

Coffeyville Community College

ENGL-102
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION II

Troy McCloughan
Instructor

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

CREDIT HOURS: 3

INSTRUCTOR: Troy McCloughan

EMAIL: troy@coffeyville.edu

OFFICE LOCATION: Arts and Sciences, 217

PHONE: 620-251-7700 ext. 2450

OFFICE HOURS: See schedule posted on office door

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

**REQUIRED TEXT
AND MATERIALS:**

Schwab, Jerome and Amy Love eds. *Changing Society: Readings for the Engaged Writer*. Boston: Prentice Hall, 2010.
Hacker, Diana. *A Writer's Reference*. 6th edition with MLA Updates. Boston: Bedford, 2007.
Packer, ZZ. *Drinking Coffee Elsewhere*.
Paper and pen or pencil for in-class writing
Flash drive suggested for lab work

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 clearly and effectively on an acceptable college level.
 3. Recognized and used several modes of composition which will be of benefit in the pursuit of education and employment.
 4. Completed an effective essay that meets the criteria of the assignment sheet.

**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

5. Select a topic appropriate to the assignment. (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 appropriate sources for informational research. (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 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 a number of powerful and meaningful quotations to use in the paper that meet the requirements of the assignment. (knowledge)
20. Integrate quotations smoothly into the paper. (application)
21. Document sources, using parenthetical documentation. (synthesis)
22. Revise the rough draft. (synthesis)
23. Edit the rough draft. (synthesis)
24. Prepare a works cited page. (application)

ASSIGNMENT - WRITING AN ABSTRACT

25. Define abstract. (knowledge)
26. Write an abstract of a journal article. (synthesis)
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 third person. (comprehension)
31. Write in past tense. (comprehension)

ASSIGNMENT - WRITING A PARAGRAPH OF ANALOGY

32. Demonstrate an understanding of the meaning of analogy. (application)

33. Compare, point by point, two items from different classes. (evaluation)
34. Write the analogy in one well-developed paragraph. (synthesis)
35. Write in third person. (comprehension)

<p>ASSIGNMENT - WRITING A CAUSE AND EFFECT PAPER</p>

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

<p>ASSIGNMENT - WRITING A CLASSIFICATION</p>

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

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

<p>ASSIGNMENT - WRITING A LITERARY ANALYSIS OF A NOVEL OR SHORT STORY COLLECTION</p>

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

ASSIGNMENT - REVIEW WRITING AND READING TECHNIQUES

78. Improve ability to analyze and evaluate an author's central meaning of a selected passage. (analysis and evaluation)
79. Review basic grammar skills as needed. (knowledge)

ASSESSMENT OF OUTCOMES:

These assignments will be directed toward various particular goals, but the ultimate goal of the course is to write clearly and efficiently. The students 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 to the students. **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, the assignment must have an interesting introduction, an appropriate and clearly stated thesis statement, a well-developed body, and an appropriate and carefully written conclusion. The body paragraphs must have topic sentences and sentences of detail which all relate to the thesis statement. The assignment must exhibit attention to word choice, good use of transitions, and a variety of sentence

structure. Otherwise, put into practice all those writing skills learned in English Composition I.

Students must demonstrate college-level skills in mechanics and proofreading. Even the best essay loses credibility when it includes mechanical errors. Therefore, students must get into the habit of checking the work closely to rid their writing of the following major errors before their instructor reads their assignments to give them a grade.

**FINAL
EXAMINATION:**

All students must take the final except those who have earned an “F” in their class work. There would be no point in them taking the final.

THE VICE-PRESIDENT FOR LEARNING WILL NOT ACCEPT THIS EXCUSE: "I CANNOT TAKE THE FINAL BECAUSE MY FLIGHT HOME LEAVES BEFORE THEN." YOU WILL KNOW THE DATE WELL IN ADVANCE OF WHEN YOU WILL BE MAKING PLANS FOR FLIGHTS OR RIDES HOME.

Each instructor will administer the final to the sections he or she has taught in the classrooms during the designated time on the finals schedule.

The students will be required to write a five paragraph essay to be completed within the hour and forty minutes final’s period.

The final essay will be worth 100 points.

Each instructor will mark and assign a letter grade to his or her students’ final essays, following the same grading criteria of the present final essay. The letter grade will be determined on 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, and 59% and below = F.

There will be no retake.

On the day of the final, the students will organize their thoughts on paper, write a rough draft, which they review and edit, and write the final copy of their essay.

