

Coffeyville Community College

ENGL-102
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION II

Mr. Johnie Greenfield
Instructor

COURSE NUMBER: ENGL-102 **COURSE TITLE:** English Composition II

CREDIT HOURS: 3

INSTRUCTOR: Johnie Greenfield

OFFICE LOCATION: 216 Arts and Sciences Building

PHONE: (620) 251-7700 ext. 2039

OFFICE HOURS: Students will receive a copy of my class schedule and office hours; also, a copy will be posted on my office door.

PREREQUISITE(S): English Composition I with grade of C or above

**REQUIRED TEXT
AND MATERIALS:**

Grade-graphic folder
Dictionary and thesaurus
White, wide-lined, loose-leaf paper
Blue or black ink pens, pencils
Folder with pockets
White Out

**COURSE
DESCRIPTION:**

This course provides practice in needed mechanics and expository writing with emphasis on literary analysis and the research paper.

**EXPECTED LEARNER
OUTCOMES:**

By the completion of the course, the student will have:

1. Improved his or her ability to read good literature with understanding and appreciation.
2. Mastered the ability to write effectively on the college level.
3. Recognized and used several modes of composition to benefit pursuit of education and employment.
4. Completed an effective essay that meets the criteria of the assignment sheet.

In each theme the student will be able to:

5. Write an effective essay **that meets the criteria of the assignment sheet.**
6. Write out a clear central idea expressed as a thesis statement.
7. Develop this central idea in a logical manner.
8. Support generalizations with evidence.

9. Write an adequate and appropriate introduction and conclusion for the essay.
10. Organize paragraphs in a logical manner.
11. Demonstrate understanding of point of view by using **the manner specified**.
12. Use transitions to unite the paper.
13. Proofread (revise and edit) the rough draft carefully so that the final copy will be an example of the student's best work.

LEARNING TASKS & ACTIVITIES:

ASSIGNMENT-WRITING A SUMMARY

1. Infer, using as few words as possible, the essence of a printed source. (analysis)
2. Summarize the author's ideas by paraphrasing his main points. (evaluation)
3. Use transitions to help the reader see how the parts of the summary fit together. (application)
4. Write in third person. (comprehension)

ASSIGNMENT-WRITING A RESEARCH PAPER
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5. Select a topic pertaining to an event having occurred within the previous six months. (knowledge)
6. Limit the topic to one that can be covered adequately within the requirements of the assignment. (knowledge)
7. Identify the purpose of writing on the subject chosen. (knowledge)
8. Identify the audience. (knowledge)
9. Select and scan the number of preliminary sources required. (analysis)
10. Use, whenever appropriate, *The Reader's Guide*, *USA Today Newspaper Index*, card catalog, Academic Abstracts, Pro-Quest, information from the vertical file, Internet, and interviews to locate the preliminary sources. (application)
11. Compile bibliography cards for the preliminary sources, according to the *MLA Handbook*. (synthesis)
12. Annotate the number of bib cards required by the assignment. (analysis)
13. Devise a thesis statement for the paper. (synthesis)
14. Outline the topic according to the instructor's directions. (analysis)
15. Prepare notes on lined index cards, following the format required by the instructor. (application)
16. Paraphrase information from the printed sources. (comprehension)
17. Write a rough draft of the paper. (synthesis)
18. Write in third person. (comprehension)
19. Select the number of powerful and meaningful quotations to use in the paper that meet the requirements of the assignment. (knowledge)
20. Document sources, using parenthetical documentation. (synthesis)
21. Revise the rough draft. (synthesis)
22. Edit the rough draft. (synthesis)
23. Prepare a works cited page. (application)

ASSIGNMENT-WRITING A CREATIVE PAPER

The English Composition II writing instructors teach many different types of creative papers; each instructor does not even use the same creative assignment each time he or she teaches the course. Therefore, the learning tasks and activities for this assignment will be given to the students with the specific assignment sheet.

