

**Coffeyville Community College**

**ENGL-102**  
**COURSE SYLLABUS**  
**FOR**  
**ENGLISH COMPOSITION II**  
**Online**

**Troy McCloughan**  
**Instructor**

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

**CREDIT HOURS:** 3

**INSTRUCTOR:** Troy McCloughan

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**OFFICE LOCATION:** Arts and Sciences, 124

**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:**

Kennedy, X. J., et al. *The Bedford Guide for College Writers*.  
Boston: Bedford, 2005.  
Hemingway, Ernest. *The Sun Also Rises*.  
Blue or black ink pens, pencils  
White, lined notebook paper  
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:**

<b>ASSIGNMENT - WRITING A SUMMARY</b>
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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 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
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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
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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)

ASSIGNMENT - WRITING A CAUSE AND EFFECT PAPER
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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)

ASSIGNMENT - WRITING A CLASSIFICATION
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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)

ASSIGNMENT - WRITING A CRITICAL ANALYSIS
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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)

ASSIGNMENT - WRITING A LITERARY ANALYSIS OF A NOVEL
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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 - STUDENT CHOICE
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The student may choose to do a second of one of the writing assignments already completed in the course. The student will follow the learning tasks and activities already given for the assignment he or she chooses to do. This could possibly be a work done to submit to *The Dial*.

ASSIGNMENT - REVIEW WRITING AND READING TECHNIQUES
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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.

The I (Incomplete) will be given only under special conditions upon consultation with the instructor who will consult the Dean of Academic Services 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.

The following mistakes are considered major writing errors.

1. Thesis statement error
2. Unacceptable introduction
3. Organization problems
4. Lack of transitions
5. Unacceptable conclusion
6. Inattention to word choice
7. Run-on
8. Fragment
9. Agreement
  - A. Subject-verb
  - B. Pronoun-antecedent
10. Verb tense
11. Faulty modification
  - A. Dangling modifiers
  - B. Misplaced modifiers
12. Spelling
13. Major comma error
  - A. Comma splice
  - B. Comma between subject and verb
14. Shift in point of view

The following errors are considered minor.

15. Apostrophe
16. Faulty parallelism
17. Minor comma faults
  - A. Unneeded between compound subjects
  - B. Omitted from series
  - C. With restrictive/nonrestrictive clauses
18. Case error
19. Noun agreement error
20. End punctuation error
21. Misused semicolon
22. Adverb form error
23. Capitalization error
24. Quotation marks error
25. Parentheses error
26. Brackets error
27. Non-standard abbreviations
28. Misused colon
29. Ellipsis error

**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 students will be required to write a five paragraph essay to be completed within the hour and forty (40) 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.

Those students taking the final who earn an overall class grade of a “D” or “F” must retake English Composition I and will have to earn a “C” on their class work before they may enter English Composition II.

There will be no retake.

**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	100	
In-class participation	150	
<u>In-class essay (final)</u>	<u>100</u>	
TOTAL	1000	

**DUE DATES:**

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

Any assignment handed in late will automatically receive one letter grade lower than it would have, had it been turned in on the date due.

Any assignment NOT submitted within a week of the due date will receive an "F."

**CLASS  
PROCEDURES:**

This course uses WebCT to facilitate the class.

Essays will be submitted (through "Submissions") and graded electronically by using WebCT.

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 you to a discovery of what is wrong as well as directing you to sections in the handbook which will help you 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 participating class, it is important that the student contact the instructor immediately by email,

office phone, or office visit. Assignments that come in after the due date will incur an automatic 10% penalty.

**ATTENDANCE  
POLICY:**

Students are expected to participate in weekly discussions; these discussions will originate from questions related to class and, specifically, to essays and assignments. Questions will be posted on WebCT under "Discussion." Participation is weekly and cannot be made up. You will earn 150 participation points total. Each week is worth 10 participation points. These are not bonus points; they are not extra credit points.

The institution policy reads:

"It is the responsibility of students 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 following criteria are observed.

1. The student must complete all the necessary assignments at least three days prior to the absence or at a time designated by the instructor.
2. The activity sponsor must provide the instructor a list of students who are to be excused at least three days prior to the absence.
3. 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 Dean of Academic Services."

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 me 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.**

**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 670-672 IN YOUR TEXT. REMEMBER:  
PLAGIARISM IS A SERIOUS OFFENSE.

**WITHDRAWING  
FROM A CLASS:**

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

**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 email me, or if possible come visit me there, if you are having trouble with an assignment. If you are going to need a block of time for an office visit, 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 and my school email as well as WebCT's email. 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.**