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: ☑ Lecture  3 Contact Hours (1 contact = 1 credit hour)  
☐ Seminar  0 Contact Hours (1 contact = 1 credit hour)  
☐ Lab  0 Contact Hours (2-3 contact = 1 credit hour)  
☐ 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.
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