## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG102</td>
<td>English Composition II</td>
<td>3</td>
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**Hours:** 3 Lecture

**Pre-requisite:** ENG101 with a minimum grade of C

**Implementation:** Semester & Year
Spring 2022

**Catalog description:** Second-level composition course designed to assist students in writing 1500- to 3000-word essays, including a formally documented research paper. Readings introduce students to literature and the analysis of concepts, language, and formal elements.

**General Education Category:** Goal 1: Written and Oral Communication

**Course coordinator:** Jacqueline Vogtman, 609-570-3750, vogtmanj@mccc.edu

### Required texts & Other materials:

All sections of ENG102 include literary and nonfiction readings; readings with instruction in MLA/research; and a book-length work (novel or book of nonfiction). There is some flexibility for how instructors may achieve this.

1. Instructors may choose one of the following (A or B) for their course textbook(s):
   
   
   **OR**

   **B.** A coordinator-approved compilation of free online readings composed of literary and nonfiction sources, AND free Purdue OWL links for MLA and research instruction.

2. One whole-text, which can be a novel or a book-length work of nonfiction. Some books in the public domain may be available for free online and some books may be available for free through the MCCC library; otherwise, instructors can choose to have students purchase a book. Approved texts are included below; instructors may use books not on this list with coordinator approval.

- Atwood, Margaret. *The Handmaid’s Tale*.
- Baldwin, James. *If Beale Street Could Talk*.
- Eggers, Dave. *Zeitoun*.
- Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*.
- Gyasi, Yaa. *Homegoing*.
- Kimberer, Robin Wall. *Braiding Sweetgrass*.
- Larsen, Nella. *Passing*.
- Morrison, Toni. *Beloved or The Bluest Eye*.
- Mortenson, Greg. *Three Cups of Tea*.
- Nichols, Tom. *The Death of Expertise: The Campaign against Established Knowledge and Why It Matters*
- Orange, Tommy. *There, There*
- Satrapi, Marjane. *Persepolis*. (Graphic novel)
- Shelley, Mary. *Frankenstein*.
- Sijie, Dai. *Balzac and the Little Chinese Seamstress*.
- Soyinka, Wole. *Death and the King’s Horseman*. (Drama)
- Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*.
- Ward, Jesmyn. *Salvage the Bones*.
- Wiesel, Elie. *Night*.

**Course Student Learning Outcomes (SLO):**

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

1. Write a college-level research essay that supports a clear argument through synthesis of the writer’s claims with those presented by outside sources. *(Claim) Supports ILG 1, 10, 11*

2. Apply the various stages of the writing process, including prewriting, drafting, and revision, to produce organized and developed college-level essays. *(Logic & development) Supports ILG 1*

3. Analyze and synthesize ideas from a variety of sources, with literary texts serving as motivating catalysts for inquiry and both scholarly and popular nonfiction providing support for claims. *(Analysis & synthesis) Supports ILG 1, 6, 10, 11*

4. Apply research methods to find a variety of reliable researched sources and quote/paraphrase those sources correctly to use as evidence to support assertions. *(Use of Research & Evidence) Supports ILG 4, 10, 11*

5. Demonstrate understanding of academic integrity by using MLA style to correctly cite sources. *(Citations) Supports ILG 9, 10, 11*

6. Demonstrate awareness of academic audience by writing essays that employ clear and effective control of language and appropriate tone. *(Audience Awareness) Supports ILG 1*

**Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.
Units of study in detail – Unit Student Learning Outcomes:

Unit I: Introduction to course theme and review of basic writing concepts [Supports course SLO 2, 3, 5, 6]

Learning Objectives
The student will be able to...

- Identify the central unifying theme for this section of ENG102
- Understand the variety of texts used in academic writing (from nonfiction essays and scholarly articles to fiction, poetry, and new media) and how to use them
- Understand the cultural and historical contexts surrounding texts
- Evaluate the usefulness of fiction and nonfiction to develop an objective academic argument centered in the course theme.
- Become familiar with the strategies of annotation and engaged reading
- Understand what plagiarism is and how to avoid it
- Recall the basics of academic writing, such as thesis/argument, essay structure, use of quotations for support, the concept of source synthesis, and appropriate format and tone for college-level writing.
- Complete a first-week writing sample.

Unit II: Reading, Writing, and Research for Essay 1 [Supports course SLO 2, 3, 4, 5, 6]

Learning Objectives
The student will be able to...

