



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Composition II

Course Prefix and Number – ENGL 1302

Department – English and Humanities

Division – Communication and Fine Arts

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list)

Prerequisites – ENGL 1301 (Composition I)

Prepared by Sharon Prince

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Reviewed by Department Head Sharon Prince

Date April 22, 2013

Accuracy verified by Division Chair Dr. Pam Speights

Date April 30, 2013

Approved by Academic Dean *gghunt*

Date 7/10/13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Topical Outline:

1. The research paper.
2. Analysis of fiction and/or nonfiction.
3. MLA & APA documentation format.
4. Research techniques and use of library resources.

II. Course Learning Outcomes

Learning Outcomes Upon successful completion of this course, students will:	Methods of Assessment
<ol style="list-style-type: none"> 1. Demonstrate knowledge of individual and collaborative research processes. 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) 	<ol style="list-style-type: none"> 1. Quizzes and rubric-scored research papers. 2. Rubric-scored research papers. 3. Rubric-scored research papers. 4. Rubric-scored research papers. 5. Rubric-scored research papers.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Required:

Hacker, Diana. *The Bedford Handbook for Writers*. Latest edition. Bedford/St. Martin’s.

And

Kirszner, Lauri and Stephen Mandell. *Compact Literature: Reading, Reacting, Writing*. Latest edition. Wadsworth.

Optional:

Thesaurus; College dictionary

IV. Suggested Course Maximum - 26

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Computer classroom with a projector

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Minimum requirements:

1. At least two writing assignments:

Total word count for the semester should be 2500 words.

-- One research-based APA essay, word count is at the instructor's discretion, but one research assignment must be at least 1250 words.

-- One research-based MLA essay, word count is at the instructor's discretion, but one research assignment must be at least 1250 words.

2. Assignments including exercises and quizzes.

3. A substantial final examination.

4. One collaborative assignment which can be one of the research assignments.

Grading Practices:

1. Assignments should be returned as quickly as possible.
2. Instructors have the option of allowing students to revise for a higher grade on one or all assignments.
3. Instructors should focus on helping students learn how to eliminate errors, such as the following:
 - a. Ineffective sentence fragments
 - b. Fused sentences
 - c. Comma splices
 - d. Pronoun errors
 - e. Shifts in construction
 - f. Faulty complements
 - g. Subject-verb errors
 - h. Misplaced and dangling modifiers
 - i. Commonly confused word errors
 - i. Their/they're/there
 - ii. It's/its
 - iii. Etc.
4. Instructors should weigh grammar/mechanics and documentation as 30-35% of the overall grade. Mechanical errors in papers written in class should not be penalized as severely as errors in papers written outside of class.

90-100: A; 80-89: B; 70-79: C; 60-69: D; 59 and below: F

Research papers: 30-60%

Quizzes and in-class assignments: 10-20%

Other essays: 10-40%

Final exam: 10-20%

Statement on Academic Integrity:

Wharton County Junior College requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else’s words or ideas and representing them as one’s own, is expressly prohibited by the college. Good academic work must be based on honesty. Submitting someone else’s work as one’s own is considered a serious offense by the college. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including the Internet or electronic databases like EBSCOhost and eLibrary, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them.

NOTE on Team or Group Assignments: When you have an assignment that requires collaboration, it is expected that the work that results is credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited as outlined above.

Instructors may require students to submit all written work on disks for submission to Safe Assignment, which is a service that compares student papers with all Internet sources to verify that the student has properly credited all sources downloaded.

CONSEQUENCES for Academic Dishonesty:

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Dean of Students, inform his or her department head, and follow the process specified by the college.

Disciplinary action may include but is not limited to the following:

- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade for the course;
- Assignment of a student disciplinary sanction from the college;
- Suspension or expulsion from the college.

I acknowledge that I have read this Academic Integrity Policy and the consequences for violating it.

