

# ILLINOIS VALLEY COMMUNITY COLLEGE



## COURSE OUTLINE

**DIVISION:** English, Mathematics, Education

**COURSE:** ENG 1002: English Composition II

**Date:** January 25, 2011

**Credit Hours:** 3

**Prerequisite(s):** Successful completion of ENG 1001

**Delivery Method:**

<input checked="" type="checkbox"/> <b>Lecture</b>	<b>3 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours (2 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours (3 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> <b>Online</b>	
<input checked="" type="checkbox"/> <b>Blended</b>	

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

**IAI Equivalent –*Only for Transfer Courses***—go to <http://www.itransfer.org>: C1 901R

### **CATALOG DESCRIPTION:**

English Composition II continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays—with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of literature and other texts. The library research writing will be developed from those readings. The course includes the use of various computer applications, including word-processing and the Internet.

## GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

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

[Choose those goals that apply to this course.]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals.]*

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

Outcome 1: Read works of literature and other texts with understanding and appreciation.

Competency 1.1: React to works of literature through verbal and written responses

Competency 1.2: Generate valid ideas from works of literature and other texts

Competency 1.3: Understand an author's meaning and purpose

Competency 1.4: Recognize how an author conveys meaning and develops ideas

Competency 1.5: Recognize, appreciate, and discuss elements of literature and other texts

Competency 1.6: Recognize, appreciate, and discuss a variety of writing strategies

Competency 1.7: Comprehend, analyze, and critique academic discourse

Outcome 2: Understand invention as a part of the writing process.

Competency 2.1: Analyze a body of facts or ideas related to a given subject

Competency 2.2: Arrange a body of facts or ideas in a related order

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

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 a essay

Competency 3.3: Use topic sentences subordinate to a thesis statement

Competency 3.4: Write paragraphs unified by topic sentences

Competency 3.5: Write paragraphs developed with specific support and focused on one idea each

Competency 3.6: Demonstrate the ability to use transitional words, phrases, and sentences

Competency 3.7: Develop a logical progression of ideas through an essay

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

Competency 4.1: Understand the difference between claims and facts

Competency 4.2: Understand the difference 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: Understand and use a variety of rhetorical methods for developing ideas

Competency 5.1: Recognize rhetorical strategies (exemplification, comparison and contrast, etc.)

Competency 5.2: Use a variety of rhetorical strategies to develop ideas in essays

Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice

Competency 6.1: Use appropriate viewpoint, tone, and voice for specific audiences and purposes

Competency 6.2: Understand how word choice and sentence structure affect tone and voice

Competency 6.3: Recognize the conventions of formal writing

Competency 6.4: Understand the concept of “voice”

Competency 6.5: Use a consistent and appropriate voice throughout an essay

Outcome 7: Strengthen essays through the revision process

Competency 7.1: Recognize the difference between revising and editing

Competency 7.2: Analyze the effectiveness of an essay’s thesis, topic sentences, support and development of ideas, etc.

Competency 7.3: Reassess a draft and make appropriate improvements to that draft

Outcome 8: Write essays free of common stylistic weaknesses

Competency 8.1: Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)

Competency 8.2: Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)

Competency 8.3: Recognize how audience and purpose affect a writer’s stylistic choices

Competency 8.4: Identify and eliminate stylistic weaknesses from essays

Outcome 9: Write essays free of excessive errors

Competency 9.1: Effectively proofread for errors

Competency 9.2: Identify and correct common grammar, punctuation, syntax, and word choice errors

Outcome 10: Use word-processing software and the Internet to assist in the writing process

Competency 10.1: Use a word processor through all stages of the writing process

Competency 10.2: Understand how to use a word processor to assist with the writing process

Competency 10.3: Use Internet resources to assist in the writing process

Outcome 11: Understand the principles of research

Competency 11.1: Understand the methodology of library and online research

Competency 11.2: Demonstrate the ability to locate relevant and credible research resources

Competency 11.3: Understand the assessment of research materials in terms of relevance and credibility

Outcome 12: Understand the use, citation, and documentation of sources

Competency 12.1: Cite and document sources correctly according to the MLA system of documentation

Competency 12.2: Distinguish between personal ideas and information from outside sources

Competency 12.3: Understand when and why documentation is necessary

Competency 12.4: Define and avoid plagiarism

Competency 12.5: Paraphrase and summarize information from sources

Outcome 13: Understand strategies for developing and writing research papers

Competency 13.1: Understand methods of generating ideas for research papers

Competency 13.2: Understand methods of organizing research materials

Competency 13.3: Understand the balance of original material, material from primary sources, and material from secondary sources in research papers

Competency 13.4: Demonstrate the ability to apply concepts of writing and revising short essays to longer research papers

For outcomes shared by English Composition I (ENG 1001) and English Composition II (ENG 1002), students are expected to demonstrate a more sophisticated level of understanding and ability in English Composition II than in English Composition I.

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Analysis and response to works of literature (possibly fiction, poetry, and/or drama) and other texts (academic texts and possibly art, film, and/or advertisements)
2. Peer response to student essays and research assignments
3. Self-assessment
4. 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
5. Study of the principles of research and writing with multiple sources
  - Use and evaluation of library, online, and other research resources
  - Incorporation of material from primary and secondary sources into research

- papers
- MLA citation and documentation
- 6. Review of grammar, punctuation, and mechanics (at the instructor's discretion as determined by student needs)
- 7. Revision and editing strategies
- 8. Use of word-processing software

### **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. Library tours
11. Audio/visual presentations
12. Quizzes (at the instructor's discretion)
13. Exams (at the instructor's discretion)
14. Word-processing software
15. Internet resources
16. Electronic databases
17. CD ROM and other software

### **INSTRUCTIONAL MATERIALS:**

#### Textbooks

Textbooks 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 the English, Mathematics, and Education Division.

#### Style Book

*Style Book*. IVCC. Available online at <http://www.ivcc.edu/stylebook>

Other style guides or grammar handbooks at the instructor's discretion

#### Computer Applications

- Word-processing software
- Web pages
- Online course management systems

#### Other

- Overhead projector
- Handouts
- Online resources
- Audio/Video resources

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

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 college policy and instructor policy.

In English Composition II, each student must submit writing totalling from between 16-24 pages (double-spaced), including one or two research paper assignment(s) with an emphasis on researched expository and persuasive writing. The research paper(s) will be substantially longer--at least 2500 words--and more detailed than the essay-length assignments. The page total may include revisions. 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, provided that writing assignments count for at least 60% of the grade and that students who fail the research paper(s) cannot earn a C or higher in the class. Failure of the research paper assignment(s) must mean earning a D or F in the course.

### **Evaluation**

Evaluation of written work will follow standards on English faculty policies on format, grading, and plagiarism. Essays and research paper assignments will be evaluated and revised in accordance with this syllabus, student needs as determined by the instructor, and the evaluation criteria for essays published in IVCC's Style Book.

## **OTHER REFERENCES**

National Council of Teachers of English. College Composition and Communication.

---. College English.

---. Teaching English in the Two-Year College.

# Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																																
For each competency/outcome place an "X" below the method of assessment to be used.	<b>Assessment of Student Learning</b>	Article Review	Case Studies	Group Work	Lab Work	Oral Report	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Test	In Class Feedback	Conference	Interview	Written Report	Assignment	Essay
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	<b>Direct/ Indirect</b>	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D								
<b>Outcome 1 - Read works of literature and other texts with understanding and appreciation</b>																																	
Competency 1.1 - React to works of literature through verbal and written responses			X	X	X											X										X	X	X			X	X	
Competency 1.2 - Generate valid ideas from works of literature and other texts			X	X							X					X										X	X	X			X	X	
Competency 1.3 - Understand an author's meaning and purpose			X	X	X											X										X	X	X			X	X	
Competency 1.4 - Recognize how an author conveys meaning and develops ideas			X	X	X											X										X	X	X			X	X	
Competency 1.5 - Recognize, appreciate, and discuss elements of literature and other texts			X	X	X											X										X	X	X			X	X	
Competency 1.6 - Recognize, appreciate, and discuss a variety of writing strategies			X	X	X											X										X	X	X			X	X	
Competency 1.7 – Comprehend, analyze, and critique academic discourse		X	X	X	X	X								X		X										X	X	X		X	X	X	
<b>Outcome 2 - Understand invention as part of the writing process</b>																																	
Competency 2.1 - Analyze a body of facts or ideas related to a given subject			X	X												X										X	X	X			X	X	



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<p>Competency 2.2 - Arrange a body of facts or ideas in a related order</p>			X	X													X										X	X	X		X	X	
<p>Competency 2.3 - Determine a purpose for writing a text (to inform, to argue, etc.)</p>			X	X														X									X	X	X		X	X	
<p>Competency 2.4 - Choose a main idea or subject and narrow it to a topic</p>			X	X														X									X	X	X		X	X	
<p>Competency 2.5 - Identify an appropriate audience and audience expectations</p>			X	X														X									X	X	X		X	X	
<p><b>Outcome 3 - Organize and develop ideas effectively and logically in essays</b></p>																																	
<p>Competency 3.1 - Formulate thesis statements that are appropriate for assignments</p>				X	X													X									X	X	X		X	X	
<p>Competency 3.2 - Adhere to a thesis statement throughout an essay</p>					X													X								X	X	X		X	X		
<p>Competency 3.3 - Use topic sentences subordinate to a thesis statement</p>					X													X								X	X	X		X	X		
<p>Competency 3.4 - Write paragraphs unified by topic sentences</p>					X													X							X	X	X		X	X			
<p>Competency 3.5 - Write paragraphs developed with specific support and focused on one idea each</p>					X													X							X	X	X		X	X			

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<p>Competency 3.6 - Demonstrate the ability to use transitional words, phrases, and sentences</p>					X												X									X	X	X			X	X	
<p>Competency 3.7 - Develop a logical progression of ideas throughout an essay</p>					X													X								X	X	X			X	X	
<p><b>Outcome 4 - Develop effective, logical, and well-supported arguments</b></p>																																	
<p>Competency 4.1 - Understand the difference between claims and facts</p>				X	X	X												X								X	X	X			X	X	
<p>Competency 4.2 - Understand the difference between supportable positions and opinion</p>				X	X	X												X								X	X	X			X	X	
<p>Competency 4.3 - Use specific details to support arguments</p>				X	X													X								X	X	X			X	X	
<p>Competency 4.4 - Use inductive and deductive reasoning in persuasive essays</p>				X	X													X								X	X	X			X	X	
<p>Competency 4.5 - Recognize and avoid common logical fallacies</p>				X	X	X												X								X	X	X			X	X	
<p><b>Outcome 5 - Understand and use a variety of rhetorical methods for developing ideas</b></p>																																	
<p>Competency 5.1 - Recognize rhetorical strategies (exemplification, comparison, etc.)</p>				X	X	X												X								X	X	X			X	X	

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Competency 5.2 - Use a variety of rhetorical strategies to develop ideas in essays				X		X											X																			
<b>Outcome 6 - Maintain a consistent and appropriate viewpoint, tone, and voice</b>																																				
Competency 6.1 - Use appropriate viewpoint, tone, and voice for specific audiences and purposes				X		X											X										X	X	X				X	X		
Competency 6.2 - Understand how word choice and sentence structure affect tone and voice				X		X											X										X	X	X				X	X		
Competency 6.3 - Recognize the conventions of formal writing				X		X		X									X										X	X	X				X	X		
Competency 6.4 - Understand the concept of "voice"				X		X		X									X										X	X	X				X	X		
Competency 6.5 - Use a consistent and appropriate tone throughout an essay				X		X											X											X	X				X	X		
<b>Outcome 7 - Strengthen papers through the revision process</b>																																				
Competency 7.1 - Recognize the difference between revising and editing				X													X										X	X	X				X	X		
Competency 7.2 - Analyze the effectiveness of an essay's thesis, topic sentences, support and development of ideas, etc.				X		X											X										X	X	X				X	X		

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	Competency 7.3 - Reassess a draft and make appropriate improvements to it			X													X												X	X						
	<b>Outcome 8 - Write papers free of common stylistic weaknesses</b>																																			
	Competency 8.1 - Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)			X	X	X											X											X	X	X			X	X		
	Competency 8.2 - Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)			X	X	X											X											X	X	X			X	X		
	Competency 8.3 - Recognize how audience and purpose affect a writer's stylistic choices			X													X											X	X	X			X	X		
	Competency 8.4 - Identify and eliminate stylistic weaknesses from essays			X													X											X	X	X			X	X		
	<b>Outcome 9 - Write essays free of excessive errors</b>																																			
	Competency 9.1 - Effectively proofread for errors			X													X											X	X	X			X	X		
	Competency 9.2 - Identify and correct grammar, punctuation, syntax, word choice, and spelling errors			X			X										X											X	X	X			X	X		
	<b>Outcome 10 - Use interactive word-processing software as a writing tool</b>																																			

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Competency 10.1 - Use a word processor through all stages of the writing process			X														X											X	X			X	X	
Competency 10.2 - Understand how to use a word processor to assist with the writing process			X														X											X	X			X	X	
Competency 10.3 - Work in an environment of interactive electronic communication			X					X									X											X	X			X	X	
<b>Outcome 11 - Understand documentation and plagiarism</b>																																		
Competency 11.1 - Understand the methodology of library and online research			X					X									X										X	X	X			X	X	
Competency 11.2 - Demonstrate the ability to locate relevant and credible research resources			X					X									X										X	X	X			X	X	
Competency 11.3 - Understand the assessment of research material in terms of relevance and credibility			X					X									X										X	X	X			X	X	
<b>Outcome 12 - Understand the use, citation, and documentation of sources</b>																																		
Competency 12.1 - Cite and document sources correctly according to the MLA system of documentation			X					X									X										X	X	X			X	X	

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Competency 12.2 - Distinguish between personal ideas and information from outside sources			X					X									X										X	X				X	X	
Competency 12.3 - Understand when and why documentation is necessary			X					X									X										X	X	X			X	X	
Competency 12.4 - Define and avoid plagiarism			X					X									X										X	X	X			X	X	
Competency 12.5 - Paraphrase and summarize information from sources			X					X									X										X	X	X			X	X	
<b>Outcome 13 - Understand strategies for developing and writing research papers</b>																																		
Competency 13.1 - Understand methods of generating ideas for research papers			X					X									X										X	X	X			X	X	
Competency 13.2 - Understand methods of organizing research materials			X					X									X										X	X	X			X	X	
Competency 13.3 - Understand the balance of original material, material from primary sources, and material from secondary sources in research papers			X					X									X										X	X	X			X	X	
Competency 13.4 - Demonstrate the ability to apply concepts of writing and revising short essays to longer research papers			X					X									X										X	X	X			X	X	