- Critically read, analyze, synthesize, discuss, and write about literary texts to generate ideas for the first essay
- Critically read, analyze, synthesize, discuss, and write about nonfiction texts to provide evidence and support for arguments within the first essay
- Participate in the first Library Orientation
- Recognize the various research tools available to scholars (specifically the MCCC library databases)
- Identify and evaluate key words appropriate for successful research.
- Use Boolean operators to find sources.
- Utilize research tools effectively to find at least one researched article to support their first essay topic and complement the course texts.
- Gather sources into an annotated bibliography for the first Research Log
- Begin to use MLA style formatting to properly cite sources
- Understand how to write a summary, how to paraphrase, and how to quote sources.
- Place assigned readings in conversation with materials found through research to develop a cogent working thesis
- Write and revise multiple drafts of Essay 1

Unit III: Reading, Writing, and Research for Essay 2 [Supports course SLO 2, 3, 4, 5, 6]

Learning Objectives
The student will be able to...

- Critically read, analyze, synthesize, discuss, and write about literary texts to generate ideas for the second essay
- Critically read, analyze, synthesize, discuss, and write about nonfiction texts to provide evidence and support for arguments within the second essay
- Participate in the second Library Orientation
- Recognize the various research tools available to scholars, particularly books, E-books, and research found outside the bounds of the college library.
- Identify criteria for evaluating sources for reliability, accuracy, and objectivity.
- Utilize research tools effectively to find at least two researched sources to support their second essay topic and complement the course texts.
- Gather sources into an annotated bibliography for the second Research Log
- Use MLA style formatting to properly cite sources
- Effectively summarize, paraphrase, and quote sources.
- Evaluate written work and identify instances where in-text citation is necessary.
• Place assigned readings in conversation with materials found through research to develop a cogent working thesis
• Write and revise multiple drafts of Essay 2

Unit IV: Reading, Writing, and Research for Essay 3 [Supports course SLO 2, 3, 4, 5, 6]

Learning Objectives
The student will be able to...
• Critically read, analyze, synthesize, discuss, and write about literary texts to generate ideas for the third essay
• Critically read, analyze, synthesize, discuss, and write about nonfiction texts to provide evidence and support for arguments within the third essay
• Recall, utilize, and build upon the skills learned in the first two library orientations to perform independent research using the MCCC library and other sources of information.
• Evaluate research for relevance, accuracy, authority, and objectivity.
• Use strategies learned in the first two library orientations to locate, read, and quote from at least one peer-reviewed journal article.
• Utilize research tools effectively to find at least three researched sources to support their third essay topic and complement the course texts.
• Gather sources into an annotated bibliography for the third Research Log
• Effectively use MLA style formatting to properly cite sources
• Effectively summarize, paraphrase, and quote sources.
• Evaluate written work and identify instances where in-text citation is necessary.
• Place assigned readings in conversation with materials found through research to develop a cogent working thesis
• Write and revise multiple drafts of Essay 3

Unit V: Reading, Writing, and Research for the final Research Paper [Supports course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives
The student will be able to...
• Critically read, analyze, synthesize, discuss, and write about a book-length work of fiction or nonfiction to generate ideas for the final research paper
• Use ideas from the course readings to create an original research paper topic
• Formulate research questions, including a central research question
• Revise, narrow, deepen, or expand their original research topic as needed during the research process
• Write and present a research proposal
• Participate in the third library orientation (workshop), and work with a librarian and/or independently to find research using the MCCC library and other sources of information.
• Evaluate research for relevance, accuracy, authority, and objectivity.
• Utilize research tools effectively to find a wide variety of researched sources to support the research paper, including at least two scholarly peer-reviewed articles and at least one book.
• Gather sources into an annotated bibliography for the fourth Research Log
• Effectively and correctly use MLA style formatting to properly cite sources
• Effectively summarize, paraphrase, quote, and synthesize sources.
• Evaluate written work and identify instances where in-text citation is necessary, and cite appropriately.
• Place assigned readings in conversation with materials found through research to develop a cogent working thesis
• Write and revise multiple drafts of a substantial final research paper

Evaluation of student learning:
SLOs will be evaluated through submission and grading of written work: research log drafting/research projects and formal essays. Additionally, students will contribute to class discussions and oral presentations on critical reading assignments and other information literacy and writing tasks. Assessment may also involve short in-class writing responses and quizzes. The final research paper must be worth 30% of the course grade, and all formal essays combined must be worth at least 70% of the final grade.
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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Essay 1:</td>
<td>15%</td>
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<tr>
<td>Essay 2:</td>
<td>15%</td>
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<tr>
<td>Essay 3:</td>
<td>15%</td>
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<tr>
<td>Final Research Paper:</td>
<td>30%</td>
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<td>Research Logs, Research Proposal, and Oral Report</td>
<td>15%</td>
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<tr>
<td>Class participation, discussions, journals, quizzes, etc.</td>
<td>10%</td>
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