Print Name _____ *Date* _____

Signature _____ *Student ID Number* _____

*adapted from Robert Morris University's Academic Integrity Policy

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: ENGL 1302	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Rubric-scored research paper; essays and quizzes
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Rubric-scored research paper; essays and quizzes
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Tests, quizzes, essays, rubric-scored research paper.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number: ENGL 1302	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students write essays responding to texts examining issues of individual, social, and global concern.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Examinations/papers require students to address texts that reflect political/economic/social issues of various periods and cultural backgrounds.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students read selections and are required to respond to texts that include examples of laudatory and base ethical/moral behaviors.
6. Develop the ability to make aesthetic judgments;	Students must demonstrate their ability to make aesthetic judgments regarding assigned literary texts by responding to essay questions and participating in classroom discussions.
7. Use logical reasoning in problem solving;	Students are required in examinations, assigned papers, and discussions to deal with problems in logical thinking as they appear in the political, economic, and social content of assigned readings.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In essays, papers, and class discussions, students must demonstrate their knowledge of and ability to incorporate into this course basic knowledge of other disciplines such as history, economics, geography, psychology, sociology, music, and the arts

Page 3: Exemplary Educational Objectives

Course Prefix & Number: ENGL 1302	
Component Area: Communications	
Exemplary Educational Objective	Method of Assessment
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Students are required to write and revise essays and research and write a term paper.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	In writing essays, students are required to specify an audience and purpose, using appropriate rhetorical modes.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Students must create and revise writing assignments in the rhetorical modes.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Students analyze and respond critically to texts. Additionally, the term paper requires development of problem-solving skills and proficiency in the creation of an extended expository or argumentative composition.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	Students write a documented research paper requiring computerized library resources.

English 1302 Research Paper Grading Profile

Paper is 1,250 wds _____ Yes _____ No _____

Content: 40 points	Excellent	Good	Average	Fair	Poor
1. Introduction states narrowed topic and a clearly appropriate thesis or purpose, and major points.					
2. Writer provides ample relevant examples, reasons, and analysis of sources to support the thesis.					
3. Paper avoids summarizing and focuses on analysis.					
4. Author avoids needless repetition and uses a vivid, scholarly vocabulary, as well as maintains sentence structure variety, sentence introduction variation, and flow.					
5. Paragraphs have clear topic sentences.					
6. Content has originality/character/style and contains perceptive ideas.					
Total Points	40-36	35-32	31-28	27-24	23 and below

Organization: 15 points	Excellent	Good	Average	Fair	Poor
1. Paper includes an introduction, body, conclusion, and works cited that work together clearly and concisely.					
2. Author follows logical outline that clearly develops the thesis and does not stray from the topic.					
3. Paragraphs are fully developed with a clear purpose and smooth transitions.					
Total Points	15-13	12-10	10-8	7-5	5 and below

Mechanics and Grammar: 20 points	Excellent	Good	Average	Fair	Poor
1. Writing is free of grammar errors such as word usage, agreement, proper structure, etc.					
2. All sentences are punctuated correctly with few to no mechanical errors.					
3. Paper uses formal diction with correct spelling.					
	20-18	17-16	15-14	13-12	11 and below

Documentation: 25 points	Excellent	Good	Average	Fair	Poor
1. Each quotation/paraphrase/summary is introduced smoothly.					
2. Each quotation/paraphrase/summary is significant to the thesis.					
3. Parenthetical citations included appropriately.					
4. Documentation of paraphrases and quotations punctuated correctly.					
5. Ellipses and quotation marks handled appropriately.					
6. All paraphrases, summaries, and quotations have entry on the Works Cited/List of References page.					
7. Works Cited/Bibliographic entries are in appropriate formats.					
8. At least 7 sources; only two can be unique to Internet.					
9. All sources listed on the Works Cited/List of References are used in paper at least once.					
10. All headings, headers, and margins are in proper format.					
	25-23	22-20	19-18	17-15	14 and below