Course Outline

ENG102  English Composition II  Credits: 3.0

Pre-requisite: Placement test or ENG101 with a minimum grade of C.

ENG102 - English Composition II (3 credits): ENG102 is a second-level undergraduate writing-intensive course that emphasizes critical thinking, information literacy, and academic integrity. ENG102 emphasizes development of effective academic skills through assignments that require sustained reading, analysis, and writing. Readings introduce students to a variety of sources used in academic work including popular as well as scholarly non-fiction and literature. Students not only read an extended whole narrative but also write several sustained research-supported essays -- culminating in the course's lengthy college-level research-supported final writing project. ENG102 teaches students how to read and write analytically about diverse subjects using various sources. Prepares students for success in research-based critical thinking writing projects.

Is course New, Revised, or Modified? Revised Fall 2017.

Required texts/other materials:

   
   Or


3. One whole-text: a) a full-length drama or novella from Literature: The Human Experience, or b) a whole fiction or non-fiction text from outside Literature: The Human Experience, including but not limited to:

   • Diaz, Junot. The Brief Wondrous Life of Oscar Wao
   • Eggers, Dave. Zeitoun.
   • Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America.
   • Gyasi, Yaa. Homegoing.
   • Hamid, Moshin. The Reluctant Fundamentalist.
   • Lahiri, Jhumpa. The Namesake.
   • Morrison, Toni. Beloved or The Bluest Eye.
   • Mortenson, Greg. Three Cups of Tea.
   • Nisbett, Richard. The Geography of Thought.
- Satrapi, Marjane. *Persepolis*. (Graphic novel)
- Sijie, Dai. *Balzac and the Little Chinese Seamstress*.
- Soyinka, Wole. *Death and the King’s Horseman*. (Drama)
- Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*.
- Ward, Jesmyn. *Salvage the Bones*.
- Wiesel, Elie. *Night*.

**Revised by:** Jacqueline Vogtman, Fall 2017.

**Information resources:** Library databases which may include, but are not limited to, Academic Search Premier, JStor, ProQuest Central, and ProQuest Social Science Journals.

**Other learning resources:** Blackboard LMS. Writing labs.

**Course Competencies/Goals:**

The student will be able to:

1. Write a college-level research essay that supports a clear argument through synthesis of the writer’s claims with those presented by outside sources. *(Claim)* ILG 1.1, 1.2, 9.2, 11.3,

2. Apply the various stages of the writing process, including prewriting, drafting, and revision, to produce organized and developed college-level essays. *(Logic & development)* ILG 1.1, 1.2

3. Critically analyze and synthesize ideas gathered from a variety of sources, including literature (fiction, poetry, drama) and non-fiction (popular and scholarly sources) to support writing projects. *(Analysis & synthesis)* ILG 6.1, 6.2, 8.1, 8.2, 9.1, 9.3, 10.2, 10.3, 11.1, 11.2

4. Apply research methods to find a variety of reliable researched sources and quote/paraphrase those sources correctly to use as evidence to support assertions. *(Use of Research & Evidence)* ILG 4.1, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2

5. Demonstrate understanding of academic integrity by using MLA style to correctly cite sources. *(Citations)* ILG 4.1, 10.4

6. Demonstrate awareness of academic audience by writing essays that employ clear and effective control of language and appropriate tone. *(Audience Awareness)* ILG 1.1, 1.2, 1.3

**Institutional Learning Goals**

**Institutional Learning Goal 1.**

**Written and Oral Communication in English:** Students will communicate effectively in both speech and writing.

1.1. Students will read, write, and/or speak critically in formal American English.

1.2. Students will generate messages suitable to the appropriate setting and purpose.
1.3. Students will analyze and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

**Institutional Learning Goal 4.**
**Technology:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
4.1. Students will demonstrate proficiency with technological devices and applications in academic and professional settings.

**Institutional Learning Goal 6.**
**Humanities:** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
6.1. Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to analyze themes and contexts, articulating their connections, meanings, and values.
6.2. Students will use project-based learning to critically analyze a range of historical and contemporary artifacts including performances and visual and literary works.

**Institutional Learning Goal 8.**
**Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples.
8.1. Students will recognize how geographical, social, economic, and/or historical conditions shape cultural perspectives.
8.2. Students will examine the behaviors and beliefs of individuals and social groups within a diverse society.

