

English Composition II

Course Information

Course Number	ENG 102
Credits	3
Revised	Fall 2007

Description

Further development of skills required for effective written communication emphasizing more complex forms of writing. Readings focus on introducing students to literature. Students are expected to master several forms of longer compositions including the formally documented research paper.

Prerequisites

Grade of C or better in ENG 101

Textbooks

Stuart Hirschberg and Terry Hirschberg. *Discovering the Many Worlds of Literature: Literature for Composition*. Pearson Longman. 2004.

Competencies

1. Apply the composition skills learned in ENG 101 in writing essays based on literary texts.

General Education Outcomes

A. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Learning Objectives

- a. Write essays with introductions, supporting paragraphs and conclusion.
- b. Develop a thesis in essays.
- c. Refer to specific passages in readings to support a reasoned argument or interpretation.
- d. Evaluate drafts against assignment goals.
- e. Revise essays to improve support, argument, organization, coherence, unity and expression in standard American English.

2. Read, analyze and interpret fiction, poetry, drama and essays.

General Education Outcomes

B. Critical Thinking and Problem-Solving: Students will use critical thinking and problem solving skills in analyzing information.

Goal 10. Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.

F. Collaboration and Cooperation: Students will develop the interpersonal skills required for effective performance in group situations.

Goal 7. Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

Learning Objectives

- a. Write double entry notes on assigned readings in order to identify important passages and explain their significance.

- b. Generate class discussion based on observations and reactions in double entry notes.
 - c. Relate interpretations of two or more works in essays
 - d. Identify important language in literary texts that brings out works main ideas
 - e. Describe significance of language, structure, characterization, plot, setting and point of view.
 - f. Analyze political and social content of literary works.
3. Use proper MLA style documentation when incorporating quoted and paraphrased material in essays.

General Education Outcomes

D. 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.

Learning Objectives

- a. Write author/page parenthetical citations and works cited lists for final drafts of essays.
 - b. Use web resources such as Purdue OWL and www.easybib.com to generate proper citations and format.
4. Understand the ethical issues surrounding plagiarism and know how to avoid the pitfalls of incorrectly using research sources.

General Education Outcomes

D. 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.

Learning Objectives

- a. Evaluate usage of citations in essay drafts.
 - b. Review academic integrity policies.
5. Conduct research using both online and hard copy sources.

General Education Outcomes

D. 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.

E. Computer Literacy: Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Learning Objectives

- a. Define research topic that emerges from class readings on a common topic.
 - b. Identify relevant articles, book chapters, and internet sites including one peer-reviewed source.
6. Synthesize research data to arrive at a meaningful thesis.

General Education Outcomes

Goal 7. Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

Learning Objectives

- a. Write about most memorable moments in research.
- b. Write a dialogue between self and another person about research. Student writes to express what was discovered and reasons for interest while other person plays skeptical role by following up with questions about why writers observations matter.
- c. Write to answer the question "So what?"
- d. Write 2-3 introductions using a variety of strategies: shocking statistic, anecdote, imagery, profile, provocative question, etc.

7. Write a formally documented research paper.

General Education Outcomes

D. 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.

Learning Objectives

- Write double entry notes for all sources used in research paper.
- Outline research essay using readings from class text and research sources.
- Use parenthetical author/page citations and a Works Cited list.

Grading Information

Grading Rationale

Your final grade will reflect your performance in the course assignments below. You will earn number grades for your work and each assignment is worth 100 points. Not all assignments, however, have the same weight. You should understand how weighted grades work. For major individual assignments, your score is multiplied by its percentage weight to determine how many points it contributes towards your final grade. The percentage weights add up to 100, so your individual assignments as well as final course grade are based on a 100 point scale.