ASSIGNMENT-WRITING AN ABSTRACT

24. Define abstract. (knowledge)
25. Write an abstract of the research paper and give an oral presentation. (synthesis)
26. Write in third person. (comprehension)
27. State the reason for writing the abstract. (knowledge)
28. Describe the method used to gather and analyze data. (knowledge)
29. Relate in a brief statement the conclusions drawn from the research. (evaluation)
30. Write in past tense. (comprehension)

ASSIGNMENT - WRITING A PARAGRAPH OF ANALOGY

31. Demonstrate an understanding of the meaning of analogy. (application)
32. Compare, point by point, two items from different classes. (evaluation)
33. Write the analogy in one well-developed paragraph. (synthesis)
34. Write in third person. (comprehension)

ASSIGNMENT - WRITING A CAUSE AND EFFECT PAPER

35. Explain either the cause(s) of a particular situation or event or the effect(s) brought about by a particular situation or event. (comprehension)
36. Distinguish between immediate causes and effects and distant ones. (comprehension)
37. Distinguish among probable, possible, and definite causes. (comprehension)
38. Break down the steps of the given situation. (analysis)
39. Point out links. (analysis)
40. Outline the paper. (analysis)
41. Organize paragraphs carefully. (synthesis)
42. Write in the point of view specified. (comprehension)
43. Use an appropriate quotation as an attention getter in the introduction. (application)

ASSIGNMENT - WRITING A CLASSIFICATION

44. Define classification. (knowledge)
45. Explain the system being classified. (synthesis)
46. Justify the system's organizing principle. (evaluation)
47. Divide the subject into categories. (analysis)
48. Discover at least three separate categories of the system to classify. (application)
49. Arrange the categories and examples in an emphatic order. (synthesis)
50. Write in third person. (comprehension)

ASSIGNMENT - WRITING A CRITICAL ANALYSIS

51. Write a formal review or critique of a printed source. (synthesis)
52. Identify the thesis statement. (analysis)
53. Appraise the types of evidence used to support the thesis. (evaluation)
54. Identify any common fallacies used to support the thesis statement. (analysis)
55. Explain the treatment of the topic. (evaluation)
56. Interpret how facts are used to argue a point. (evaluation)
57. Differentiate between facts and opinions. (analysis)
58. Distinguish illustrations from facts. (analysis)
59. Use facts and logical reasoning to develop the assigned analysis. (application)
60. Use an internal footnote in the introduction. (application)
61. Write in third person. (comprehension)
62. Support the thesis statement of the assigned paper with concrete evidence from the printed source. (evaluation)
63. Summarize the main points of the analysis in the conclusion. (evaluation)

ASSIGNMENT - WRITING A LITERARY ANALYSIS

64. Read a selection assigned by the instructor. (knowledge)
65. Identify the difference between a book report and a literary analysis. (knowledge)
66. Use information in the literary analysis from two published analyses about the material read. (application)
67. Select the type of literary analysis to be done. (knowledge)
68. Select a thesis statement for the paper. (analysis)
69. Compile notes to support the thesis statement. (synthesis)
70. Outline the paper. (analysis)
71. Write in third person. (comprehension)
72. Write in present tense. (comprehension)
73. Paraphrase information from the material read and the two articles found containing literary criticism related to the thesis statement. (comprehension)
74. Document sources, using parenthetical documentation. (synthesis)
75. Prepare a works cited page. (application)
76. Use quotations appropriate to the paper, only the number allowed by the instructor. (application)

ASSESSMENT OF OUTCOMES:

At the conclusion of the course, in keeping with the policy established by this college, students will receive a grade of A, B, C, D, E, or I. The final grade will be based upon the percentage of points earned. (100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D (non-transferable), 59-0% = F)

The incomplete grade (I) will be given under special needs conditions with my consent and the consent of the Dean of Academic Services. We will agree upon a date when the course work must be completed; the time granted is usually

six (6) weeks from the end of the semester or summer session in which the I grade was earned. Failure to complete the course within the allotted time period will result in the I grade being converted to an F.

ATTENDANCE POLICY:

Students are expected to attend all classes. My philosophy is that there is much to be learned each day in the classroom as well as specific directions on assignments that will be given. It is imperative that the students attend class. Therefore, figured in the total class points will be an attendance/class participation grade worth 100 points. Students are given two absences to be used for emergencies without affecting the attendance grade. The students should use them wisely. Each additional absence will result in the reduction of the attendance grade. Two (2) tardies will be considered the equivalent of one absence. The following is a table of the amount of attendance points students will receive at the end of the semester according to the number of absences: 3 = 85, 4 = 65, 5 = 35, 6 = 0. Each absence after six absences will result in the student's semester grade being lowered one level. For example, a student who has a B at the end of the semester and has missed seven times will receive a C. A student who has a C at the end of the semester but who has missed eight times will receive a failing grade. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances.

