

**Coffeyville Community College**

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

**Waneta Davis**  
**Instructor**

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

**CREDIT HOURS:** 3

**INSTRUCTOR:** Waneta Davis

**OFFICE LOCATION:** Arts and Sciences, 217

**PHONE:** 620-251-7700 ext. 2025

**OFFICE HOURS:** See scheduled posted on office door

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

**REQUIRED TEXT  
AND MATERIALS:**

Schwartz, Linda Smook. *The Wadsworth Guide to MLA Documentation*, 2<sup>nd</sup> Ed. New York: Thomson Wadsworth, 2004.

Grisham, John. *Bleachers*. N.Y. Dell Publishers, Inc., 2004.

Grade-graphic folder

Blue or black ink pens, pencils

**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.

In each theme the student will be able to:

1. Write an effective essay **that meets the criteria of the assignment sheet.**
2. Write out a clear central idea expressed as a thesis statement.
3. Develop this central idea in a logical manner.
4. Support generalizations with evidence.

5. Write an adequate and appropriate introduction and conclusion for the essay.
6. Organize paragraphs in a logical manner.
7. Demonstrate understanding of point of view by using **the manner specified**.
8. Use transitions to unite the paper.
9. 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:**

<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)

<b>ASSIGNMENT - WRITING A RESEARCH PAPER</b>
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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 A CREATIVE PAPER – POETIC MONOLOGUE

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/SUMMARY

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)

### ASSIGNMENT - WRITING A CAUSE AND EFFECT PAPER

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

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 (PRETEST)

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

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)

## ASSIGNMENT – REFINING A CRITICAL ANALYSIS (POSTTEST)

The student will use one of the writing assignments already completed in the course. The student will follow the learning tasks and activities already given for the assignment and make necessary improvements.

### **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 automatic habit of checking the work closely to rid their writing of major errors before their instructor reads their assignments to assign a grade.

The final grade for the course 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% = FAILURE)

There will be no early finals. If the student leaves school early, the student will earn a zero (0) on the final.

The incomplete grade (I) may be given under special needs conditions with my consent and the consent of the Interim Vice President for Academic Services. We will agree upon 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.

The following mistakes are considered major writing errors.

1. Run-ons
2. Fragment
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-verb
8. Shift in point of view (person)
9. Awkward sentence structure

The following errors are considered minor, but good writers try to eliminate as many of these as possible from their work.

10. Apostrophe errors
11. Faulty predication
12. Faulty parallelism
13. 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. Use with restrictive/nonrestrictive clauses
14. Case error
15. End punctuation error
16. Misused semicolon

17. Adverb form error
18. Capitalization error
19. Quotation marks error
20. Parentheses error
21. Brackets error
22. Non-standard abbreviations
23. Dash error
24. Hyphenation error
25. Italics error
26. Misused colon
27. Spacing error
28. Ellipsis error

**DUE DATES:**

Each major assignment will have a 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 handed in within one week of the due date will receive a zero (0).

**ATTENDANCE  
POLICY:**

Students are expected to attend all classes. In-class activities missed cannot be made up. At the beginning of the semester, you will have 100 attendance points. Each time you miss class for an unexcused absence, you will be subtracting 10 (day classes) or 30 (evening classes) points per class from your beginning total. These are not bonus points; they are not extra credit points. **If a class is missed due to a school activity, 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.**

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 Interim Vice President for Academic Services."

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

Students are expected to be on time and to remain for the entire class period.

**CELL PHONE  
AND HEAD PHONE  
POLICY:**

No cell phone, texting or head phone usage allowed in my class. First offense will result in dismissal from class; second offense result in dismissal from course.

**PLAGIARISM:**

To copy a few words without giving proper credit to the source, to copy parts of another person's paper, or to in any other way rely on the work of another student or author is to plagiarize material. This is a serious offense, and as soon as it is discovered that a student has used someone else's work as his or her own, that student receives a zero (0) for that assignment. A second instance of plagiarism will mean the student will receive an F for 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 their writing weaknesses.

**CLASS  
PROCEDURE:**

Except for the research paper, graded assignments will usually be returned to the students within a week.

For the most part, the instructor will only grade final copies of assignments.

Students are to leave their work flat and unfolded. Students are to hand in their assignments in their grade graphic folders. If a student misses the lecture for an assignment, the student fails the assignment.

**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.**

**Cell phone or CD player usage is not allowed in class. Phone or player interruptions will result in student dismissal from the class. Second offense and the student will be dropped from the course, no exceptions.**