

ENG-102H: HONORS COLLEGE COMPOSITION II

Cuyahoga Community College

Viewing: ENG-102H : Honors College Composition II

Board of Trustees:

MARCH 2024

Academic Term:

Fall 2024

Subject Code

ENG - English

Course Number:

102H

Title:

Honors 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. Requires intensive critical/analytical thinking, writing and speaking. Course may be thematically organized. Note: Course meets the ENG-1020 graduation requirements.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-101H Honors College Composition I; or ENG-1010 College Composition I and departmental approval.

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. Analyze and discuss the characteristics of various genres in selected texts.
4. Analyze and discuss argumentative strategies and persuasive appeals in selected texts.
5. Analyze and discuss 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 and apply rhetorical devices and conventions used in selected texts.
9. Synthesize diverse perspectives or points of view from selected texts.

Course Outcome(s):

Write compositions utilizing research and appropriate rhetorical strategies that may include but are not limited to summary, analysis, report, reflection, narration, proposal, persuasion, argumentation at a higher level of proficiency—building on the foundations of the first composition course—with opportunities for response and revision.

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. 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.
 2. Identify and use self-selected topics for argumentative researched writing.
 3. Develop and refine a thesis by analyzing texts for themes, structures, images, symbols, and motifs.
 4. Employ appropriate argumentative, rhetorical and persuasive strategies in writing.
 5. Compose work that demonstrates understanding of purpose, audience, stance, tone, and structure.
 6. Demonstrate complex organization, logic, and development in writing.
 7. Locate, evaluate, and select appropriate resources.
 8. Evaluate the objectivity and reliability of information obtained through research.
 9. Utilize, integrate, and properly cite primary and secondary sources in writing.
 10. Employ the appropriate selection and citation of external sources to support researched persuasive writing to avoid plagiarism.
 11. Recognize various citation styles appropriate to different disciplines.
 12. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
 13. Recognize and define plagiarism—including problematic and/or undocumented use of AI—in order to ethically cite in an academic setting.
 14. Evaluate the potential of AI technology as a tool for enhancing learning, while acknowledging its limitations and ethical implications in original composition, particularly in relation to one's own work
-

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, organization, logic, development, coherence, and significance.
 2. Utilize ongoing revision, editing and various forms of collaboration—including but not limited to peer review, writing workshops, and student-instructor conferences—as part of the writing process.
-

Methods of Evaluation:

1. Formal writing
2. Informal writing
3. Writing workshops
4. Student-Instructor conferences
5. Writing portfolios
6. Multimodal projects
7. Quizzes

8. Class discussions
9. 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. Analyzing various selected texts
 - i. Audience
 - ii. Purpose
 - iii. Genre
 1. Definitions
 2. Characteristics
 3. Applications and uses
 - 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. Honing 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
 - vii. 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*. 9th. or current edition. Upper Saddle River, NJ: Pearson/Longman, 2017.

Bullock, Richard and Deborah Bertsch, Maureen Daly Goggin, and Francis Weinberg. *The Norton Field Guide to Writing*. 6th. W.W. Norton & Company: New York, 2022.

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*. 10th. or current edition. Boston: Bedford/St. Martin's, 2021.

Hewitt, Beth. *Reading to Learn and Writing to Teach: Literacy Strategies for Online Writing Instruction*. 1st. Boston: Bedford/St. Martin's, 2015.

Howard, Rebecca Moore. *Writing Matters: A Handbook for Writing and Research*. 4th. New York: McGraw-Hill, 2022.

Kirzner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. 5th. Boston: Bedford/St. Martin's, 2023.

Lynne, Patricia. *Reading and Writing Successfully in College: A Guide for Students*. ROTEL (Remixing Open Textbooks with an Equity Lens) Project, 4 January 2023. <https://rotel.pressbooks.pub/readwritesuccess/>

Lunsford, Andrea A., John J. Rusczkiewicz and Keith Walters. *Everything's An Argument with Readings*. 9th. or current edition. Boston: Bedford/St. Martin's, 2022.

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

O'Sullivan, Patrick, Howard Tinberg and Sheridan Blau, eds. *What is "College-Level" Writing? Volume 2: Assignments, Readings, and Student Writing Samples*. Urbana, IL: NCTE, 2010.

Reynolds, Nedra, et al. *The Bedford Bibliography for Teachers of Writing*. 7th. or current edition. Boston: Bedford/St. Martin's, 2012.

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>)
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>)
5. StoryCorps Storytelling Project (<http://www.storycorps.org>) (<http://www.storycorps.net>)
6. This I Believe Essay Project (<http://www.thisibelieve.org>)

Individual drama texts (as determined by 1000-level Textbook Committee; lists available from departments at each campus)

Instructional Services

OAN Number:

Ohio Transfer 36 TME002

Top of page

Key: 1835