Any student who is a member of a college group such as an athletic team or choir or a similar organization who must be absent because of an approved activity will not have the absence counted against the number of absences in the class. These individuals should make up all work as soon as possible.

If a student discovers that he or she must be absent, that individual should make a telephone call to the instructor. If the instructor is not in his office, the student should leave a message regarding the nature of the absence and when the student will come into the office to meet with the instructor to receive the missed assignments and to submit any work that may be due. This meeting should take place before the next class meeting after the absence.

I realize that at times a student must leave the class because of an emergency, and he or she may do so quietly and without distraction without my permission. This is no problem if the student promptly returns. Any student who leaves the class without returning before being dismissed or before the end of the class period will be given an absence. Any student who is asked to leave the class for misbehavior will also receive an absence.

**STUDENT
PLAGIARISM:**

All written work is to be the student's original composition from the basic development of the idea to the final copy. If the assignment is such that it requires material from another source to help support the student's ideas, then that material must be given proper credit and the student must document its use in the essay. A student may seek assistance from another person to look over the student's original work to help him or her improve the essay. However, any student who solicits another person to write part or all of his or her composition or who borrows the ideas of another author without giving proper credit will receive no credit for the assignment and may face other disciplinary action. One consequence other than receiving a zero for the assignment may be dismissal from the class with no credit for the course. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances.

**READ PAGES ON PLAGIARISM IN YOUR Textbook.
REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE**

**IN-CLASS
ACTIVITIES:**

In-class writings will receive a numerical grade according to how well they meet the criteria of the assignment and how free they are of major writing errors. They, also, must be legible and show evidence of having been proofread. When doing an in-class writing, you must be aware of the time limit and plan accordingly.

Quizzes and work sheets will be assigned point values according to the amount of work involved.

In-class assignments and quizzes missed because of an absence may not be made up without my approval. In-class assignments missed due to an approved absence will be made up in the instructor's office during a pre-arranged

appointment. **THEY MUST BE MADE UP WITHIN A WEEK OF WHEN THEY WERE MISSED.**

LEARNING TASKS AND ACTIVITIES:

These assignments will be directed toward various particular goals, but the ultimate goal of the course is to write clearly and efficiently. You will have to write clearly enough to satisfy different points of view or methods of writing.

Each assignment will have specific criteria which must be met; each one will have detailed instructions which will be explained. **Following instructions is important.**

These assignments will be judged by rather specific criteria. Each one will have a point value, and the points earned will be translated into a letter grade. Specific criteria will be used to determine the letter grade.

Organization will be of utmost importance. If required, does the assignment have an interesting introduction, an appropriate and clearly stated thesis statement, a well-developed body, and an appropriate and carefully written conclusion? Do the body paragraphs have topic sentences and sentences of detail which all relate to the thesis statement? Does the assignment exhibit attention having been given to word choice, good use of transitions, and a variety of sentence structure? Otherwise, put into practice all those writing skills we drilled you on in English Composition I.

You must demonstrate college-level skills in mechanics and proofreading. Even the best essay loses credibility when it includes mechanical errors. Therefore, you must get into the automatic habit of checking your work closely to rid your writing of the following errors before I read your assignments to give you a grade.

The following mistakes are considered major writing errors.

1. Run-on
2. Fragment (rhetorical fragments permissible)
3. Agreement
 - A. Subject-verb
 - B. Pronoun-antecedent

4. Verb tense
5. Faulty modification
 - A. Dangling modifiers
 - B. Misplaced modifiers
6. Spelling
7. Major comma error
 - A. Comma splice
 - B. Comma between subject and verb
8. Shift in point of view (person)

The following errors are considered minor.

9. Apostrophe errors
10. Faulty predication
11. Faulty parallelism
12. Minor comma faults
 - A. Unneeded between compound subjects and compound verbs
 - B. Omitted in compound sentence
 - C. Omitted after a dependent clause which begins a sentence
 - D. Placed before a dependent clause which ends a sentence
 - E. Omitted from series
 - F. With restrictive/nonrestrictive clauses
13. Case error
14. End punctuation error
15. Misused semicolon
16. Adverb form error
17. Capitalization error
18. Quotation marks error
19. Parentheses error
20. Brackets error
21. Non-standard abbreviations
22. Dash error
23. Hyphenation error
24. Italics error
25. Misused colon
26. Spacing error
27. Ellipsis error

DUE DATES:

Each assignment which is to receive a specific point value will have a definite due date.

