



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, & Social Sciences

COURSE: ENG 1002 English Composition II

Date: Fall 2023

Credit Hours: 3.0

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): Completion of ENG 1001 or other appropriate assessment. For IAI transfer credit, students must have earned a C or better in ENG 1001.

Enrollment by assessment or other measure? Yes No

If yes, please describe: By appropriate assessment

Corequisite(s): None

Pre- or Corequisite(s): Successful completion of Composition I (ENG 1001)

Consent of Instructor: Yes No

Delivery Method:	<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
	<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable): ENG 1002 expands on rhetorical skills from ENG 1001 as students add complexity and deeper analysis to their writing with an even stronger emphasis on finding, evaluating, and synthesizing information, especially scholarly works. The course focuses on ethical practices, including documenting source material, with an increased emphasis on critical reading skills and information literacy, including digital literacy and digital writing tools. Students' writing, including the academic research paper, will be based on reading and analyzing a variety of texts on various topics. Writing assignments may also include multi-modal projects beyond the traditional essay. For outcomes shared by ENG 1001 and 1002, students are expected to demonstrate a more sophisticated level of understanding and ability in ENG 1002.

IAI number: **C1 901R**

ACCREDITATION STATEMENTS AND COURSE NOTES: Students must earn a C or better in this class for it to count as part of an IVCC transfer degree and/or as a course accepted by an IAI institution. Additionally, students must receive a “D” or higher on the research assignment to earn a “C” in the course for that acceptance.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Study of the essay form:

- Audience and purpose
- Thesis statement and topic sentences
- Rhetorical strategies and methods of development
- Transitions and logical progression of ideas
- Style and voice

Study of essay genres, including but not limited to:

- Expository
- Persuasive
- Argumentative

Study of writing and research as a process of academic discourse:

- Strategies for prewriting and preparation
- Analysis and response to a variety of texts
- Introduction to research and the ethical use, citation, and documentation of sources
- Review of grammar, punctuation, sentence structure, and mechanics (at the instructor’s discretion as determined by student needs)
- Revision and editing strategies, like proofreading, soliciting and generating peer response to essays, self-assessment
- Use of word-processing software for text generation, design, and revision

INSTRUCTIONAL METHODS:

1. Lectures and discussions
2. Writing workshops and seminars
3. Group work
4. In-class and out-of-class writing assignments
5. Assigned readings
6. Instructor and peer evaluations of student writing
7. Self-assessment of student writing
8. Student conferences (at the instructor’s discretion)
9. Guest presenters
10. Audio/visual presentations
11. Quizzes (at the instructor’s discretion)
12. Exams (at the instructor’s discretion)
13. Internet resources such as word-processing programs, online databases, a course management system, or other digital tools and technological resources

EVALUATION OF STUDENT ACHIEVEMENT:

Students must

1. Participate in class discussions, workshops, and seminars.

2. Complete reading, writing, and other assignments given at the instructor's discretion.
3. Evaluate and revise written work.
4. Attend class in accordance with both college and instructor policies.
5. Author a variety of texts that may emphasize varied genres, purposes, audiences, discourse communities, and cultural contexts.
6. Use sources responsibly and ethically.

In English Composition II, each student must submit a minimum of three formal, revised essay-length writing assignments, with at least one essay of 2500 words or more. Formal essay-length writing assignments for each student must total at least 5000 words, with an emphasis on expository and persuasive writing. In terms of preparation and process, students should approach revisions with as much attention, care, and rigor as given to the earlier drafts.

Grading Scale: The grading scale used in English Composition II is at the discretion of the instructor; **however**, at least **70%** of the final course grade must be determined by the assessment of formal, multi-sourced and documented, revised writing. And, as mentioned above, students must earn a D or higher on the research assignment to earn a C in the course.

Evaluation Standards: Evaluation of written work will follow standards as delineated by English faculty regarding purpose, organization, support, and expression, as well as whether requirements of the assignment have been met and plagiarism has been avoided, as in the chart below.

The Grading Criteria for Writing Assignments of Illinois Valley Community College's English Department		
Purpose	Thesis	The thesis is the central idea of the essay that is appropriate for the assignment, gives the essay a controlling sense of purpose, and establishes a sustained and consistent focus. The thesis statement concisely expresses the main idea and previews the supporting ideas.
	Audience	The content and style are tailored for the intended audience.
	Format	The essay is formatted according to the standards of the discipline.
	Content	The essay meets assignment requirements.
Organization	Essay Structure	The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
	Body Paragraphs	All body paragraphs include a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
	Introduction and Conclusion	The introduction captures the reader's attention, transitions to the topic by giving context or background information, and presents the thesis statement. The conclusion reemphasizes the essay's thesis and main ideas and provides a sense of closure.
Support	Development of Ideas	The body supports the thesis with ample evidence; uses a variety of specific examples, quotations, or other details; and explains the evidence to show its connections to the thesis.
	Level of Thought	The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
	Use and Documentation of Sources	The essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the standards of the discipline.
Expression	Use of Standard Written English	The essay is written in Standard English without errors in sentence boundaries, spelling, punctuation, mechanics, and grammar.
	Style	The essay is written in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.