**IN-CLASS
ACTIVITIES:**

Students will write some in-class assignments; some will be announced ahead of time, others won't. The assignments usually consist of free-writes, which will receive participation points.

Quizzes over assigned reading material will be assigned point values and receive letter grades according to the percentage of points earned.

In-class activities missed because of an unexcused absence may not be made up. In-class assignments missed due to an excused absence will be made up if arrangements were made before the absence. **THEY MUST BE MADE UP WITHIN A WEEK OF WHEN THEY WERE MISSED.**

Students will also receive a class participation grade. At the beginning of the semester, students will each have **100 participation points**. Points will be deducted for a week's worth of absences: **20 points will be deducted for 2 absences (T,TH class), 3 absences (MWF class), and 1 absence (night class) from the beginning total.** These are not bonus points; they are not extra credit points. **TWO UNEXCUSED TARDIES WILL EQUAL ONE UNEXCUSED ABSENCE.**

GRADING: Grades will be determined according to the following numeric scale:

Essay #1	50	A=1000-900
Essay #2	100	B=899-800
Essay #3	150	C=799-700
Essay #4	250	D=699-600
Research Project	100	F=599-0
Misc. Assignments	150	
In-class participation	100	
<u>In-class essay (final)</u>	<u>100</u>	
TOTAL	1000	

DUE DATES:

Each assignment receiving a point total will have a definite due date.

Any essay/project assignment handed in late (after beginning of class) will automatically receive one letter grade lower than it would have had it been turned in on the date/time due and will continue losing one letter grade per day. After 1 week, assignments will not be accepted. Any assignment **NOT** handed in within one week of the class period day it was due will receive an F.

NOTE: Because essay 4 is submitted near the end of the semester, the policy above does not apply to essay 4.

**CLASS
PROCEDURES:**

This course combines lecture, individual and group activities, in-class writing sessions, and online exercises/assignments through Moodle.

Essays will be submitted and graded electronically using Moodle. Therefore, we will discuss proper electronic/online submission procedures and guidelines.

Errors and strong points will be marked on the final copy. However, all errors will not be corrected or noted. For some errors marked, a corresponding note will be made in the margin. Questions will be asked for the purpose of leading to a discovery of what is wrong as well as directing to sections in the handbook, which will help the student in the future.

All efforts are made to returning work to students within a reasonable amount of time.

If an unforeseeable event keeps a student from attending class and an assignment is due (not an essay/project rough draft or essay/project final submission), the student may email the assignment to the instructor before the class begins to show the assignment has been completed on time; although, the assignment will not be graded until the instructor receives a hard copy of the assignment. Emailed assignments that come in after the start of class will incur an automatic 10% penalty (one letter grade reduction).

**ATTENDANCE
POLICY:**

Students are expected to attend all classes. In-class activities missed due to unexcused absences or excused absences and lack of arrangements with instructor cannot be made up. At the beginning of the semester, you will have **100 participation points**. Points will be deducted for a week's worth of absences: **20 points will be deducted for 2 absences (T,TH class), 3 absences (MWF class), and 1 absence (night class) from the beginning total**. These are not bonus points; they are not extra credit points. **If a class is missed, it is your responsibility to get the assignment from another student, not from me. I have already given out the**

assignment and any information necessary for successful completion of the assignment.

Attendance is not taken orally. Instead, students will sign in each day. The attendance sheet will circulate when the class convenes and will be allowed to circulate until ten (10) minutes after class begins. If a student is not grossly late, the student will be allowed to sign in at the end of class. If a student is grossly late (more than ten minutes usually), the student is already absent. A STUDENT'S SIGNATURE IS THE ONLY PROOF OF BEING IN CLASS THAT DAY. NEVER FORGET TO SIGN THE ATTENDANCE SHEET.

Students are expected to be on time and to remain for the entire class period. Attendance for only part of the period will be counted as an unexcused absence. Habitual tardy violators will be asked to drop the class due to disruptiveness. Also, the classroom door will not be opened for tardy students.

The institution's attendance policy reads as follows:

“It is the responsibility of the student to make definite arrangements for all work before going on field trips or other College-sponsored trips. School sponsored activities will be counted as excused absences providing the student completes all necessary assignments as designated by the instructors and the activity sponsor notifies the instructors prior to the day(s) the student will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other College-sponsored events as approved by the Vice President for Learning. A student may be withdrawn from any class for excessive absences.”