**Institutional Learning Goal 9.**
**Ethical Reasoning and Action:** Students will understand ethical frameworks, issues, and situations.
9.1. Students will identify the strengths, weaknesses, and relevance of different ethical perspectives and their features.
9.2. Students will determine a position on an ethical issue or situation using facts and logical arguments [framed within a common set of terms appropriate to the discipline].
9.3. Students will evaluate the morality and implications of considered actions and their possible outcomes.

**Institutional Learning Goal 10.**
**Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
10.1. Students will identify resources needed and develop appropriate search strategies.
10.2. Students will recognize factors that affect credibility, quality, and relevance of information.
10.3. Students will use information in order to communicate it to the appropriate audience.
10.4. Students will use information ethically regarding privacy, security, and ownership with a focus on how on preventing plagiarism.

**Institutional Learning Goal 11.**
**Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.
11.1. Students will distinguish among opinions, facts, values, and inferences.
11.2. Students will identify and evaluate diverse perspectives and underlying considerations.
11.3. Students will make informed judgments by focusing on relevant logical and empirical issues.

**Units of study in detail.**

**Unit I: Introductions and Diagnostic Essay (ILG 1.1, 1.2, 4.1, 10.1, 10.2, 10.3, 10.4)**

**Learning Objectives**

The student will be able to…

- Understand specific policies and penalties, as outlined in course syllabus.
  - Instructor contact information
  - Office hour schedule and location
  - Prerequisites for entry into class
  - Percentages for all student work
  - Attendance policy
  - Plagiarism policy
  - Class conduct expectations
  - College academic integrity policy

- Comprehend how the course calendar is organized – when projects/readings are due, how to submit written work in class or online through Blackboard.

- Know college policies on plagiarism – especially as they apply to instructor’s demand for and evaluation of academic integrity.

- Write a diagnostic essay in response to a prompt.

- Distinguish what campus resources are available for student success:
  - Academic Support Services Office
  - Advising Office
  - Dean’s Office
  - Instructor’s office hour location and availability.
  - Library
  - Tutoring Center

**Unit II: Introduction to course theme (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 8.1, 8.2, 11.2)**

**Learning Objectives**

The student will be able to…

- Identify the central unifying theme for this section of ENG102

- Understand the notion of “text” as utilized in academic research writing, which may include several of the following sources:
  - Poetry
  - Short fiction narrative
    - The short story
  - Short non-fiction narrative
    - The essay
    - Magazine and newspaper articles
    - Book chapters – (auto)biography
Unit III: Short Readings – Non-fiction Prose (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 11.2)

**Learning Objectives**

The student will be able to...

- Discern the course theme through preliminary encounter with short narrative and other cultural artifacts:
  - Short non-fiction narrative
    - The essay
    - Magazine and newspaper articles
    - Book chapters – (auto)biography
  - Distinguish fiction from non-fiction.
  - Recognize the various narrative sources central to academic writing – which include, but are not limited to the following resources:
    - Autobiography
    - Biography
    - Journalism
  - Evaluate the usefulness of fiction and non-fiction to develop an objective academic argument centered in the course theme.
  - Become familiar with the strategies of annotation and engaged reading:
    - Note taking
    - Journaling
    - Annotation
    - Brainstorming

Unit IV: Short Readings – Literature. (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 11.2)

**Learning Objectives**

The student will be able to...

- Define a variety of literary genres – including short story, poetry, drama, and the novel.
- Understand how different literary genres convey ideas differently.
- Apply critical thinking to the reading of a literary text and thereby develop an informed interpretation.
- Generate class discussion based on observations and reactions to literary sources.
- Synthesize themes from non-fiction and literary sources into essay writing.
- Analyze political and social content of literary works.

Unit V: MLA Citation, Plagiarism, College Writing Standards (ILG 1.1, 1.2, 4.1, 10.1, 10.2, 10.3, 10.4)

**Learning Objectives**

The student will be able to...

- Understand how to write a summary, how to paraphrase.
- Comprehend when and where summary is necessary in supporting an argument.
• Use quotation marks appropriately to differentiate a writer’s words and ideas from those acquired from outside sources.

• Blend summary and quotation effectively in sentences without plagiarizing.

• Analyze own writing and identify moments where plagiarism is evident.

• Use correct MLA in-text and works cited citation standards, as appropriate in written work, to account for all sources used.

• Understands the fundamental differences between citation methods and why various disciplines of different attribution requirements:
  o American Psychological Association (APA)
  o Chicago

• Evaluate written work and identify instances where in-text citation is necessary.