INSTRUCTIONAL MATERIALS:

Textbooks

Writing textbooks, with or without attached Readers, used in English Composition II are at the discretion of full-time faculty. Part-time faculty members are to use the textbook designated for English Composition II by the Dean of Humanities, Fine Arts, and Social Sciences, which may be informed by the full-time faculty members' suggestions. Other style guides or grammar handbooks may be used at the instructor's discretion.

Resources

Word-processing software and other computer applications

Web pages

Online course management system

Handouts

Online resources

Audio/Video resources

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively.
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion.
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

Outcome 1: Read a variety of texts with understanding and appreciation.

Competency 1.1: React to texts through verbal and written responses

Competency 1.2: Articulate an author's meaning and purpose

Competency 1.3: Recognize how an author conveys meaning and develops ideas

Competency 1.4: Recognize, appreciate, and discuss a variety of writing styles and strategies

Outcome 2: Use invention as a part of the writing process, especially when directed for a communicative purpose.

Competency 2.1: Generate valid ideas from texts

Competency 2.2: Analyze a body of facts or ideas related to a given subject

Competency 2.3: Determine a purpose for writing a text (to inform, to argue, etc.)

Competency 2.4: Choose a main idea or subject and narrow it to a topic

Competency 2.5: Identify an appropriate audience and audience expectations

Competency 2.6: Recognize rhetorical strategies (narration, exemplification, etc.)

Competency 2.7: Use a variety of rhetorical strategies to develop ideas in essays

Outcome 3: Organize and develop ideas effectively and logically in essays.

- Competency 3.1: Formulate thesis statements that are appropriate for assignments
- Competency 3.2: Adhere to a thesis statement throughout an essay
- Competency 3.3: Use topic sentences subordinate to a thesis statement
- Competency 3.4: Arrange a body of facts or ideas in a related order
- Competency 3.5: Write paragraphs unified by topic sentences
- Competency 3.6: Write paragraphs developed with specific support and focused on one idea each
- Competency 3.7: Demonstrate the ability to use transitional words, phrases, and sentences
- Competency 3.8: Develop a logical progression of ideas through an essay

Outcome 4: Develop effective, logical, and well-supported arguments.

- Competency 4.1: Distinguish between claims and facts
- Competency 4.2: Distinguish between supportable positions and opinion
- Competency 4.3: Use specific details to support arguments
- Competency 4.4: Use inductive and deductive reasoning in persuasive essays
- Competency 4.5: Recognize and avoid common logical fallacies

Outcome 5: Express ideas consistently and appropriately for task and audience.

- Competency 5.1: Use consistent, appropriate viewpoint, tone, and voice for specific audiences and purposes
- Competency 5.2: Demonstrate an understanding of how word choice and sentence structure affect tone and voice
- Competency 5.3: Recognize the conventions of formal writing
- Competency 5.4: Demonstrate an understanding of and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)
- Competency 5.5: Demonstrate an understanding of and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)
- Competency 5.6: Recognize how audience and purpose affect a writer's stylistic choices
- Competency 5.7: Identify and eliminate stylistic weaknesses from essays
- Competency 5.8: Effectively proofread for grammatical or stylistic errors and formatting mistakes
- Competency 5.9: Identify and correct common grammar, punctuation, syntax, and word choice errors
- Competency 5.10: Use a word-processing program to identify and fix errors

Outcome 6: Strengthen essays through the revision process.

- Competency 6.1: Recognize the difference between revising and editing
- Competency 6.2: Analyze the effectiveness of an essay's thesis, topic sentences, support and development of ideas, etc.
- Competency 6.3: Reassess a draft and make appropriate improvements to that draft

Outcome 7: Demonstrate an understanding of research methods, documentation, plagiarism, and source credibility.

- Competency 7.1: Formulate a research question and strategy
- Competency 7.2: Demonstrate research methodology, including library research and online research

- Competency 7.3: Demonstrate the ability to locate relevant and credible research resources
- Competency 7.4: Cite and document sources correctly according to MLA Style and perhaps other accepted and appropriate systems of documentation, e.g., APA, AP, etc.
- Competency 7.5: Distinguish between personal ideas and information from outside sources
- Competency 7.6: Articulate when and why documentation is necessary
- Competency 7.7: Define and avoid plagiarism
- Competency 7.8: Paraphrase and summarize information from sources
- Competency 7.9: Use technology to understand and avoid plagiarism
- Competency 7.10: Critically examine information from various sources in order to evaluate accuracy, authority, currency, and point of view/intention
- Competency 7.11: Identify usefulness and relevancy of information sources for an assignment or purpose
- Competency 7.12: Recognize a scholarly, peer-reviewed article and identify its key components
- Competency 7.13: Apply methods of generating ideas for research papers
- Competency 7.14: Apply methods of organizing research materials
- Competency 7.15: Balance original material, material from primary sources, and material from secondary sources in research papers
- Competency 7.16: Demonstrate the ability to apply concepts of writing and revising short essays to longer research papers
- Competency 7.17: Practice writing and research in a formal, legal, and ethical manner