Essay 1-- 5% (____ x .05= points toward final grade)
Essay 2-- 10%(____ x .1 = points toward final grade)
Essay 3 (research)-- 20% (____ x .2 = points toward final grade)
Essay 4-- 10% (____ x .1 = points toward final grade)
Essay 5-- 10% (____ x .1 = points toward final grade)

Average of double entry (DE) notes -- 20% (Add up all double-entry notes grades and divide by the total number of DE grades to determine your average. DE average x .2 = points towards final grade)

Average of in-class (IC) assignments (including graded group work and individual assignments)-- 5% (Add up all in-class assignment grades and divide by the total number of IC grades to determine your average. IC average x .05= points toward final grade)

Department final essay -- 20% (____ x .2 = points toward final grade)

Grading Scale

A (93-100)
A- (90-92)
B+ (87-89)
B (83-86)
B- (80-82)
C+ (77-79)
C (70-76)
D (60-69) Will not transfer or satisfy prerequisite requirements.
F(59 or less)

Guidelines for Success

Using the syllabus and course schedule

By this point you have had many different teachers and have no doubt observed that they have had

different styles. For example, some give you schedules far in advance, and some give you parts of the schedule as you go. Some may list an assignment next to a date and mean that is what you should do on that day for next time. There's nothing wrong with that-I just do it differently. In the schedule for this course, each week you need to look at the days of our class meetings to see what you have to have completed already at the start of that meeting. I expect students to keep up with the listed readings and assignments. For my part, I always do my best to keep us on schedule while making changes whenever some part of it seems that it won't work well.

How to turn in your assignments

Formal assignments such as essays must be typed and stapled. Your double-entry notes can be handwritten. Turn in your double-entry notes and essays in a folder. You will need two folders because you will turn in notes and essays separately. When you turn in essays, include your drafts, revised drafts, and self-evaluations or peer reviews in the folder. I will not accept your work if it is not in a folder because there is too great a risk for the pieces of your work to get separated and lost. Remember, too, to staple multiple pages of writing.

Late work

You need to understand that if you are absent on a day that something is due, for whatever reason, that due date still applies to you. The only exceptions are documented medical emergencies and court dates. If you foresee difficulty meeting a deadline, discuss this with me before the due date and you may be able to get an extension. To be fair to students who turn their work in on time, late work without a pre-approved extension will receive a grade penalty that will be more severe the later it is. If an essay is more than one week late, you must make an appointment with me. With that kind of lateness, something is not going well and we need to talk before I can accept it. If you are going to be late with your work and did not communicate with me to get an extension, you should still come to class because your absence does not give you any advantage and only makes catching up more difficult.

Academic integrity

If you use someone else's words or thoughts without giving proper credit, or you use a paper you wrote for a different class in this one, you are plagiarizing. If you plagiarize, you will fail the paper and I will report the incident to the Academic Integrity Committee. If there is a second offense, you will fail this class. If you have any questions about what is or is not plagiarism, always play it safe and discuss your question with me. We will review proper formats for documenting sources, facts and ideas.

Attendance and withdrawal policies

Students must be physically and mentally present for class. This starts with being on time for class and ready to work. I often begin class with an informal written response to the reading which I will collect and count towards your participation average. If you are late, you will have less time or will miss these discussion starters, and they cannot be made up. If you miss three classes you should see me so we can discuss your progress in the course. In most cases, you should realize that such absences are a warning sign. If you cannot avoid missing class, contact me or another student to find out what you missed and how you can be prepared for our next class. You should inform me by phone or email if you know ahead of time that you will have to miss class.

My goal is for everyone to succeed in this course and we will work together to make that happen. Sometimes, however, students discover for a variety of reasons that they cannot complete a course. It is your responsibility to withdraw from a course. If you think you may need to withdraw, please see me. We can talk about whether another time would be better for the course or whether a pep talk, some extra help or a particular strategy would help you complete it now. Students who don't withdraw from a course by the deadline can receive failing grades.

Students with Disabilities

If you have a disability, please see me as soon as possible so we can work together on any necessary

accommodations.

The Learning Center

Located on the second floor of the Library, the Learning Center has peer and professional tutors who are there to help writing students. The Learning Center can help you reach your goals!