

Sample English Composition II Syllabus – ENGL 102

Massasoit Community College

English Composition II

Spring 2020

Instructor: Professor Tracey Schaub, English Department

Office Hours: MW 1:00 – 2:00; T 11:00 and by appointment

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Course Description: Engl 102 B15 2:00 – 3:15 MW

English Composition II is a course designed to strengthen students' skills as writers and to focus on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning. Prerequisite: English Composition I.

Required Texts and Materials

Reliable and consistent access to a computer and the internet.

Opportunities and Outcomes

This course gives you an opportunity to strengthen writing and thinking skills that will help you succeed in your other college classes, in your future career, and outside of school. These skills include analyzing texts, thinking critically about different perspectives, conducting research, using multiple pieces of evidence to support an argument, and writing clearly and directly.

Writing is a way of thinking. In this class, we will learn to write better essays, but we will also use the process of writing to better understand other people's perspectives and our own. If you fully commit to the work in this course, by the end of the semester you should be able to do the following:

- **Read intellectually challenging texts** with increased comprehension and enriched aesthetic response.
- **Incorporate the vocabulary of literary analysis** into class discussion and writing in order to facilitate thinking about texts from various literary genres.
- **Express in discussion and in writing** an awareness of diverse voices found in literature.
- **Build a context for understanding literature** by linking class readings to other academic disciplines and to universal human experiences.
- **Write essays that go beyond summary** to the analysis and interpretation of texts.
- **Apply the grammatical and rhetorical skills** of Composition I to a variety of complex writing tasks in preparation for writing across the curriculum.

- **Conduct research and assess information** from a variety of sources in order to understand the research topic.
- **Compose essays that incorporate research and documentation** in preparation for the assignments of other college courses.
- **Strengthen core competencies** in critical thinking, the use of technology, oral communication, reading and writing.

Teaching Procedures:

Students will be involved in discussions, cooperative group activities, and individual projects. Lecture will primarily be used to introduce new material. Audiovisual materials may also be used.

Participation (which includes attendance):

Attendance is essential. After 5 absences on an MWF or 3 absences on a TR, or 2 absences in the evening your grade will decline by one point for each absence and will continue to do so as your absences continue. **You are responsible for all work assigned in the class -- regardless of whether or not you attended the class in which an assignment was given. Quizzes, exams, assignments cannot be made up, unless arrangements are made with me 24 hours prior to scheduled due date.** Coming to class every day is not enough. You are expected to come prepared, with your assignments completed, and ready to discuss the readings with your peers. Your participation is important to your progress and that of your peers.

Tardiness:

It is also very important that you arrive to class on time. When you are late you miss important information, and walking in late disrupts another person’s learning. If you arrive more than 10 minutes late, you will be marked absent. If you are consistently late, I will ask you to leave the class until you can arrive on time. Leaving early will be treated the same way as arriving late. If you do arrive late, enter the room quietly, take a seat near the door, and do not disrupt the work we are doing.

How will you be graded?

A	93-100	C	73-76	
A-	90-92	C-	70-72	
B+	87-89	D+	67-69	
B	83-87	D	63-66	
B-	80-82	D-	60-62	
C+	77-79	F	59 and below	
Informal Writing				25%
Project #1 (Project Proposal)				20%
Project #2 (Annotated Bibliography)				20%

Project #3 (Final Research Persuasive Essay and Presentation) 35%

Your essays will be graded using rubrics which are attached to each assignment and can be found in the assignments.

What about Late Work?

Now that you are in college, late work is unacceptable. Late work is considered a show of disrespect to yourself, to your professor, and to the other writers in the class. If you believe you need an extension on a paper quiz, or assignment, you must request one from me via email at least 24 hours before it is due. I will not accept late work that have not been granted an email extension—those will receive a failing grade. Lack of time management is not an acceptable reason for an extension.

What is plagiarism and why should you care about it?

Plagiarism means using another person's words or ideas without giving that person credit. It is a form of cheating and theft and can be avoided by using the research style we will learn this semester. Plagiarism results in a failing grade for the essay and may mean a failing course grade.

How can you improve your writing outside of class?

You can contact the Academic Resource Center located in the lower level of the Student Center (extension 1801). They offer academic support, free of charge, including writing tutoring in the ARC's Writing Center.

The ARC's World Language Center also offers free ESL tutoring for English Language Learners. I encourage you to use every resource you can to better your writing this semester. You can also use E-tutoring, an online tutoring source. There is a link off of our course page. The ARC also has computers for student usage.

What about your learning needs?

