ENG-102H: HONORS COLLEGE COMPOSITION II

Cuyahoga Community College

Viewing: ENG-102H: Honors College Composition II

Board of Trustees:
2012-03-22

Academic Term:
2012-08-27

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.

I. ACADeMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all federal financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

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, other forms of visual art, and videos.

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. 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.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

**Objective(s):**
1. Identify and use self-selected topics for argumentative researched writing.
2. Develop and refine a thesis by analyzing texts for themes, structures, images, symbols, and motifs.
3. Employ appropriate argumentative, rhetorical and persuasive strategies in writing.
4. Demonstrate complex organization, logic, and development in writing.
5. Locate, evaluate, and select appropriate resources.
6. Evaluate the objectivity and reliability of information obtained through research.
7. Utilize, integrate, and properly cite primary and secondary sources in writing.
8. Employ the appropriate selection and citation of external sources to support researched persuasive writing to avoid plagiarism.
9. Recognize various citation styles appropriate to different disciplines.
10. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
11. Write a minimum of 5000 total words (roughly 20 pages of written work). Digital or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work, on which 70% of the final grade in the course must be based.

**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 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. Quizzes
7. Class discussions
8. 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
      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 and paraphrase properly
   vii. Avoiding plagiarism
      1. Definition
         a. Representing another another writer’s words or ideas as their own.
         b. Re-use of writer’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

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Resources


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**Resources Other**

A. Online/Electronic Resources
1. Annenberg Media (http://www.learner.org)
2. The Online Writing Lab at Purdue (http://owl.english/purdue.edu)
3. Poets.org (http://www.poets.org)
4. Project Gutenberg (http://www.gutenberg.org)
5. StoryCorps Storytelling Project (http://www.storycorps.net)
6. This I Believe Essay Project (http://www.thisibelieve.org)

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

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**Instructional Services**

OAN Number:
TME002

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