• Identify and use correct MLA citation models, and correctly apply models to source specifics and thereby craft correct works cited citation.

Unit VI: Library Orientation 1. (ILG 4.1, 10.1, 10.2, 10.3, 10.4)

Learning Objectives
The student will be able to…
• Recognize the various research tools available to scholars:
  o Databases
  o Catalogues
  o Reference materials
  o Electronic and print books

• Select research tools appropriate to research need(s) – especially as needed for Essay 1.

• Operate library research tools effectively and thereby find sources in support of college-level knowledge work.

• Identify and evaluate key words appropriate for successful research.

• Use Boolean operators to find sources.

Unit VII: Research Logs 1 and 2 – Short Writing and Research projects (ILG 1.1, 1.2, 4.1, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3)

Learning Objectives
The student will be able to…
• Apply brainstorming, drafting, and note-taking techniques to develop preliminary research-based writing projects.

• Place assigned readings in conversation with materials found through research to develop a cogent working thesis, as necessitated by research log prompt.

• Appreciate the importance of the working draft in completion of finished research-based writing work.

• Apply MLA in-text and works cited formatting requirements to research log work.

• Quote words and paraphrase ideas from sources central to research log assignment.

Learning Objectives
The student will be able to...
- Discern the course theme through preliminary encounter with short narrative and other cultural artifacts:
  - Short non-fiction narrative
    - The essay
    - Magazine and newspaper articles
    - Book chapters – (auto)biography
- Recognize the various narrative sources central to academic writing – which include, but not limited to the following resources:
  - Autobiography
  - Biography
  - Journalism
- Evaluate the usefulness of fiction and non-fiction to develop an objective academic argument centered in the course theme.
- Become familiar with the tactics of annotation and engaged reading:
  - Note taking
  - Journaling
  - Annotation
  - Brainstorming


Learning Objectives
The student will be able to...
- Define a variety of literary genres – including short story, poetry, drama, and the novel.
- Understand how different literary genres convey ideas differently.
- Apply critical thinking to the reading of a literary text and thereby develop an informed interpretation.
- Generate class discussion based on observations and reactions to literary sources.
- Relate in essays and other writing assignments interpretations of not only two or more literary works but also arguments presented in related non-fiction sources.
- Analyze political and social content of literary works.


Learning Objectives
The student will be able to...
- Read a “whole text” – narrative or drama.
- Identify the course theme as it applies to the narrative’s project.
Consider the historical and cultural contexts in which the narrative was writing, especially those that engage the course theme.

Unit XI: Library Orientation II (ILG 4.1, 10.1, 10.2, 10.3, 10.4)

**Learning Objectives**

The student will be able to...

- Utilize at more advanced level research tools available to scholars:
  - Databases
  - Catalogues
  - Reference materials
  - Electronic and print books

- Select research tools appropriate to research need(s) – especially as needed for Essays 2-3.

- Operate library research tools efficiency and thereby find sources in support of college-level knowledge work.

- Identify fundamental differences between scholarly peer-reviewed and popular sources:
  - Identify the various sections of a social science academic journal article
  - Discern sections most useful to support a research-based essay in the humanities.
  - Be familiar with the quality of writing and depth of research found in academic writing.
  - Comprehend the fundamental differences between MLA and APA citation standards as evidenced in direct engagement with an academic journal article written for use in the social sciences.

- Revise research methods to meet writing requirements.

- Identify and evaluate key words appropriate for successful research.

- Use advanced research techniques such as Boolean operators to find sources

Unit XII: Research Log (s) 3 and 4. (ILG 1.1, 1.2, 4.1, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3)

**Learning Objectives**

The student will be able to...

- Place themes and arguments of assigned readings in conversation with essay prompt question and thereby begin to develop original thesis that reflects an objective position to the course theme.

- Conduct library research using several research tools – including, but not limited to, academic databases, library catalogue, and inter-library loan.

- Develop a primary draft that contextualizes course themes within the framework of student’s personal experience.

- Produce writing that prioritizes critical thinking and analysis over rote knowledge and subjective reflection.

