ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts Social Sciences

COURSE: ENG 1002: English Composition II

Date: 30 August 2018

Credit Hours: 3.0

Prerequisite(s):   Successful completion of ENG 1001

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)

☒ **Online**

☒ **Blended**

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 last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

☒ To apply analytical and problem solving skills to personal, social, and professional issues and situations.

☒ To communicate successfully, both orally and in writing, to a variety of audiences.

☐ To construct a critical awareness of and appreciation for diversity.

☒ To understand and use technology effectively and to understand its impact on the individual and society.

☐ To develop interpersonal capacity.

☐ To recognize what it means to act ethically and responsibly as an individual and as a member of society.

☐ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.

☐ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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 an 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.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS
[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
Goal 1: To apply analytical and problem solving skills to personal, social and professional issues and situations.	- Outcome 1: Read works of literature and other texts with understanding and appreciation - Outcome 2: Understand invention as a part of the writing process - Outcome 3: Organize and develop ideas effectively and logically in essays - Outcome 4: Develop effective, logical, and well-supported arguments - Outcome 5: Understand and use a variety of rhetorical methods for developing ideas - Outcome 7: Strengthen essays through the revision process - Outcome 8: Write essays free of common stylistic weaknesses - Outcome 9: Write essays free of excessive errors - Outcome 10: Use word-processing software and the Internet to assist in the writing process - Outcome 11: Understand the principles of research - Outcome 12: Understand the use, citation, and documentation of sources - Outcome 13: Understand strategies for developing and writing research papers
Second Goal	

Goal 2: To communicate successively, both orally and in writing, to a variety of audiences.	• Outcome 1: Read works of literature and other texts with understanding and appreciation • Outcome 2: Understand invention as a part of the writing process • Outcome 3: Organize and develop ideas effectively and logically in essays • Outcome 4: Develop effective, logical, and well-supported arguments • Outcome 5: Understand and use a variety of rhetorical methods for developing ideas • Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice • Outcome 7: Strengthen essays through the revision process • Outcome 8: Write essays free of common stylistic weaknesses • Outcome 9: Write essays free of excessive errors • Outcome 11: Understand the principles of research • Outcome 12: Understand the use, citation, and documentation of sources • Outcome 13: Understand strategies for developing and writing research papers
Third Goal	
Goal 4: To understand and use contemporary technology effectively and to understand its impact on the individual and society.	• Outcome 7: Strengthen essays through the revision process • Outcome 10: Use word-processing software and the Internet to assist in the writing process • Outcome 11: Understand the principles of research • Outcome 12: Understand the use, citation, and documentation of sources

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 Humanities, Fine Arts, & Social Sciences.
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 totaling 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 1) writing assignments count for at least 60% of the grade and that 2) 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

Clark, Irene L.. *Concepts in Composition: Theory and Practice in the Teaching of Writing.* Routledge, 2011.
Coxwell-Teague, Deborah and Ronald F. Lunsford, eds. *First-Year Composition: From Theory to Practice* (Lauer Series in Rhetoric and Composition). Parlor Press, 2014.
Miller, Susan. *The Norton Guide to Composition Studies*. W.W. Norton & Company, 2009.
MLA Handbook, 8th edition.
National Council of Teachers of English. College Composition and Communication.
---. College English.
---. Teaching English in the Two-Year College.
Tate, Gary, et al. *A Guide to Composition Pedagogies,* 2nd Edition. Oxford University Press, 2013.

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment of Student Learning (Direct/Indirect)	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.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	_	_	_	_	D	D							
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				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	X	X
Outcome 2 - Understand invention as part of the writing process																																	
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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Course Prefix, Number and Name	Assessment of Student Learning	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.		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.	Direct/ Indirect	D	D	C	C	C	C	C	C	C	C	C	C	C	C	C	D	D	C	C	_	_	_	_	D	D							
Competency 2.2 - Arrange a body of facts or ideas in a related order				X		X										X											X	X	X			X	X
Competency 2.3 - Determine a purpose for writing a text (to inform, to argue, etc.)				X		X										X											X	X	X			X	X
Competency 2.4 - Choose a main idea or subject and narrow it to a topic				X		X										X											X	X	X			X	X
Competency 2.5 - Identify an appropriate audience and audience expectations				X		X										X											X	X	X			X	X
Outcome 3 - Organize and develop ideas effectively and logically in essays																																	
Competency 3.1 - Formulate thesis statements that are appropriate for assignments				X		X										X											X	X	X			X	X
Competency 3.2 - Adhere to a thesis statement throughout an essay						X										X											X	X	X			X	X
Competency 3.3 - Use topic sentences subordinate to a thesis statement						X										X											X	X	X			X	X
Competency 3.4 - Write paragraphs unified by topic sentences						X										X											X	X	X			X	X
Competency 3.5 - Write paragraphs developed with specific support and focused on one idea each						X										X											X	X	X			X	X

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Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. (Direct/Indirect)		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Competency 3.6 - Demonstrate the ability to use transitional words, phrases, and sentences						X										X											X	X	X			X	X
Competency 3.7 - Develop a logical progression of ideas throughout an essay						X										X											X	X	X			X	X
Outcome 4 - Develop effective, logical, and well-supported arguments																																	
Competency 4.1 - Understand the difference between claims and facts			X	X		X										X											X	X	X			X	X
Competency 4.2 - Understand the difference between supportable positions and opinion			X	X		X										X											X	X	X			X	X
Competency 4.3 - Use specific details to support arguments			X	X												X											X	X	X			X	X
Competency 4.4 - Use inductive and deductive reasoning in persuasive essays			X	X												X												X	X			X	X
Competency 4.5 - Recognize and avoid common logical fallacies			X	X		X										X											X	X	X			X	X
Outcome 5 - Understand and use a variety of rhetorical methods for developing ideas																																	
Competency 5.1 - Recognize rhetorical strategies (exemplification, comparison, etc.)			X	X		X										X											X	X	X			X	X

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.

Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Assessment of Student Learning (Direct/Indirect)	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
		D	D	C	C	C	C	C	C	C	C	C	C	C	C	C	C	D	C	C	_	_	_	_	D	D							
Competency 5.2 - Use a variety of rhetorical strategies to develop ideas in essays				X		X										X												X	X			X	X
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				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
Outcome 7 - Strengthen papers through the revision process																																	
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			X	X
Outcome 8 - Write papers free of common stylistic weaknesses																																	
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
Outcome 9 - Write essays free of excessive errors																																	
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
Outcome 10 - Use interactive word-processing software as a writing tool																																	

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Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	C	D	D	D	C	D	D	D	D	C	D	C	D	D	D	D	D	_	_	_	_	D	D							
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
Outcome 11 - Understand documentation and plagiarism																																	
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
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				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	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
Outcome 13 - Understand strategies for developing and writing research papers																																	
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