

ENG-1020: COLLEGE COMPOSITION II

Cuyahoga Community College

Viewing: ENG-1020 : College Composition II

Board of Trustees:

March 2021

Academic Term:

Fall 2021

Subject Code

ENG - English

Course Number:

1020

Title:

College Composition II

Catalog Description:

Study and practice of persuasive and argumentative writing with emphasis on analysis and research; reading and interpretation of selected texts. Course may be thematically organized.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I, or ENG-101H Honors College Composition I.

Outcomes

Course Outcome(s):

Read, interpret, and analyze, both verbally and in writing, various kinds of texts that may include but are not limited to nonfiction essays, articles, reports, literature, advertisements, photographs, videos, and other forms of visual art.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Evaluate selected texts on the basis of criteria appropriate for that genre.
2. Utilize main points and supporting details from selected texts to provide justification for inferences and draw conclusions.
3. Discuss the characteristics of various genres in selected texts.
4. Analyze argumentative strategies and persuasive appeals in selected texts.
5. Analyze themes, images, and motifs in selected texts.
6. Evaluate the objectivity and reliability of information found in selected texts.

7. Examine and analyze the purpose and intended audience of selected texts.
8. Identify rhetorical devices and conventions used in selected texts.

Course Outcome(s):

Write compositions that utilize research and argumentation/persuasion and may include other appropriate rhetorical strategies, such as summary, analysis, report, reflection, narration, and proposal.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Employ appropriate argumentative strategies and persuasive appeals in writing.
2. Demonstrate competent organization, logic, and development in writing.
3. Locate, evaluate, and select appropriate resources.
4. Evaluate the objectivity and reliability of information obtained through research.
5. Utilize, integrate, and properly cite primary and secondary sources in writing.
6. Employ the appropriate selection and citation of external sources to support researched persuasive writing to avoid plagiarism.
7. Recognize various citation styles appropriate to different disciplines.
8. Use digital environments to support such writing tasks as drafting, reviewing, revising, editing and sharing texts.
9. Write a minimum of 5000 total words (roughly 20 pages of written work). Multimodal or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing process, on which 70% of the final grade in the course must be based.
10. Develop and refine a thesis.
11. Compose texts that respond to the needs of intended audiences through appropriate stance, voice, tone, style, and level of formality.

Course Outcome(s):

Apply proofreading, editing, and revising techniques to all writing assignments and written communication.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Edit and proofread written work for effective syntax, development, organization, logic, and coherence
2. Utilize ongoing revision, editing and various forms of collaboration as part of the writing process.

Methods of Evaluation:

1. Formal writing
2. Informal writing
3. Writing workshops
4. Student-Instructor conferences
5. Reading, writing, editing logs and journals
6. Writing portfolios
7. Multimodal projects
8. Quizzes and tests
9. Class discussions
10. Cumulative final project

Course Content Outline:

1. Increasing reading skills
 - a. At the factual level
 - i. Reading accurately
 - ii. Fact-finding for thesis support
 - b. At the inferential level
 - i. Using evidence to draw conclusions
 - ii. Making justifiable inferences
 - c. Reading various selected texts
 - i. Audience
 - ii. Purpose
 - iii. Genre
 1. Definitions
 2. Characteristics
 - iv. Concepts and vocabulary for analyzing various texts
 1. Rhetorical devices
 2. Conventions
 - v. Learning to justify critical arguments
 - vi. Reading for aesthetic values
2. Developing research strategies
 - a. Appropriate topic selection
 - b. Appropriate research techniques
 - i. Source location
 - ii. Source identification
 1. Primary sources
 2. Secondary sources
 3. Popular sources
 4. Scholarly sources
 5. Print sources
 6. Digital sources
 - iii. Source selection
 - iv. Source evaluation
 - v. Note-taking and summarizing
 - vi. Source documentation
3. Strengthening writing skills
 - a. Writing researched arguments
 - i. Stating the thesis
 - ii. Organizing effectively
 - iii. Using effective transitions
 - iv. Quoting accurately
 - v. Using paraphrase accurately and effectively
 - vi. Using the Modern Language Association system of documentation to quote, paraphrase, and summarize
 - b. Avoiding plagiarism
 1. Definition
 - a. Representing another writer's words or ideas as one's own.
 - b. Re-use of one's own previously written assignments without notification/permission from instructor
 - c. Types
 - i. Misrepresentation
 - ii. Patchwork plagiarism
 - iii. Failure to acknowledge sources
 - iv. Failure to note citations
 - v. Insufficient citations
 - b. Writing reflective, analytical, argumentative papers in response to various texts
 - i. Analyzing the purpose and audience for an assignment
 - ii. Planning
 1. Prewriting
 2. Outlining
 - iii. Formulating a thesis

