu
Phone: 614.287.2856

For additional information about your options at Columbus State Community College or to file a complaint online, please visit our webpage at: <http://www.csc.edu/services/title-ix/>

TOBACCO FREE COLUMBUS STATE 2015

As a result of a proposal by the Ohio Board of Regents in 2012, Columbus State became a tobacco-free institution, as have colleges and universities across the nation, including The Ohio State University, which made the change in 2014. In an effort to support the health and well-being of all students, faculty, and staff, the College has adopted a tobacco free policy which prohibits the use of all tobacco-related products on College property. The primary emphasis of this approach is to focus on the elimination of tobacco use on all College property with cessation left as a choice for the individual. The effective date for the tobacco free policy was July 1, 2015.

INCLEMENT WEATHER OR OTHER EMERGENCIES

Columbus State rarely closes for severe weather; however, if the college does close, major stations will carry such information. Assignments due on the day that the college is closed will be due the next scheduled class period. Students who live in areas which fall under a Level 3 Emergency (all roadways closed to non-emergency personnel) should not attempt to drive to the college even if classes are in session. Students who miss class because of a Level 3 Emergency in their area are still responsible for assignments as indicated on the syllabus. It is your responsibility to contact your instructor to determine how to make up the missed assignment.

FOCUS ATTENDANCE REPORTING

This course is part of FOCUS--a student success tool (powered by Starfish®) at Columbus State. Throughout this term, you may receive emails from FOCUS@csc.edu regarding your grade or performance in the class. The emails and recommended actions are designed to help you be successful. In addition, your instructor may request a meeting with you or request that you visit other Columbus State services, including tutoring, the learning center, student services, or the retention specialist. You may also be contacted directly by one of these services, or an advisor, as a result of the notifications. While you do not need to login to the FOCUS system to receive the notifications, you may do so to change how you receive the messages, or to view contact information in your student profile. To log in to FOCUS, you should login to Blackboard and click on the FOCUS link (left hand-side under Tools). If you have any questions, please contact your instructor.

FINANCIAL AID ATTENDANCE REPORTING

Columbus State is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs and/or who receive educational benefits through the Department of Veterans Affairs. It is the responsibility of the College to identify students who do not commence

attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported every semester by each instructor, and results in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.

For the purposes of financial aid reporting, a student meets the participation and attendance criteria if s/he has actively engaged in the class and demonstrated a meaningful attempt toward completion of the course. Examples of active engagement may include, but are not limited to: completing a graded course assignment (e.g., homework, quiz, essay, project, or lab); actively participating in studio or practicum sessions; making content-related contributions to an online discussion forum (including responses both to prompts and to student/instructor posts).

PLAGIARISM (ENGLISH DEPARTMENT POLICY)

Plagiarism, such as borrowing passages or whole documents from the Internet or other sources, and presenting another author's actual words, ideas, organization, or conclusions as one's own, will not be tolerated. Students who borrow another writer's material must document their sources accordingly. Students who present as their own the material written by others will be reported to the Dean of Student Life and penalized. A confidential record of the incident will be kept on file pursuant to the Federal Education Rights and Privacy Act (FERPA). Because the penalty is severe, ranging from zero for the assignment to failing for the course to academic dismissal, all students should avoid the slightest hint that they have used borrowed material without giving credit.

INTERMEDIATE COMPOSITION PROFICIENCY

Students **MUST** leave ENGL 2567 having achieved the learning outcomes listed above. To demonstrate proficiency in ENGL 2367 and to pass the course, students must earn a "C" or better. Students who receive a "D" as a final grade may not enroll in any subsequent English courses for which ENGL 2567 is a prerequisite.

COLUMBUS STATE'S WRITING SEQUENCE

Because the English Department has designed ENGL 0190, 1100, and 2367 as a sequence with each successive course dependent on the previous course, students are encouraged to register for English 2367 the semester after they take English 1100 so that the basis they have formed is not forgotten.

LATE ASSIGNMENT POLICY

To be determined by instructor.

WITHDRAWAL FROM COURSE

If you decide to drop this course, you must do so officially. Please refer to the official college calendar for information about the last day to withdraw. Failure to withdraw officially from a course will result in a failing grade recorded on your transcript. Students may withdraw online via CougarWeb or complete a Registration Add/Drop Form and submit to Department of Records and Registration (Madison Hall 201, Columbus Campus), Student Services (Moeller Hall, Delaware Campus) or at one of the Columbus State Regional Learning Centers. Students do not need an instructor's signature to withdraw from a course.

COURSEWORK EXPECTATIONS

Columbus State's policy states that students at schools receiving funds from the State of Ohio should be expected to do 30 hours of work for each credit earned. That means students should expect to spend about 2 hours on work outside of class for each hour spent in class (Policy Number 5-05). Students need to be aware of their out-of-class responsibilities, and they need to be aware that the inability to fulfill the requirements for a course may result in failure.