That paper must be submitted that day to receive full credit. Any student who does not submit a paper on the due date

will have until one week from the date that the assignment is due, but this late paper will receive a penalty equal to 10% of the point value of the paper. This policy may be mitigated at the discretion of the instructor **ONLY UNDER VERY STRONG MITIGATING CIRCUMSTANCES.** A zero devastates the grade average in any class so the student must use strong self-discipline to insure every assignment is submitted in a timely manner.

CLASS PROCEDURES: With the exception of in class writings and a few other assignments, the student will prepare an outline for each assignment. Then the student will write a rough draft which will be revised, edited, and proofread carefully. The outline, revised rough draft, and first copy for a grade will be submitted in the grade graphic folder. This first copy should be approached with the same care as a final copy would. It should be the student's very best work. I will mark the composition and make suggestions for improvement. I will try to return this copy by the next class period after it is submitted. The student will then make changes and revisions and submit the final copy at the designated time along with the graded first copy in the grade graphic folder.

Although I do not absolutely require that assignments be printed from a computer word processing program except for the research paper, I highly desire and recommend it. Many advantages exist for using a word processing program such as spellcheck, grammar check, and neater format. You will receive manuscript rules pertaining to the submitted copies.

HOW WILL THE THEMES BE MARKED?

You will receive a correction symbol guide. You should become familiar with it. You should consult it when you receive papers back.

I will mark errors on the submitted copies of the writing assignments. I will write what kinds of errors were made on your papers. I will ask questions which I hope will lead you to a discovery of what is wrong. I may direct you to sections in the handbook which will help you. I want you to be actively involved in the revisions; only this way will you learn from your mistakes. Learn to use the handbook reference guide I give you. Learn to ask questions.

I will compliment you on your strong points.

**FIRST COPY AND
FINAL COPY
GUIDELINES:**

FOLLOW THESE CLOSELY!

1. Write it in blue or black ink on white, wide-lined paper. Use only one side of the paper. I will not accept a final copy torn from a spiral notebook with squiggles on it.
2. You may type or key the final copy on a computer; if you do, double space it.
3. A margin is to be left on both sides. Use the vertical red lines as margin guides. The right margin does not have to be perfect. **IF YOU KEY THE FINAL COPY ON A COMPUTER TURN JUSTIFICATION OFF OR JUST JUSTIFY THE LEFT MARGIN. TURN HYPHENATION ON.**
4. Stop writing on the third line from the bottom of the page.
5. The title should be centered on the first line of the page. It should be capitalized correctly. Do NOT enclose the title in quotation marks or underline it.
6. Skip one line between the title and the first sentence of the introduction.
7. **WRITE THE THEME ON EVERY LINE; DO NOT SKIP EVERY OTHER LINE.**
8. The final copy must be neat in appearance **WITH NO SCRATCH OUTS**. Use white out to correct small errors. The corrections must be made neatly.
9. Use your best handwriting. The final copy must be legible.
10. Place your name, the class and section, the date due, and the type of assignment in the upper right corner of the first page.
11. On all other pages, place your first initial and last name in the upper right corner.
12. All pages, except the first, should be numbered in the upper right corner. (Remember to number your pages; no numbers on pages tends to put me in a bad mood.
13. If you type or key your final copy on a computer, follow all rules for typing a manuscript. Correct typos; they will be counted as writing errors. Remember, a computer cannot catch all errors; you must still scroll through your assignment looking for errors.

14. Turn your final copies in on time after you have carefully proofread. Read them aloud; it will help you catch mistakes.

REMEMBER:

I believe students submit their themes in good faith as representative of their best effort and ability; therefore, students must accept the consequences of their work-good or bad.

I have office hours. I try to honor them. I do spend part of my office time attending meetings, copying material for class, doing research, and consulting with other instructors, but I try to be in my office as much as possible when I am supposed to be. My office time is your time. I encourage you to come visit me there if you are having trouble with an assignment. If you are going to need a block of time, please make an appointment, so I can give you the time you need.

You know where to find my office. You have my on-campus extension number. You have my home phone number. I would not give you this information if I did not want you to make good use of it.

SPECIAL NOTE:

This syllabus should be used as a guide for the course content and is not intended to be a legal contract. The policies stated are all subject to revision by me on an as needed basis. Of course, you will be informed immediately and completely of any changes made.

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I fully comprehend and agree to abide by the foregoing policies.

(Student Signature)