Unit XIII: Introduction to the Final Research Project (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2)

**Learning Objectives**
The student will be able to…

- Understand the scope of the final research writing project.
- Appreciate why academic writers use research question in academic writing.
- Understand the final essay project’s content and learning objectives as the culminating effort of the class that demonstrates the student’s mastery at ENG102 competency in the following critical areas:
  - Drafting/brainstorming.
  - Critical thinking and reflection to develop a sound research question.
  - Reflective writing in answer to that question.
  - Library research to give the project’s critical thinking depth and validity.
  - Drafting and revision process to produce a 10+ page final research project.
- Articulate an emerging question that has revealed itself across the course’s readings and discussion.
- Understand the use of the research question in academic writing.
- Identify that emerging question and transpose it into a useful research question worthy of in-depth study.
- Develop a focused research question that will support research, critical thinking, and writing for a 10+ page final research project.
- Articulate a cogent research question worthy of academic work.
- Describe the genesis of the research question through the critical engagement with course themes and texts – be those assigned as part of the class or discovered though the student’s original library research.
- Identify lingering questions that still remain unanswered but are worthy of consideration.
- Comprehend and thereby describe the various arguments held by the discourse communities within the framework of the research project.
- Have knowledge of the critical terms, definitions, and stakeholders central to the project’s discourse communities.
- Deliver a short 5-minute focused presentation that communicates the project’s research question, emerging thesis, and developing argument – including areas of doubt in the project’s conclusions.

Unit XIV: Library Research Workshop (Library Orientation 3) (ILG 4.1, 10.1, 10.2, 10.3, 10.4)

Learning Objectives
The student will be able to…

- Work independently with library databases and information gathering tools.
- Identify databases best suited to research needs.
- Navigate library website, catalogue, and databases with ease.
- Identify areas in research where library researchers do not support research writing endeavors.
Utilize information literacy tools and knowledge to discuss with librarian how research elements may bring improved depth and validity to the writing project.


**Learning Objectives**

The student will be able to...

- Articulate an emerging question that has revealed itself across the course’s readings and discussion.
- Work independently with library databases and information gathering tools.
- Identify databases best suited to research needs.
- Navigate library website, catalogue, and databases with ease.
- Identify areas in research where library researchers do not support research writing endeavors.
- Evaluate arguments within both non-fiction and literary sources and produce an essay that engages the course theme in an objective and original discourse.
- Evidence clear understanding of MLA in-text and works cited citation standards.
- Demonstrate effective use of quotation of source words and paraphrase for source ideas in the synthesis of ideas with the essay’s internal argument(s) and discussion.

Unit XVI: Research Log 5: Research for Final Research Project (Essay 4) (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2)

**Learning Objectives**

The student will be able to...

- Place themes and arguments of assigned readings in conversation with essay prompt question and thereby begin to develop original thesis that reflects and objective position to the course theme.
- Conduct library research using several research tools – including, but not limited to, academic databases, library catalogue, and inter-library loan.
- Develop a primary draft that contextualizes course themes within the framework of student’s personal experience.
- Produce writing that prioritizes critical thinking and analysis over rote knowledge and subjective reflection.
- Evaluate arguments within both non-fiction and literary sources and produce an essay that engages the course theme in an objective and original discourse.
- Evidence clear understanding of MLA in-text and works cited citation standards.
- Demonstrate effective use of quotation of source words and paraphrase for source ideas in the synthesis of ideas with the essay’s internal argument(s) and discussion.

**Evaluation of student learning:** SLOs will be evaluated through submission and grading of writing work: Research log drafting/research projects and formal essays. Additionally, students will contribute to class discussions and oral presentations on critical reading assignments and
other information literacy and writing tasks. Assessment will also involve short in-class writing responses and quizzes. The final research essay – valued at 30% of the course grade – functions as a final exam, wherein students will demonstrate their mastery of ENG102 SLOs: 1. Development of a research question worthy of in-depth investigation; 2. growth of the essay through a series of successive rough draft and research writing assignments; 3. assessment of research needs with in the essay and thereby acquisition of required informational sources to help the writer develop a searching and objective critical answer to the project’s research question; 4. citation of all sources used in the essay using MLA standards for college writing; 5. ethical use of the words and ideas of outside sources placed in conversation with those of the author; and 6. completion of well-written and thoroughly researched final essay. Online sections of ENG102 must complete the ENG102 course reflection: a 1-hour reflective writing assignment on the texts and themes encountered in the course.

**Academic Integrity Statement:** Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. MCCC’s full academic integrity policy may be reviewed in full at the following URL: http://mlink.mccc.edu/omb/OMB210.pdf