TUTORING SERVICES

Columbus State offers multiple free tutoring services that may be beneficial to you. The **Columbus Campus Writing Center** is located in 102 Columbus Hall. Services are also available at Delaware and at some regional learning centers. You can find hours and other information about Writing Center services by visiting the English Department website (<http://www.cscs.edu/academics/departments/english/>) and following the links for the Writing Centers.

Columbus State also partners with the online tutoring service NetTutor. To access free 24-hour live tutoring, click the green "n" NetTutor logo that appears on the front page of your Blackboard course. This link will take you to a NetTutor page that lists available tutoring services. For help with a writing project in any course, choose either the **CSCC English and Writing Online Tutor** or **NetTutor Paper Center** to reach an available tutor or upload a paper for review within 48 hours.

COMMUNICATION CENTER

The Communication Center is a campus-wide hub for presentation and performance development. Located in 017 Nestor Hall, the Communication Center offers you **free tutoring** to help you write and deliver a presentation for any class in any department. The tutors are instructors who teach courses here at Columbus State. To make an appointment, go to <http://tutorfile.com/speechlab> where you will find the complete instructions for making an appointment. You will be asked to register and confirm your registration in your Columbus State student e-mail account before making the appointment. Our autumn semester hours and opening date are posted on the web site. Please bring your assignment directions with you as well as any work you have completed so far. We welcome individual presenters and small group presenters as well. Our expert tutors will help you present your ideas with confidence and success.

GENERAL CLASSROOM CONDUCT

Course materials, content, and discussions may involve controversial issues. Please treat these subjects with the sensitivity they deserve. Please turn off or silence communication devices. Bringing visitors, taking photographs, or using recording devices is not permitted in the classroom without advance permission from the instructor. Please do not bring children or leave them unsupervised in the building. Occasionally, the instructor may need to invite other faculty or participants to class. According to college rules, there should be no eating, drinking, tobacco, or e-cigarette/personal vaporizer use in the classroom.

UNITS OF INSTRUCTION

UNIT 1: Writing Project 1: Textual Response (15%)

Week 1

- **Unit of Instruction:** Understanding Writing Processes and Rhetorical Situations (refresher)
- **Student Learning Outcomes:** By the end of Week 1, students should have a basic understanding of the drafting process for composing an essay and an understanding of the meanings of author, audience, text, and context.
- **Assigned Reading:** Read Part 4 (Processes) in *Field Guide to Writing*; “Image-based Culture: Advertising and Popular Culture (Jhally 59) and “Sexism and the Art of Feminism” (Davis 91) in *Issues of Gender*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 2

- **Unit of Instruction:** Understanding and Using Argumentative Strategies
- **Student Learning Outcomes:** By the end of Week 2, students should have a basic understanding of how to incorporate argumentative strategies (comparison and contrast, cause and effect, concession and rebuttal, etc.) in their writing.
- **Assigned Reading:** Chapter 13 (Arguing a Position) and Chapter 52 (MLA Style) in *Field Guide to Writing*; “Where do the Mermaids Stand? Voice and Body in *The Little Mermaid*.” (Sells 78) in *Issues of Gender*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 3

- **Unit of Instruction:** Understanding and Using Persuasive Appeals
- **Student Learning Outcomes:** By the end of Week 3, students should have a basic understanding of how to incorporate persuasive appeals (logos, ethos, and pathos) and avoid logical fallacies in their writing.
- **Assigned Reading:** Read Part 2 (Rhetorical Situations) in *Field Guide to Writing*; “Letters to a Young Feminist on Sex and Reproductive Freedom.” (Chesler 117) in *Issues of Gender*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 4

- **Unit of Instruction:** Getting and Giving Feedback on Project 1; Employing Appropriate Editing Conventions
- **Student Learning Outcomes:** By the end of Week 4 students should be able to offer and receive constructive feedback on rough drafts of Writing Project 1 and employ appropriate conventions for mechanics, punctuation, etc.
- **Assigned Reading:** Read Chapter 30 (Getting Response and Revising) in *Field Guide to Writing*; “Witnessing the Death of Love: She Hears Him Tell the Woman That He Will Kill Her” (hooks 26) and “Blue Horses Rush In” (Tapahonso 58) in *Issues of Gender*.
- **Assessment Methods:** Final draft of Writing Project 1 and process work, computer work, writing workshop, group or individual conferences.

