

## ENG 1213 Composition II Syllabus

Winter Intersession 2010

MyCompLab Course Code: MCBRIDE629340C

### Course:

ENG 1213 Principles of English Composition II

3-0-3

Instructor: Kelli McBride

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Office Hours: MWF 1-3; TR 1:30-3:30

### Catalog Description:

Principles of English Composition II is a continuation of Principles of English Composition I ENG 1113. Study focuses on writing essays in various modes of exposition. A research paper is a criterion for completion of the course. Prerequisite: ENG 1113 with a grade of "D" or higher. (Fall, Spring) OSRHE Matrix: E002. **Semesters Offered:** Fall, Spring

### Rationale:

This class stresses the components of scholarship: thinking, research, communicating, editing. Students will write a minimum of four essays, demonstrating college level thinking and communications skills. ***This course is required for all associate degrees.***

### Mission Statement: Seminole State College's mission is to:

- Offer courses, provide programs, and confer associate degrees as authorized by the Oklahoma State Regents for Higher Education
- Enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society
- Prepare Students to continue their education beyond the two-year level, to train students for career and other educational opportunities, and to make available resources and services designed to benefit students and the community at large

### General Education Outcomes

SSC students are expected to achieve the following outcomes. This course addresses the outcome **bolded** below:

**Outcome 1: Demonstrate college level communication skills.**

Outcome 2: Demonstrate an understanding and application of scientific principles.

Outcome 3: Demonstrate knowledge related to functioning in society.

Outcome 4: Demonstrate an understanding of the roles of history, culture and the arts within civilization.

### Degree Program Outcomes:

Program Outcomes for each SSC degree are available in the document, *Degree Program Outcomes*, available in the Assessment Office.

### **Course Outcomes:**

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Students in this course are expected to achieve the following Course Outcomes:

<b>Gen. Ed. Outcome</b>	<b>Course Outcomes</b>
Outcome 1	<p>A: <i>Demonstrate an understanding of writing process</i> -- original and analytical thinking, counter-arguments, thesis support and audience awareness</p> <p>B: <i>Demonstrate an understanding of essay structure</i> – thesis development, argument proportion and emphasis, logical order, smooth flow and synthesis of ideas, coherent and developed paragraphs, introduction and conclusion, persuasive argument strategy</p> <p>C: <i>Demonstrate sentence skills</i> – clarity, consistency and coherence through proper use of subordination, coordination, effective use of repetition and parallelism</p> <p>D: <i>Demonstrate appreciation of language, word choice and tone</i> – appropriately formal language, clear and concise meaning, strong verbs, precise nouns, euphony, word form mastery, appropriate tone, third-person</p> <p>E: <i>Demonstrate basic grammar mechanics</i> – standard punctuation and spelling, correct use of Modern Language Association Style</p> <p>F: <i>Demonstrate, through testing and performance, an understanding of the requirements for academic honesty</i> – ability to use formal research documentation, direct and indirect quotation, giving original sources proper credit in all cases</p>

### **OBJECTIVES:**

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<b>Course Outcomes</b>	<b>Objectives</b>
A - E	<i>Draft and write papers</i> to demonstrate a thorough understanding of analytical thinking, use of arguments, thesis development, audience, support, paragraphing, sentence skill, word choice, tone, euphony, diction, grammar and style.
F	<i>Test</i> on key components of attribution until successful. Demonstrate a high regard for academic, scholarly respect for sources throughout all written assignments.
<b>Course-embedded Assessment</b>	The General Education Outcomes, Degree Program Outcomes, Course Outcomes, and Learning Objectives have been provided to inform students of the expectations for this course. To determine if those expectations have been met, the College assesses each these outcomes. Courses are evaluated through the course-embedded assessment process by using one or more of the following

options\*: A: Pre- and Post-Tests; B: Pre- and Post-Writing; C: Performance; D: Observations; E: Rubrics; F: Projects and Portfolios; G: Classroom Response System; H: Creative Assessment; I: Any combination of A-H. (\*Updated May 2007)

This class uses option I of the Seminole State College Assessment Program, a combination of Options A and B.

### ***Teaching Methodology:***

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The instructor uses lecture, discussion, group work, and one-on-one conferencing in class.

