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.
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:

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:

1. The student will demonstrate the ability to use the more advanced logic and rhetorical skill needed to compose arguments which attempt to solve problems by finding common ground.
2. The student will demonstrate the ability to compose longer, more complex and original arguments over a sustained period of time. As part of this process, the student will first create a formal proposal appropriate to the student's academic and professional goals. The student will then conduct the research necessary to develop the proposal. This will be followed by use of advanced critical thinking skills to summarize primary and secondary research sources for annotated bibliography. At that time the student will be prepared to use the writing process to create an eight-to-ten content page, professionally formatted, sophisticated argument that attempts to solve a problem by finding common ground. This document will consider global implications in some way, and will be published for an audience broader than just the class professor.
3. The student will demonstrate the ability to analyze and discuss the arguments that are both implied and inferred in literary fiction and nonfiction, as well as visual texts, to critique the role of individuals as both readers and writers of global culture. This process will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.

Methods of Instruction:

Methods vary by professor, but may include lecture, class dialogue, small-group work, individualized skill units, audiovisual aids, and computer-enhanced learning. Individual conferences with students are strongly encouraged, so for up to two class sessions each semester, rather than meeting with the entire class, the professor may instead use that time to hold brief, scheduled individual meetings with the class's students (provided these meetings are structured and collectively replace the entire duration of the scheduled class period).
Assessment (Including Critical Thinking measurements):

I. To shape the content of student learning and essays, the course professor will incorporate a balanced combination of literary nonfiction and fiction texts from the course textbook or free online sites. These will be 6-12 separate texts, and will focus on development of student academic voice, cultural and global awareness, and personal transformation.

II. 25% of the 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 to help students further develop their individual voice as writers.

III. 25% One to three short essays collectively totaling at least six content pages.

IV. Much of this course consists of the student completing a large project 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. All of the following 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 five 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.

V. 10% During the class's scheduled final exam period, the student will complete the Humanities Division ENGL 1213 Final Exam. Professors may find information on these exams either in the Humanities Hub D2L site or from the writing program administrator. These essays will be submitted to the Humanities Division office along with final course grades. Note: Students must take and pass the final exam under proctored conditions in order to pass the class.

Learning Outcomes:

Unit One: (Learning Outcome 1)
The student will complete an initial assessment for accuracy of student placement and semester planning. (The initial assessment will assess grammar, punctuation, spelling, and mechanics as well as the student’s ability to write an argumentative essay in order to refer students who need more intensive review in these areas to the Tutoring Center, Writing Lab, Composition Workshops, and/or ESL Workshops to meet needed skill level.)

Unit Two: (Learning Outcomes 1 & 2)
1. 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.
2. Recall the elements of APA and MLA documentation and identify how to choose between them to fit the rhetorical situation.
3. Recognize and practice the elements of Rogerian-method argument.
4. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning *customs, rituals, and values* in several literary fiction, nonfiction, or visual texts to critique the role of individuals as both readers and writers of culture as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
5. Compose two separate two-content page documented essays taking opposite positions on the same global problem.
6. Compose a two-content page common ground argument for a solution to the global problem debated in the two earlier essays.

**Unit Three:** (Learning Outcomes 1, 2 & 3)
1. Identify and practice methods of responding to texts using critical thinking inquiry (such as those originating in Bloom’s taxonomy).
2. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning *geopolitical issues* in several literary fiction, nonfiction, or visual texts to critique the role of individuals as both readers and writers of culture as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
3. Further explore the global thematic focus in the material from the first two units of the course textbook reader, and from that review develop areas of inquiry for research focus by forming questions.
4. Identify and practice the steps needed to write a formal proposal.
5. Compose a formal proposal of approximately two pages for the longer formal essay required in the course. This longer essay will respond to the course’s thematic reading topics to create a sustained argument that attempts to solve a problem by finding common ground.

**Unit Four:** (Learning Outcomes 1 & 3)
1. Identify and practice both the critical thinking and writing skills involved in creating summaries.
2. Recognize and demonstrate the ability to create a research plan for no fewer than ten critical sources.
3. Identify and practice advanced methods for evaluation of sources.
4. Conduct research to employ the plan developed in number two above in this unit.
5. Identify steps in creating annotated bibliographies and compose one demonstrating the skills learned in numbers one through four above.
6. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning *media and* in several literary fiction, nonfiction, or visual texts to critique the role of individuals as both readers and writers of culture as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.

**Unit Five:** (Learning Outcomes 1, 2 & 3)
1. Identify methods for drafting longer arguments using documentation, emphasizing outlining for structure and effective integration of sources.
2. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning *aesthetic argument* in several literary fiction, nonfiction, or visual texts to critique the role of individuals as both readers and writers of culture as expressed in those texts.
This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.

**Unit Six:** (Learning Outcomes 1, 2 & 3)
Complete the longer argumentative essay proposed in Unit 3 above, and post the completed project so that digital access is provided to audiences beyond the course professor.

**Unit Seven:**
1. Pass out copies of the "Composition II Humanities Division Final Exam Student Information Handout." From this, help students select an appropriate focus, prepare to conduct their research, and develop strategies to compose the final essay under pressure.
2. Administer the final assessment. Usually, this is done during the scheduled final exam period for each class; however, students in online or hybrid classes may take the exam any time period the professor stipulates during the college designated final exam schedule week. The exams are provided for students in the LRC Academic Testing Center, but professors must pick up their own classes' work and grade them. (Professors should emphasize that students must bring their own sources from research to the final exam.)
3. After the professor grades the final, s/he will turn them in to the Humanities Division when submitting final class grades. The students' research sources do not need to be submitted, just the essay. **Reminder:** Students must take and pass the final exam under proctored conditions in order to pass the class.