## ROSE STATE COLLEGE

### Division Course Syllabus

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<th>Division</th>
<th>Humanities</th>
<th>Course Prefix and Number</th>
<th>ENGL 1213</th>
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<tr>
<td>Course Title</td>
<td>English Composition II</td>
<td>Semester and Year Submitted</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Antoinette Castillo, Dianne Krob, Lacey Veazey-Daniel, Theresa-Ann Walther</td>
<td>Hours Per Week:</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):

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<tbody>
<tr>
<td>Author</td>
<td>Dr. Kevin Caliendo &amp; Rose State Writing Program faculty</td>
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<tr>
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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 argument, research, and documentation to create original essays;
2. practice and demonstrate advanced logic and rhetorical skills needed to compose arguments which attempt to solve problems by finding common ground;
3. locate and evaluate secondary sources for reliability and quality;
4. summarize primary and secondary research sources for an annotated bibliography or literature review;
5. create an annotated bibliography or literature review;
6. examine the motives for writing a proposal;
7. create a two-page minimum proposal identifying goals for the semester-long research project;
8. compose an eight-to-ten content page, professionally formatted, complex argument that attempts to solve a problem by finding common ground;
9. recognize, analyze, and discuss the global perspectives on a variety of current issues;
10. compare, contrast, analyze, and discuss the arguments, both implied and inferred, in literary fiction and nonfiction, as well as visual texts;
11. examine alternative points of view, including critical examination of the evidence and arguments supporting each one;
12. recognize, evaluate, critique, and utilize elements of the multi-media argument, including media and propaganda and aesthetics;
13. practice information literacy to assess the validity of collecting, analyzing, and summarizing data to construct a table or graph;
14. practice using and create outlines to prepare for essay writing;
15. 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.

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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); media and propaganda; and aesthetic and visual argument must be included in the course content. Other thematic texts from the Rose State Reader will be chosen at their discretion to provide further exposure to literary argument.

- 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):

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 content approved by the Writing Program Administrator. These will be 6-12 separate texts, and will focus on development of student voice, cultural and global awareness, and personal transformation.

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% One to three short essays collectively totaling at least six content pages. These essays should review the fundamental argument skills learned in ENGL 1113 (Toulmin) and introduce the problem solving argument skills that will be the focus of ENGL 1213 (Rogerian).

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 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.

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 Canvas 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/Module Objectives:

Module One:

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

Module Two:

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. (CO 1, 2, 3)
2. 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. (CO 4)
3. Recognize and practice the elements of Rogerian-method (common ground) argument. (CO 2, 8)
4. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning global 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. (CO 9, 10)
5. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one. (CO 11)
6. Compose two separate two-content page documented essays taking opposite positions on the same global problem. (CO 1, 9)
7. Compose a two-content page common ground argument for a solution to the global problem debated in the two earlier essays. (CO 1, 2, 9)

Module Three:

1. Identify and practice methods of responding to texts using critical thinking inquiry (such as those originating in Bloom’s taxonomy). (CO 1, 2)
2. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning global cultural awareness 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. (CO 2, 7, 9)
3. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one. (CO 9, 11)
4. Explore the global thematic focus in the material from the first two chapters of the course textbook reader, and from that review develop areas of inquiry for research focus by forming questions. (CO 3, 4, 5, 9)
5. Identify and practice the steps needed to write a formal proposal. (CO 4, 5)
6. Develop and organize an outline of an essay’s main points and supporting details. (CO 14)
7. 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. (CO 2, 4, 5)
Module Four:

1. Identify and practice both the critical thinking and writing skills involved in creating summaries. (CO 4, 13)
2. Recognize and demonstrate the ability to create a research plan for no fewer than ten critical sources. (CO 1, 3, 4, 5)
3. Identify and practice advanced methods for evaluation of sources. (CO 3, 11)
4. Conduct research to support the plan developed in number two above in this unit. (CO 3, 4, 5)
5. Identify steps in creating annotated bibliographies or literature reviews. (CO 3, 4, 5)
6. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning media and propaganda 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. (CO 9, 10)
7. Extensively examine alternative points of view, including critical examination of the evidence and arguments supporting each one. (CO 11)
8. Develop and organize an outline of an essay’s main points and supporting details. (CO 14)

Module Five:

1. Identify methods for drafting longer arguments using documentation, emphasizing outlining for structure and effective integration of sources. (CO 2, 3, 4, 8, 13, 14)
2. Practice information literacy to assess the validity of collecting, analyzing, and summarizing data to construct a table or graph (CO 13)
3. Read, analyze, and discuss—verbally and/or in writing—the arguments that are both implied and inferred concerning aesthetic/visual 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. (CO 10)
4. Extensive examine alternative points of view, including critical examination of the evidence and arguments supporting each one. (CO 11)

Module Six:

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. (CO 8, 15)

Module Seven:

The professor will provide Comp. II students the "Composition II Humanities Division Final Exam Student Information Handout" and review the criteria to help students choose an original, appropriate problem-solving focus; conduct research; and develop strategies to compose the final essay under pressure. Students will conduct research, and develop strategies to compose the final essay under pressure. (CO 1, 2, 3, 9, 13, 14)