



**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

**Date** April 22, 2013

**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** *gg hunt*

**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**

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

**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 Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

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

## English 1302 Research Paper Grading Profile

Paper is 1,250 wds \_\_\_\_\_ Yes \_\_\_\_\_ No

<b>Content: 40 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
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.					
<b>Total Points</b>	<b>40-36</b>	<b>35-32</b>	<b>31-28</b>	<b>27-24</b>	<b>23 and below</b>

<b>Organization: 15 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
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.					
<b>Total Points</b>	<b>15-13</b>	<b>12-10</b>	<b>10-8</b>	<b>7-5</b>	<b>5 and below</b>

<b>Mechanics and Grammar: 20 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
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.					
	<b>20-18</b>	<b>17-16</b>	<b>15-14</b>	<b>13-12</b>	<b>11 and below</b>

<b>Documentation: 25 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
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.					
	<b>25-23</b>	<b>22-20</b>	<b>19-18</b>	<b>17-15</b>	<b>14 and below</b>



**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-Communication (April 2013)  
 (Modified from Collin College)

Date: \_\_\_\_\_