If you are a high school student, any school sponsored activity in which you participate is an excused absence from this class when documentation is provided. **Your responsibility is to let the instructor know at least one class period in advance of the absence, so you can find out if you will miss necessary information for an upcoming assignment or will have makeup work to do.**

ABSENCE FROM CLASS FOR ANY OTHER THAN THE REASONS STATED ABOVE WILL NOT BE CONSIDERED EXCUSED AND MAY NOT BE MADE UP.

Students are allowed 6 unexcused absences for T,Th class, 9 for MWF, and 3 for night/once a week class. Upon the next absence, the student will be required to withdraw from the class or receive an “F” grade if attendance policy violation occurs after college’s official last drop day.

**CELL PHONE
AND HEAD PHONE
POLICY:**

Personal technology devices, such as cell phones and entertainment listening devices, are strictly prohibited in this class. If you are seen using these without permission the policy violation will be deemed a disruption to class and will result in the student’s withdrawal from course.

PLAGIARISM:

To copy a few words, to copy parts of another person's paper, or to in any other way rely on the work of another student or author without giving proper credit to the sources is to plagiarize material. This is a serious offense. A student guilty of plagiarism may receive a zero for the assignment and an “F” in the course.

All written work is to be the student's original composition from the basic development of the idea to the final copy. To cover weaknesses with help from others or through deception only prevents the instructor from helping individuals correct writing weaknesses. The student should make sure that any paper submitted is entirely his or her own, from the basic development of the idea to the final copy.

READ PAGES 358-61 (for quick reference) IN HACKER TEXT.
REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.

**WITHDRAWING
FROM A CLASS:**

Any student dropping a class must follow the official withdrawal procedure established by the college. Before dropping a class, student should discuss decision with the teacher and coach/advisor. Obtain a drop slip from the registrar’s office, the academic advisement center or advisor, have instructor initial the drop slip, and take the drop slip to the registrar's office to have the withdrawal from the class finalized. **If a student just quits attending a class and never formally drops, the instructor has to give an F at the end of the semester.**

The I (Incomplete) will be given only under special conditions upon consultation with the instructor who will consult the Vice President for Learning before giving any student an I. Any

remaining work on the course must be completed within a specified time; usually the work must be completed within six weeks from the end of the semester or summer session in which the I was earned. The I will become an F if the course is not completed within the specified period of time.

REMEMBER:

The instructor believes students submit their essays and assignments 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. 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 the instructor on an as needed basis. Of course, the students will be informed immediately and completely of any changes made.

COMPETENCIES:

IMPROVED HIS OR HER ABILITY TO READ GOOD LITERATURE WITH UNDERSTANDING AND APPRECIATION.
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1. Read novels assigned by the instructor. (knowledge)
2. Identify the difference between a book report and a literary analysis. (knowledge)
3. Use information in the literary analysis from published sources. (application)
4. Select the type of literary analysis to be done. (knowledge)

MASTERED THE ABILITY TO WRITE CLEARLY AND EFFECTIVELY ON AN ACCEPTABLE COLLEGE LEVEL.

1. Applied a college writing level of grammatical efficiency. (application)
2. Extended personal vocabulary. (comprehension)
3. Constructed writing content that is interesting and appropriate to the writing's subject.

(analysis)

RECOGNIZED AND USED SEVERAL MODES OF COMPOSITION WHICH WILL BE OF BENEFIT IN THE PURSUIT OF EDUCATION AND EMPLOYMENT.

1. Demonstrated his or her proofreading (revising and editing) skills. (application)
2. Demonstrated that making good use of time is vital in being successful. (application)
3. Demonstrated that doing one's own work is the best way to educate oneself. (application)

COMPLETED AN EFFECTIVE ESSAY THAT MEETS THE CRITERIA OF THE ASSIGNMENT SHEET.

1. Written out a clear central idea expressed as a thesis statement. (knowledge)
2. Developed this central idea in a logical manner. (synthesis)
3. Supported generalizations with evidence. (evaluation)
4. Written an adequate and appropriate introduction and conclusion for the essay. (knowledge)
5. Organized paragraphs in a logical manner. (synthesis)
6. Demonstrated understanding of point of view by using the manner specified. (application)
7. Used transitions to unite the paper. (application)
8. Reconstructed (revise and edit) the rough draft carefully so that the final copy will be an example of the student's best work. (synthesis)

Grading Rubric:

strong

weak

thesis

development

paragraphs

sentences

word choice

punctuation

MLA

Comment/grade: