ROSE STATE COLLEGE

Division Course Syllabus

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<th>Division</th>
<th>Humanities</th>
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<tr>
<td>Course Title</td>
<td>English Composition II</td>
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<tr>
<td>Course Prefix and Number</td>
<td>ENGL 1213</td>
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<tr>
<td>Semester and Year Submitted</td>
<td>Spring 20</td>
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<tr>
<td>Credit Hours</td>
<td>3</td>
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<tr>
<td>Prepared by</td>
<td>Sherri Mussatto, Kelly Bailey, Lacey Veazey-Daniel, and Kristen Kirkman</td>
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<td>Hours Per Week:</td>
<td>Class 3 Lab 0</td>
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Course Description (as it appears in Catalog)

ENGL 1213 is the second in a two-course sequence that integrates critical reading, thinking, writing, and other communication skills to prepare students to construct discourse in both academic and professional career situations. In this course, students continue to engage in close reading of textual and visual compositions; however, the construction of argument, and its role in public discourse, is emphasized. Students learn to write longer, more sustained arguments with more sophisticated logic, rhetorical skill, and critical complexity. Emphasis is placed on understanding the role of individuals as both readers and writers of global culture.

Prerequisite: Successful completion of ENGL 1113 or equivalent.

Text(s):

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>Reading Level</th>
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<tbody>
<tr>
<td>The Practiced Writer: A Handbook</td>
<td>Dr. Kevin Caliendo &amp; Rose State Writing Program faculty</td>
<td>Rose State College Humanities Division</td>
<td>2017</td>
<td>varied</td>
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Text(s):

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<tr>
<th>Title</th>
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<td>Rose State Reader</td>
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Supplemental Materials:

- English Composition Studio ENGL 0131
  - 1st Edition by Lori Morrow
Outline for Remainder of Syllabus:

Rationale:
English Composition II, 1213, furthers the critical thinking and analytical skills developed in English Composition I, 1113. Through more extensive research and analysis of written and visual texts, students will write more complex and sustained arguments using appropriate documentation styles. Composition II prepares students for writing and communication necessary for all academic and other rhetorical situations and prepares them to continue independent learning.

Expected Outcomes/Course-Level Objectives:
All skills learned in Composition I will continue to be developed and refined in this second course in the composition series, and the following additions to those skills will be made.

The student will

1. review the fundamental tools of grammar, argument, research, and documentation;
2. practice using and create outlines to prepare for essay writing;
3. practice and demonstrate advanced logic and rhetorical skills needed to compose arguments which attempt to solve problems by finding common ground;
4. locate and evaluate secondary sources for reliability and quality;
5. summarize primary and secondary research sources for an annotated bibliography;
6. create an annotated bibliography;
7. examine the motives for writing a proposal;
8. create a two-page minimum proposal identifying goals for the semester-long research project;
9. compose an eight-to-ten content page, professionally formatted, complex argument that attempts to solve a problem by finding common ground;
10. recognize, analyze, and discuss the global perspectives of a variety of current issues;
11. compare, contrast, analyze, and discuss the arguments, both implied and inferred, in literary fiction and nonfiction, as well as visual texts and videos;
12. examine alternative points of view, including critical examination of the evidence and arguments supporting each one;
13. recognize, evaluate, critique, and utilize elements of the multi-media argument;
14. demonstrate proficiency in sharing documents electronically.

Methods of Instruction:
Methods vary by professor, but may include

- group and/or individual activities and exercises that provide the necessary practice;
- individual conferences with students;
- lecture;
- class discussion, which may include PowerPoint presentations and audio-visual aids.

Special Notes to Professors:
- Professors should have students confirm in writing before the AW date that they understand the final exam mandates.
- As a best practice, the Early Alert system should be used to ensure non-attending enrollees drop the course before the AW period. The Early Alert system should also be used for any absence and/or grade concern early in the semester and be continued throughout the semester.
• Professors have some flexibility in assignments, but the themes of global customs, rituals, and values (global cultural awareness) must be included. Other thematic texts from the *Rose State Reader* or from other online sources may be chosen at the instructor’s discretion.
• Professors should give students the option of choosing either MLA or APA documentation to fit the rhetorical situation and/or the students’ goals.
• Professors should design their class schedule to ensure that assignments build towards the culmination of the semester-long, major research project.

**Rose State College Expected General Education Outcomes**
The Rose State College Assessment Program strives to provide relevant and timely data to support efforts at continuous improvement of student learning on the campus of Rose State College for future years, but current expected outcomes include the following:

1. **Effective Written Communication** is the ability to compose a quality written document on a collegiate level. This includes the following characteristics:
   - Development of a Central Idea
   - Diction
   - Organization
   - Support
   - Sentence Structure
   - Grammar and Mechanics

2. **Global and Cultural Awareness** stems from a critical analysis of and an engagement with complex, interdependent global and cultural systems and legacies (such as natural, physical, social, economic, and political) and their implications on people’s lives. Through global and cultural awareness activities, students should:
   - Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
   - Seek to understand how their actions affect both local and global communities
   - Address the world’s most pressing and enduring issues collaboratively and equitably
   - Work cooperatively with people from populations different than their own

3. **Quantitative Reasoning** refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions. Students who demonstrate quantitative reasoning skills will be able to:
   - Calculate: Identify relevant mathematical information, and select appropriate methods to answer questions of a numerical nature;
   - Connect: Express and/or evaluate quantitative relationships using graphs, charts, or formulas; and
   - Conclude: Evaluate representations and inferences that are based on quantitative information and recognize questionable values and assertions.

*All of the above expected outcomes are addressed in ENGL 1213.*

**Assessment (including Critical Thinking Measurements):**

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To shape the content of student learning and essays, the course professor will incorporate a balanced combination of fiction or non-fiction readings, videos, or content approved by the Writing Program Administrator.

25% Credit for the course grade will include work relevant to the course "Expected Outcomes" above as the individual professor determines to be most effective. This work usually includes scaffolding assignments to help students with specific skills and assignments further develop their individual voice as writers.

25% Two (2) three-five page essays will be assigned in this course. The topics and documentation styles of these two essays will be at the discretion of the instructor, but possibilities include writing a short Toulmin, Classical, or Rogerian Argument, exploring current events, or discussing the relevance of issues in literature to our society today. These essays could utilize the APA or MLA documentation styles and include three-five sources.

40% of this course consists of the student completing a multi-phased research assignment over an extended part of the semester. The goal is for the student to develop an area of inquiry in response to the course’s thematic focus, skillfully pursue that inquiry (including examination of global factors in the research), and then create an argument that attempts to solve the problem by finding common ground. The 40% should be divided into the following components and should apply toward this semester-long endeavor:

5% complete a formal proposal of approximately two pages
5% construct an annotated bibliography of research sources that may be used in the paper, including no fewer than ten potential sources.
30% compose a formal argument essay of eight to ten content pages, using a minimum of eight-ten sources from the annotated bibliography. The student may use either standard APA or MLA format for the document, as best fits the student's subject matter and major.

10% The student will create a multimedia presentation that will be posted for the class to view. Then the student will engage in an intellectual discussion that involves answering questions about his or her own presentation as well as asking questions of classmates’ presentations.
* Note: The student must complete and pass this multimedia presentation and participate in the question and answer session, responding with educated answers about his or her project, in order to pass the class.
**Learning Outcomes/Module Objectives:**

**Module One (Review of Skills Learned in Composition I): CO 1**

1. Identify and review various elements/components of organization, structure, and grammar/mechanics.
2. Utilize all stages of the writing process.
3. Recall the major components of rhetorical situations, the writing process, and the important elements of the research process, including the steps involved and how to avoid both intentional and unintentional plagiarism.
4. Recall the principles of documentation and how to choose among existing systems to fit the rhetorical situation; practice using APA and MLA documentation as best fits the individual student’s needs.

**Module Two (Short Essay 1): CO 2-12**

1. Identify and practice methods of responding to texts using critical thinking inquiry.
2. Read, analyze, and discuss – verbally and/or in writing- the arguments and themes in several fiction texts and videos.
3. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one.
4. Develop and organize an outline of an essay’s main points and supporting details.
5. Identify and practice advanced methods for evaluation of secondary sources.
6. Conduct scholarly research on a chosen topic and evaluate sources for quality and reliability.
7. Utilize all stages of the writing process.
8. Determine how to most effectively integrate source material into an essay.
9. Compose a 3-5 page essay that employs proficient grammatical and technical skills and conventions of Standard English.
10. Define and utilize the components of the Toulmin, Classical, or Rogerian methods of argumentation.
11. Identify and differentiate guidelines of the MLA and APA styles in order to determine which style is most appropriate to the assigned writing situation.

**Module Three: (Short Essay 2): CO 2-12**

1. Identify and practice methods of responding to texts using critical thinking inquiry.
2. Read, analyze, and discuss – verbally and/or in writing- the arguments and themes in several fiction texts and/or videos.
3. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one.
4. Develop and organize an outline of an essay’s main points and supporting details.
5. Identify and practice advanced methods for evaluation of secondary sources.
6. Conduct scholarly research on a chosen topic and evaluate sources for quality and reliability.
7. Utilize all stages of the writing process.
8. Determine how to most effectively integrate source material into an essay.
9. Compose a 3-5 page essay that employs proficient grammatical and technical skills and conventions of Standard English.
10. Define and utilize the components of the Toulmin, Classical, or Rogerian methods of argumentation.
11. Identify and differentiate guidelines of the MLA and APA styles in order to determine which style is most appropriate to the assigned writing situation.
Module Four: (Rogerian Argument): CO 2-12

1. Identify and practice methods of responding to texts using critical thinking inquiry.
2. Read, analyze, and discuss – verbally and/or in writing- the arguments and themes in several fiction texts and/or videos.
3. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one.
4. Compare and contrast elements of the Toulmin and/or Classical argument method with the Rogerian argument method.
5. Identify the components of and compose a research proposal.
6. Develop and organize an outline of an essay’s main points and supporting details.
7. Identify and practice advanced methods for evaluation of secondary sources.
8. Conduct scholarly research on a chosen topic that highlights its global significance.
9 Evaluate secondary sources for their quality and reliability.
10. Identify the components of and create an annotated bibliography.
11. Utilize all stages of the writing process.
12. Determine how to most effectively integrate source material into an essay.
13. Compose an 8-10 page essay that employs proficient grammatical and technical skills and conventions of Standard English.
14. Define and utilize the components of the Rogerian-method (common ground) argument.
15. Correctly utilize the APA style.

Module Five: (Final Presentation): CO 13-14

1. Differentiate among various formats of multimedia presentations to determine which one best conveys the student’s individual Rogerian argument essay.
2. Demonstrate the ability to share multimedia projects electronically.
3. Analyze and evaluate classmates’ Rogerian argument presentations.