UNIT 2: Writing Project 2: Critical Analysis (20%)

Week 5

- **Unit of Instruction:** Using and Evaluating Informal Electronic Networks and Internet Sources
- **Student Learning Outcomes:** By the end of Week 5 students should have a basic understanding of how to evaluate the quality and usefulness of informal electronic networks and internet sources.
- **Assigned Reading:** Read Chapter 47 (Evaluating Sources) in *Field Guide to Writing*; “Who’s on Top? Heterosexual Practices and Male Dominance During the Sex Act. (Steedman 136) in *Issues of Gender*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 6

- **Unit of Instruction:** Using and Evaluating Scholarly and Other Official Databases
- **Student Learning Outcomes:** By the end of Week 6 students should have a basic understanding of how to evaluate the quality and usefulness of scholarly and other official databases.
- **Assigned Reading:** Read Chapter 46 (Finding Sources) and review Chapter 52 (MLA Style) in *Field Guide to Writing*
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 7

- **Unit of Instruction:** Analyzing and Critiquing Sources
- **Student Learning Outcomes:** By the end of Week 7 students should be able to effectively analyze and critique the quality and usefulness of sources in order to understand the role these sources play in their own research projects.
- **Assigned Reading:** Review Chapters 46 and 52 in *Field Guide to Writing*; “The Second Shift: Working Parents and the Revolution at Home” (Hochschild 174) in *Issues of Gender*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 8

- **Unit of Instruction:** Getting and Giving Feedback on Project 2; Employing Appropriate Editing Conventions
- **Student Learning Outcomes:** By the end of Week 8, students should be able to offer and receive constructive feedback on rough drafts of Writing Project 2 and employ appropriate conventions for mechanics, punctuation, etc.
- **Assigned Reading:** Review Chapter 28 in *Field Guide to Writing*; “The Third WWWave: Who We Are, and Why We Need to Speak” (Allen 199) in *Issues of Gender*.
- **Assessment Methods:** Final draft of Writing Project 2 and process work, computer work, writing workshop, group or individual conferences.

UNIT 3: Writing Project 3: Major Research Project (30%)

Week 9

- **Unit of Instruction:** Developing a Line of Argument
- **Student Learning Outcomes:** By the end of Week 9, students should have a basic understanding of how to develop a line of argument (defining a problem/topic, identifying assumptions about the problem/topic, identifying possible solutions/critical approaches related to the problem/topic, etc.).
- **Assigned Reading:** Read Chapter 36 (Arguing) in *Field Guide to Writing*; “How Men have (a) Sex” (Stolenburg 125) in *Issues of Gender*.

- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 10

- **Unit of Instruction:** Integrating Ideas and Arguments from Sources

- **Student Learning Outcomes:** By the end of Week 10, students should have a basic understanding of how to properly synthesize ideas and arguments gathered from sources into their own writing.

- **Assigned Reading:** Read Chapter 48 (Synthesizing Ideas) in *Field Guide to Writing*; “A World Worth Living In” (Praeger 190) in *Issues of Gender*.

- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 11

- **Unit of Instruction:** Quoting, Paraphrasing, and Summarizing

- **Student Learning Outcomes:** By the end of Week 11, students should have a basic understanding of how to properly quote, paraphrase, and summarize information from sources.

- **Assigned Reading:** Read Chapter 49 (Quoting, Paraphrasing, and Summarizing) in *Field Guide to Writing*; “Sexism and the Art of Hip Hop Maintenance” (Davis 91) in *Issues of Gender*.

- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 12

- **Unit of Instruction:** Introducing and Incorporating Quotes, Paraphrases, and Summaries

- **Student Learning Outcomes:** By the end of Week 12, students should have a basic understanding of MLA or APA guidelines regarding the introduction, incorporation, and citation of information taken from sources.

- **Assigned Reading:** Review Chapter 52 (MLA Style) in *Field Guide to Writing* “Sexual Dissent and the Family” (Hunter 50) in *Issues of Gender*.

- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 13

- **Unit of Instruction:** Getting and Giving Feedback on Project 3; Employing Appropriate Editing Conventions

- **Student Learning Outcomes:** By the end of Week 13, students should be able to offer and receive constructive feedback on rough drafts of Writing Project 3 and employ appropriate conventions for mechanics, punctuation, etc.

- **Assigned Reading:** Review Chapter 28 in *Field Guide to Writing*; “Sexual Harassment: The Nature of the Beast” (Hill 205) in *Issues of Gender*.

- **Assessment Methods:** Final draft of Writing Project 3 and process work, computer work, writing workshop, group or individual conferences.

UNIT 4: Portfolio (15%)

Week 14

- **Unit of Instruction:** Compiling, Revising, and Introducing Portfolio Pieces

- **Student Learning Outcomes:** By the end of Week 14 students should have a basic understanding of revision strategies for Writing Projects 1, 2, and 3, as well as a basic understanding of the different types of document designs available for their portfolios.

- **Assigned Reading:** Read Chapter 32 (Compiling a Portfolio) in *Field Guide to Writing*.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 15

- **Unit of Instruction:** Reflecting and Assessing
- **Student Learning Outcomes:** By the end of Week 15 students should be able to explain and assess what they've learned during the semester in the introduction to their portfolio.
- **Assigned Reading:** Read Chapter 29 (Assessing Your Own Writing) in *Field Guide to Writing*; "Empathy Among Women on a Global Scale" (Afkami 211) in *Issues of Gender*.
- **Assessment Methods:** Portfolio due.