I care very much about students with learning differences; for that reason, please let me know how I can accommodate you in this class. In addition, students with disabilities who believe that they may need accommodations are encouraged to contact a disability counselor on campus as soon as possible. Massasoit's Disability Services office provides accommodations to students who qualify for services based on a documented disability. Students interested in accessing classroom or testing accommodations must contact Disability Services directly. In an effort to avoid any lapse in services, new and returning students are encouraged to contact Disability Services at the beginning of **each** semester to receive an **Accommodation Letter** for the **current** semester. Students on **all** campuses can contact Disability Services at 508-588-9100 X 2132 or by e-mail at DisabilityServices@massasoit.edu for further information or questions.

What if you have been harassed or assaulted?

Massasoit Community College is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, stalking, or retaliation, we encourage you to report it to **Yolanda Dennis, Chief Diversity Officer and Title IX Coordinator, Office of Diversity and Inclusion, at 508-588-9100, x1309 or** ODI@massasoit.edu. While you may talk to a faculty member, understand that as a “responsible employee” of the College, the faculty member must report what

you share to the College's Title IX Coordinator. On and off campus resources and interim measures are available to assist you. Information about both of these policies can be found at www.massasoit.edu/title-ix and www.massasoit.edu/eo. We are here to support you.

General Semester Schedule: For a more detailed schedule, see Modules

<p>Week 1</p>	<p>Welcome! Project #1 – Research Proposal Reading (Can be found on Canvas)</p> <ul style="list-style-type: none"> • Plagiarism <p>Assignments</p> <ul style="list-style-type: none"> • Feedback on reading, writing & the course • Is it plagiarism?
<p>Week 2</p>	<p>Reading</p> <ul style="list-style-type: none"> • The American dream • Choosing the right database • <p>Assignments</p> <ul style="list-style-type: none"> • Initial topic explorations • Fake news • BBC editorial discussion • Why do we choose databases? Quiz
<p>Week 3</p>	<p>Reading</p> <ul style="list-style-type: none"> • Is this source reliable? • List of reliable and not so reliable sources • MLA citations – what you need to know for now <p>Assignments</p> <ul style="list-style-type: none"> • Exploratory research on 2 possible topics • Plagiarism – What are we to do? • MLA – Practice with your sources.
<p>Week 4</p>	<p>Reading</p> <ul style="list-style-type: none"> • Using sources effectively • Audience <p>Assignments</p> <ul style="list-style-type: none"> • MLA quiz • Commit to your topic and continued exploration • Introduction to your draft
<p>Week 5</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Rough draft of formal research project proposal due • Peer review 2 papers • Formal research project proposal final draft due
<p>Week 6</p>	<p>Project #2 Begins – Annotated Bibliography Reading</p> <ul style="list-style-type: none"> • Read and reflect: “How does our language shape the way we think?” <p>Assignments</p> <ul style="list-style-type: none"> • What’s so great about scholarly sources? • What makes a good research question?

Week 7	<p>Reading</p> <ul style="list-style-type: none"> • Sample annotation <p>Assignments</p> <ul style="list-style-type: none"> • Your research question workshop • Dear Dr. Schaub letter about your research question • Free-write: research question and what you need to find out • Read and reflect: “Selection, Slanting, and Charged Language”
Week 8	<p>Reading</p> <ul style="list-style-type: none"> • Avoiding plagiarism: paraphrasing vs plagiarizing <p>Assignments</p> <ul style="list-style-type: none"> • 4 possible scholarly sources for your project • Double-entry journal #1 • Free-form double-entry notes on a scholarly source • Citation Quiz #1
Week 9	<p>Reading</p> <ul style="list-style-type: none"> • Cutting Clutter • Cutting Clutter Handout • Annotated bibliography introduction checklist <p>Assignments</p> <ul style="list-style-type: none"> • Diversity sources project • Citation quiz #2 • The great clutter cutting contest • Practice summary paragraph for non-scholarly source • Practice evaluation paragraph for non-scholarly source
Week 10	<p>Assignments</p> <ul style="list-style-type: none"> • 2 more annotations • Introduction to annotated bibliography • Rough draft of annotated bibliography • Peer review of annotated bibliography
Week 11	<p>Assignments</p> <ul style="list-style-type: none"> • Annotated bibliography final draft • Dear Dr. Schaub letter on annotated bibliography project process <p>Project #3 Begins –</p> <p>Reading</p> <ul style="list-style-type: none"> • In-text citations in MLA • Integrating sources • Counterclaim <p>Assignments</p> <ul style="list-style-type: none"> • 2 new sources • Original and improved thesis statement • Rough draft Part 1 Persuasive Research Essay

Week 12	Assignments <ul style="list-style-type: none">• Complete draft of persuasive research essay• Peer review assignment and letter submission• Revision #1• What's your point?
Week 13	Assignments <ul style="list-style-type: none">• Revision #2: Focus on sentence, paragraph, citations• Persuasive research essay final draft• Dear Dr. Schaub letter on persuasive research essay process
Week 14	Presentations
Week 15	Presentations and wrap up