### ***Attendance and Late Assignments:***

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Regular attendance is mandatory in this class. One class equals 5 class days in a 16-week semester class, only without the down time between classes that give students time to study, reflect, and practice course concepts. Even arriving an hour late can place a student behind without an opportunity to catch up as the class moves on to the next objective. Students must contact the teacher and turn in work due and/or get missed assignments. The extreme time compression of this course does not allow for many absences ***for any reason***.

The student is responsible for typing, correctly formatting, and printing essays to submit either in class or electronically. We will use computers in class and print out most assignments there. Students must have work available either via an email account or USB drive. **Do not show up to class without your work and expect the instructor to accept it.**

### ***Evaluation Procedures***

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**Grading Policy:** See the grading rubric for a breakdown of the essay grade. The accelerated nature of this class means that students do not have as much time to write essays as they would in a 16-week session; however, students are still responsible for meeting all course objectives in order to pass the class. Students earn points toward a final grade as follows:

- A. **First Draft Essays (5%):** Students will write 3 essays and 1 annotated bibliography. The first draft of these they submit for a grade. Students may revise these assignments for a higher grade. For essays students do not resubmit for revision, the original grade for the first draft will count as the revised essay grade. Each essay will be worth 100 points. Every essay unit will have an accompanying handout that details each assignment.
- B. **Revised Essays (75%):** Students revise their 3 essays and 1 annotated bibliography and submit for a revision grade. Essays are not eligible for a replacement grade if the student plagiarized or did not submit an assignment for a grade. These zero grades will stand. Students can choose to take the original grade on any of the essays/bibliography and submit no revisions or revisions of only a few assignments. For this class, revision essays are due no later than December 29<sup>th</sup> via campus email. **Submit electronic work as one complete file, essay and works cited page. File formats:** Submit homework as an MS Word (\*.doc or \*.docx) or Rich Text (\*.rtf) file. Work submitted outside of these formats runs the risk of getting a late penalty or zero if I cannot open the file.

- C. **Class participation (5%):** Participation is a combination of attendance, attentiveness and contributions to classroom discussion. Each day counts as 25 points (5 for each hour). Student s lose points for lateness, absence, lack of participation, and lack of preparation.
- D. **Homework (5%):** This includes in-class as well as take home assignments.
- E. **Exams (10%):** This class has a required MLA/Plagiarism exam component. The open-book pre-test counts as a 35 point grade. The open-book post-test is a 100 point exam that counts as your final exam.
- F. **Proper use of MLA style:** Essays and other formal assignments must follow MLA style. The guidelines for your essays come from the handbook’s MLA section. I have also created an MLA template you can download from my website at [http://kellimcbride.com/docs/mla09\\_essay\\_template.doc](http://kellimcbride.com/docs/mla09_essay_template.doc). Any essay that fails to fully document all outside uses of resources will receive a zero. Technical plagiarism will still be eligible for revision. Intentional plagiarism will not be eligible for revision.
- G. Each assignment handout will designate a **minimum page length requirement** for the final essay. Essays may be longer with no penalty, but essays that fall short of the minimum length will not receive a passing grade.

**Grading Scale:**

A: 100-90	B: 89-80	C: 79-70	D: 69-60	F: 59-0	N/A:Not Acceptable (plagiarism) – not eligible for revision
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**Texts:**

Aaron, Jane E. *LB Brief*. 4th ed. *The Power of Language / The Language of Power*. Ed. Christian Morgan, et al. 3rd ed. Boston: Pearson Custom, 2010. Print.

Morgan, Christian, et al., eds. *The Power of Language / The Language of Power*. 3rd ed. NY: Learning Solutions, 2010. Print.

Note: Some readings are available online at the Pearson MyCompLab web site. The address is [http://www.pearsoncustom.com/ok/ssc\\_mycomplab/](http://www.pearsoncustom.com/ok/ssc_mycomplab/).

**ADA Statement:**

Under SSC policy and federal and state laws regarding Americans with Disabilities Act, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. Students who are in need of assistance in dealing with any special needs that affect their ability to deal with the physical and/or learning environment required in this course, or in the classroom setting, need to advise the instructor immediately after the first class. It is the student’s responsibility to notify the instructor on the first day of class.

**Tobacco and Food Policy:** In order to protect the health of students, faculty, and staff of SSC, and to comply with HB 2529, the use of any tobacco product is prohibited in all campus buildings and on the grounds. The policy does allow for tobacco use only in parking areas and

on campus roads. Students may have food and drink in the classroom during class time as long as neither is distracting. You must also clean up after yourself.

