

Syllabus

English 102, English Composition II
Department of English
School of Humanities and Social Sciences
Claffin University
Spring 2019

Instructor: Dr. Jonathan Evans

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Class Blog: www.whynotgraphicnovels.com

I. COURSE DESCRIPTION

Catalog Description

“Prerequisite: English 101. This course is a continuation of English 101, incorporating the introduction of research and documentation skills, the study of selected literary texts, and the practice of writing progressively. The written English proficiency assessment is a part of this course. Three semester credit hours.”

II. RESOURCES:

Graff, G, Birkenstein, C., and Durst, R. *"They Say / I Say" The Moves That Matter in Academic Writing With Readings*. 4th Edition, Norton, 2018.

Access to *Writing Commons* and *OWL Purdue Writing Lab* (<http://writingcommons.org/>)
<https://owl.english.purdue.edu/owl/resource/560/01/>

Access to computer with Internet

Purchase of your selected Graphic Novel

Blue examination book(s) for midterm examination. Available in the CU book store.

III. RATIONALE

To succeed in college, in the workplace, and in society, one must communicate effectively with written language. Acquiring this ability, then, is imperative, and it results from a combination of many skills: logical development of ideas, critical thinking, awareness of audience, clarity of language, reading, and use of formal academic voice. The goal of this course is to foster these skills through an integrated approach of reading,

writing, and thinking, as well as to introduce students to integrating secondary sources into their papers and documenting said sources in the appropriate documentation and citation formats (e.g., MLA, APA, CSM).

COURSE GOALS:

- Students will be able to apply critical thinking to reading and writing.
- Students will compose texts that respond to identified rhetorical situations through an understanding of disciplinarily.
- Students will utilize the writing process to develop original compositions.
- Students will recognize themselves as contributors to knowledge in an academic context through the ethical integration of secondary sources into their work through a series of scaffolded assignments.
- Students will use appropriate documentation and citation formats and use the conventions of academic English and be able to articulate principles of academic integrity.

COUSRE OBJECTIVES:

Upon the successful completion of this course, students will be able to apply the following:

- Students will summarize readings accurately and comprehensively, with an understanding of the role of the audience and purpose of the text in both academic and workplace contexts.
- Students will demonstrate competency in writing an analysis of a literary text according to conventions of the discipline of English, including MLA documentation format.
- Students will produce writing that has gone through the feedback and revision cycle and compose a critical reflection and evaluation of their own writing processes.
- Students will demonstrate an understanding of academic integrity through articulating their own position in relation to other authors in a research paper.
- Students will understand and be able to recall appropriate critical vocabulary to demonstrate their understanding of academic writing as a situated social practice.

ENGL 102 STUDENT LEARNING OUTCOMES (SLOs):

1. Students will exhibit critical thinking through summaries and paraphrases of scholarly sources.

Assignment & Assessment: Students will compose summary that demonstrates proficiency (a score of “70” or better on an analytic rubric) in academic writing.

2. Students will compose an analysis essay in response to a selected literary or scholarly text.

Assignment & Assessment: Students will compose an analysis essay that demonstrates proficiency (a score of “70” or better on a holistic rubric) in academic writing.

3. Students will demonstrate basic research techniques by integrating scholarly sources that support a research question in a written assignment.

Assignment & Assessment: Students will compose a source-based proposal that demonstrates proficiency (a score of “70” or better on an analytic rubric) in academic writing.

GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

1. Students will compose a summary of a selected scholarly text. (General Education: Communication and Literacy)

Assignment & Assessment: Students will compose a summary that demonstrates proficiency (a score of “70” or better on an analytic rubric) in summarizing and paraphrasing skills in academic writing.

2. Students will demonstrate basic research techniques by integrating scholarly sources that support a research question in a research proposal project. (General Education: Intellectual Acumen)

Assignment & Assessment: Students will compose a source-based proposal that demonstrates proficiency (a score of “70” or better on an analytic rubric) in academic writing.

REQUIRED ASSIGNMENTS

<u>Class participation, quizzes, daily assignments, and reading assignments</u>	15%
<u>MAJOR ASSIGNMENTS</u>	45%
Report 1: Summary and Analysis of Graphic Novel	5%
Report 2: Research Question and Thesis Statement	5%
Report 3: Annotated Bibliography of Potential Sources	5%
Research Paper	30%
<u>EXAMS</u>	20%
Midterm Exam	10%
Final Exam	
<u>GROUP PROJECTS</u>	10%
<u>FINAL PRESENTATION OF RESEARCH</u>	10%
Total	100%

Please keep copies of all assignments you turn in.

A = 90-100 B+ = 85-89 B = 80-84 C+ = 75-79- C = 70-74- D+ = 65-69 D = 60-64 F = 59 and below

COURSE REQUIREMENTS/POLICIES

1. Students are required to buy and bring all specified textbooks and materials for the course to class.
2. Students are required to use Claflin e-mail accounts to communicate with their professors.

3. Plagiarized work will not be accepted. Plagiarism, submitting the work or ideas of another as one's own, is theft and a serious offense. Those who commit plagiarism will be dealt with according to the "Statement of Policy Concerning Academic Dishonesty" in the current catalog.
4. Students will maintain hard copies and electronic files of all compositions to include in their portfolios at the end of the semester (Claflin University's English Proficiency assessment).
5. Students will attend class in accordance with the guidelines set forth in the current university policy. Tardiness will be enforced at the discretion of the classroom instructor.
6. Students will participate in class discussions and other activities as assigned by the instructor.
7. All graded assignments must be handed in to pass the course.