1. Clear purpose
2. Intended audience
3. Appropriate stance
- iv. Supporting the thesis
 1. Informed interpretations of textual evidence
 2. Other primary and secondary sources as assigned
 3. Argumentative strategies and persuasive appeals
 4. Participating in collaborative work (peer revising)
- v. Revising and proofreading
 1. Correcting grammatical errors
 2. Revising sentence-level quality
 - a. Syntax
 - b. Diction
 - c. Organization
 - d. Logic
 - e. Development
 - f. Coherence
 - g. Significance
 3. Revising to achieve clarity of thought

Resources

Ballenger, Bruce P. *The Curious Researcher: A Guide to Writing Research Papers*. 9th or current edition. Upper Saddle River, NJ: Pearson/Longman, 2017.

Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook*. 5th. New York, Norton, 2019.

Faigley, Lester and Jack Selzer. *Good Reasons with Contemporary Arguments*. 7th or current edition. Upper Saddle River, NJ: Pearson/Longman, 2017.

Guptil, Amy. *Writing in College: From Competence to Excellence*. OPEN EDUCATIONAL RESOURCE. Geneseo, NY: Open SUNY Textbooks, 2016. <https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>

Hacker, Diana and Nancy Sommers. *Rules for Writers*. 9th or current edition. Boston: Bedford/St. Martin's, 2018.

Howard, Rebecca Moore. *Writing Matters: A Handbook for Writing and Research*. 3rd or current edition. New York: McGraw-Hill, 2017.

Johnson-Sheehan, Richard and Charles Paine. *Writing Today*. 4th or current edition. New York: Pearson, 2019.

Kirzner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. 3rd or current edition. Boston: Bedford/St. Martin's, 2016.

Lunsford, Andrea A., John J. Rusczkiewicz and Keith Walters. *Everything's An Argument with Readings*. 8th or current edition. Boston: Bedford/St. Martin's, 2018.

McWhorter, Katherine T., and Jane Aaron. *The Successful Writer's Handbook*. 3rd. Upper Saddle River, NJ: Pearson, 2014.

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 10th concise or current edition. New York: Pearson, 2018.

Rottenberg, Annette T. and Donna Haisty Winchell. *Elements of Argument: A Text and Reader*. 12th or current edition. Boston: Bedford/St. Martin's, 2017.

Resources Other

Online/Electronic Resources

1. Annenberg Media (<http://www.learner.org> (<http://www.learner.org/>))
 2. The Online Writing Lab at Purdue (<http://owl.purdue.edu>)
 3. Poets.org (<http://www.poets.org>) (<http://www.poets.org/>)
 4. Project Gutenberg (<http://www.gutenberg.org> (<http://www.gutenberg.org/>))
 5. StoryCorps Storytelling Project (<http://www.storycorps.org>) (<http://www.storycorps.org>)
 6. This I Believe Essay Project (<http://www.thisibelieve.org> (<http://www.thisibelieve.org/>))
- Individual fiction, poetry, and drama texts

Instructional Services

OAN Number:

Ohio Transfer 36 TME002

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