### **Academic Honesty:**

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The instructor and the instructor's academic superiors have final authority over the grades given to students or the lowering of grades because of cheating or plagiarism.

**Plagiarism:** As defined by Seminole State College, plagiarism is the use, without acknowledgement, of a person's ideas and/or materials, either in whole or in part, to fulfill course assignments. The purchase of any written material which is intended for presentations as one's own work in partial fulfillment of a course assignment will also be considered an act of plagiarism. Consequences of plagiarism will comply with those listed in the Seminole State College Handbook.

By formal definition, plagiarism is the use of someone else's ideas or language, presenting such material as one's own. If an interested, scholarly reader cannot distinguish which material is original and which material a writer took from another source, the result is plagiarism, regardless of whether the writer intended to deceive.

For this class, students may receive penalties based on one of two types of plagiarism. Intentional plagiarism is the intentional and blatant attempt to receive credit for another's work and can be as small as a single sentence or as large as an entire paper. Technical plagiarism involves the accidental use of another's work without complete attribution. This is usually when the student forgets to cite a source completely (has a work cited entry or an in-text citation but not both). The intent is clearly not to deceive but is merely a matter of an oversight. Students with technical plagiarism can revise their papers. Intentional plagiarism is a zero with no opportunity to revise. A second charge of intentional plagiarism will result in an F for the course.

**Civility:** College is a community of scholars, and classes may discuss ideas or content that some may find objectionable. No discussions will be for prurient or non-academic reasons, and students should enter the discussion as an academic exercise, meant to open minds and consider different perspectives. Student conduct should follow academic standards as established in the SSC Student Handbook.

<b>Criteria</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Notes</b>
Essay# _____	<b>Assignment:</b> ■ Incorporates all aspects of the assignment. ■ Meets page length requirement						
	<b>Introduction:</b> ■ Grabs reader’s attention ■ Adequately developed to set up background and context for essay. ■ Logically connects to the body and conclusion paragraph ■ States the thesis. ■ Evidence of use of the Rhetorical Triangle						
	<b>Body: Organization:</b> ■ Every body paragraph includes the 4 components of academic essay structure: topic sentence, explanation, example, analysis ■ Demonstrates critical thinking by organizing ideas in logical order, employing transitions, and maintaining unity around the topic sentence ■ All body paragraphs link logically and clearly to the thesis statement.						
	<b>Body: Evidence:</b> ■ Demonstrates critical thinking by using reputable outside sources or common knowledge to support ideas. ■ Does not use 1 <sup>st</sup> or 2 <sup>nd</sup> person. ■ Follows assignment requirements for research.						
	<b>Body: Analysis:</b> ■ Demonstrates critical thinking by explaining to the reader the significance of the evidence and how it supports the topic sentence and thesis. ■ Refutes any outside sources necessary to make argument logical (this is not always a required component of essays) ■ Does not fall into logical fallacy or pure opinion. ■ Presents an argument that uses appropriate persuasive appeals.						
	<b>Conclusion:</b> ■ Restates the thesis. ■ Demonstrates critical thinking by offering ideas for why the reader should care about this topic (answers the “so what” factor). ■ Explains to the audience any significant causes or effects of this issue to it ■ Adequately developed to wrap up the essay. ■ Avoids clichéd and bland phrasing.						
	<b>MLA Style:</b> ■ Follows MLA essay formatting. ■ Incorporates in-text citations correctly. ■ Presents works cited correctly ■ Uses signal-in phrases (ex. according to the author) and signal-out phrases (e.g. parenthetical citations) to separate writer’s text and ideas from outside resources.						
	<b>Writing Style:</b> ■ Uses formal academic English, avoiding slang, jargon, or other informal usage. ■ Uses concrete and precise language. ■ Maintains consistent POV. ■ Avoids wordy, incoherent, clichéd and/or bland diction						
	<b>Grammar:</b> ■ Uses active voice. ■ Presents sentences with subject-verb agreement. ■ Evidences proofreading ■ Uses correct, standard American English spelling. ■ Exhibits mastery of English through coherent usage of all parts of speech.						
	<b>Mechanics:</b> ■ Uses standard American punctuation. ■ Uses effective and varied sentence construction. ■ Exhibits mastery of English through mechanics.						
<b>Grading Scale:</b> A: 50-45 B: 44-40 C: 39-30 D: 29-20 F: 19-0 NA: Not Acceptable	Total points earned:						

Student: \_\_\_\_\_