

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

English

Revision Date: 01-09-23

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ENGL1020
Course Title: English Composition II
Prerequisite(s): ENGL 1010 - English Composition I
Catalog Description: Students will read and analyze various texts and respond with research- based argumentative essays that demonstrate information literacy, critical-reading, and source integration. A significant research project is required.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Provide opportunities to expand rhetorical knowledge
- B. Emphasize techniques of effective argumentation
- C. Promote information literacy
- D. Provide practice in reading, thinking, and writing critically
- E. Reinforce application of the writing process
- F. Expand knowledge of academic writing conventions

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Evaluate rhetorical strategies in texts
 - 2. Employ rhetorical strategies
 - 3. Evaluate arguments
 - 4. Craft clear and arguable claim/thesis
 - 5. Apply logical, academic organizational patterns
 - 6. Locate appropriate primary and secondary sources
 - 7. Evaluate source material
 - 8. Integrate print and electronic source information in their own texts
 - 9. Use primary and secondary source material ethically
 - 10. Utilize institutional database materials
 - 11. Differentiate conventions of various texts
 - 12. Respond appropriately to counterarguments
 - 13. Employ revision and editing strategies
 - 14. Incorporate feedback into the revision process
 - 15. Utilize a standard format, documentation, and citation style
- B. General Education Learning Outcomes
 - 1. GELO #2: Written Communication
 - Outcome: Comprehend, analyze, and evaluate a given text.
 - Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
 - Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.
 - Outcome: Use content and style appropriate to a given audience.

- Outcome: Read and write in mechanically-sound, college-level English.
2. GELO #3: Critical Thinking & Problem Solving
 Outcome: Collect, identify, interpret and analyze data.
 Outcome: Synthesize information to arrive at reasoned solutions to problems.
 Outcome: Evaluate ideas presented in writing, media, speech, or artistic presentations.
 Outcome: Evaluate the validity of arguments, alternatives, data, outcomes, and/or impacts of actions.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Critical Thinking/Reading
- B. Writing Process
- C. Argumentation
- D. Genre Conventions
- E. Documentation/Avoiding Plagiarism
- F. Information Literacy
- G. Research Process

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 - 1. Instructors will choose one of two books:
 - a. Kirszner, Laurie G., and Stephen R. Mandell, *Practical Argument Shorter Fourth Edition*, Bedford/St. Martin's. ISBN: 978-1-319-20721-2.
 - b. Graff, Birkenstein, and Durst, *They Say/I Say with Readings*, 5th edition with Ebook, The Little Seagull Handbook Ebook, and InQuizitive for Writers, Norton. ISBN: 978-0-393-53873-1.
 - c. (Ebook) Graff, Birkenstein, and Durst, *They Say/I Say with Readings*, 5th edition Ebook with The Little Seagull Handbook Ebook, and InQuizitive for Writers, Norton. ISBN: 978-0-393-53872-4.
- B. Other Resources:
 - 1. Supplemental readings (supplied by instructor)
 - 2. Free online resources (e.g. Purdue OWL)

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 - 1. Lecture
 - 2. Class Discussion
 - 3. Presentation
 - 4. Informal Writing
 - 5. Formal Writing
 - 6. Audio/Visual presentations
 - 7. Collaborative learning

VII. METHODS OF EVALUATION

- A. Methods of evaluation will require a research-based argumentative project of significant length and may include a combination of the following:
 - 1. Weekly informal writing such as reading response, journaling, or free-writing: *10-20% of final grade.*
 - 2. Formal writing projects such as short essays, formal essays, annotated bibliographies, and/or evaluations: *20-40% of final grade*
 - 3. Final project (formal essay) demonstrating accomplishment of course objectives and competencies: *25-35% of final grade*

- 4. Misc. such as participation, homework, in-class work: *10-20% of final grade*
 - 5. 1020 Summary Response Assessment. *Mandatory 5% of course grade*
- B. SCC GRADING SCALE**
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|----|--------|----|-------|---|------------|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
| A | 90-94 | C | 70-74 | | |
| B+ | 85-89 | D+ | 65-69 | | |
| B | 80-84 | D | 60-64 | | |

VIII. SPECIFIC COURSE REQUIREMENTS

- A. General Requirements**
 - 1. In order to receive a passing grade for English 1020, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
 - 2. To insure that this objective is met, a minimum grade of “C” in English 1020 is required to qualify for transfer.
- B. Other Requirements as Determined by Instructor/College**
 - 1. Instructors will distribute and discuss their specific course policies and requirements with their students at the beginning and during the term.