English Composition II Dual Enrollment

Course Number and Title: CENL 1023

Course Brief Description

From the [statewide common course information](#): Continuation and further development of material and strategies introduced in English Composition I. Primary emphasis on composition, including research strategies, argumentative writing, evaluation, and analysis. 3 credit hours.

This course is designed to prepare you for writing throughout the rest of your academic career and in your everyday and professional lives with an emphasis on rhetorical strategies including argumentative and research practices. It provides in-depth and sustained writing practices that include summary, analysis, argument and persuasion, reflection, and evaluation as well as a review of grammar, usage, and mechanics, an understanding of the significance of the writing process, an emphasis on critical reading, and a comprehension of the research process. Skills in written and oral communication are developed through a cycle of reading, discussion and writing.

The general goals of this course are to promote:
- critical thinking, reading, and writing
- clear, coherent, and effective academic writing
- collaborative writing and learning
- a deeper understanding of your own writing processes and of information literacy as a critical part of learning.

Please do not hesitate to see or contact me if you are having difficulty in this class. I want to make sure that all of you succeed in the class and will help you in any ways that I can. However, I also assume that you will meet me halfway and put your best effort forth intellectually by participating in class activities, vigilant reading, and communication and writing practices.

Prerequisite Knowledge

A passing grade in the first semester first year writing course or equivalent transfer or bypass.

Course Goals

At the end of this course, students will be able to:

1. Read and respond critically to a variety of texts, including multimodal and visual texts.
2. Analyze and evaluate the claims, cultural context, and implicit messages of texts.
3. Analyze and evaluate texts using rhetorical strategies such as pathos, logos, and ethos.
4. Argue a position on an issue, using specific evidence to support claims.
5. Revise drafts in order to develop greater fluency in composition.
6. Identify appropriate sources and incorporate them effectively in an argument using correct documentation.
7. Employ stylistic choices and revise for style and consistency at the essay, paragraph, and sentence levels.

Course Materials

Rhetoric Matters: A Guide to Success in First Year Writing by Adam Falik, Dr. Dorie LaRue, Dr. Doreen Piano, Dr. Tracey Watts, and Johannah White is available at:
https://louis.pressbooks.pub/englishcomp2/

Instructor Contact Information   [Keep as a placeholder for future adopters]

- Name:
- Email:
- Phone:
- Office:
- Office Hours:

Instructor Communication Policy

I am available to discuss any concerns or questions you have either through email or in a Zoom/Skype. I respond to email as soon as I can from 9-5 M-F. I occasionally check email on the weekends but it's not a given. If you need a quick response, make sure to email me at the times available or set up a meeting online via Zoom or Skype. I participate in discussion forums but do not respond to all posts. I should respond to your posts several times throughout the semester.

Instructional Strategies

Instruction in this class involves lecture, discussion, and group work (when applicable). Lectures incorporate traditional classroom delivery of material usually accompanied by multi-media and audiovisual approaches. Discussion incorporates whole-class and small-group learning, based on readings and in-class activities. Quizzes will be used to reinforce course concepts. Group work will involve peer review of drafts and group projects (if applicable).

Student Netiquette

Learning online requires all students to participate in online learning activities and adopt a professional mode of communication also known as netiquette. Please read the following link Netiquette in Online Education that provides an overview of acceptable behavior online.

Course Schedule

In this schedule, you will list the topics and the corresponding course materials (chapters, videos, etc.) covered in sequence. This schedule demonstrates how you would organize your course around open materials and should be reflective of your course description, goals, and student learning outcomes. The typical academic semester is ~15 weeks, so this template maps the assigned modules onto that timeline.

Module	Topics and Concepts	Corresponding Course Materials
1	**Introduction to Critical Thinking (2 weeks)** This Module, Introduction to Critical Thinking and Rhetoric, seeks to acquaint the student with the writing process, principles of rhetoric and how they might be applied to the analysis of, as well as the writing of, argumentative texts.	Read the Module 1 Introduction Read Chapters 1 and 3 in Rhetoric Matters: A Guide to Success in the First Year Writing Class. Read section of Ch. 5 on The Writing Process. Complete the Diagnostic Writing Assessment.
2	**Plagiarism and Academic Dishonesty (1 week)**	

	In this module the student will be introduced to the principles of academic integrity, plagiarism, and citation practices.	Read the Module 2 Introduction Read Chapter 11 in Rhetoric Matters text. Plagiarism Quiz
3	**Summarizing a Text (2 weeks)** The Module introduces students to summarizing and critical reading practices.	Read the Module 3 Introduction Read Chapter 2.1-2.3 and Chapter 4 in Pressbooks text. Read ADDITIONAL ASSIGNED ARTICLE. Complete the summary essay.
4	**Rhetorical Analysis (2 weeks)** This module introduces students to identifying and analyzing techniques of persuasion in texts such as audience and purpose and the use of rhetorical appeals (pathos, logos, ethos	Read the Module 4 Introduction Read Chapter 2.4-2.5 and Chapter 6 in Pressbooks text. Revisit Chapter 3.6-3.9 as needed. Read ADDITIONAL ASSIGNED ARTICLE. Complete the Rhetorical Analysis essay assignment.
5	**Visual Rhetorical Analysis (2 weeks)** This module introduces students to the principles and applications of Visual Rhetoric.	Read the Module 5 Introduction Read Chapter 8 in Pressbooks text. Complete the Visual Rhetorical Analysis Essay.
6	**Argumentative Essay (2 weeks)** This Module introduces students to the writing of the Argumentative Essay including writing a clear, complex thesis and supporting claims that express a unique position, develop reasoning and evidence to support the thesis and claims.	Read the Module 6 Introduction Read Chapters 5 and 7 in the Pressbooks text. Read ADDITIONAL ASSIGNED ARTICLES. Complete the Argumentative Essay assignment.

7	**The Research Paper (4 weeks)** This final Module focuses on writing the Argumentative Research Paper. In addition, students will implement appropriate research strategies and techniques and incorporate into their writing proper citation practices.	Read the Module 7 Introduction Read Chapters 9, 10, and 12 in Pressbooks text. Read ADDITIONAL ASSIGNED ARTICLE. Complete the Research Paper assignment.

Course Policies *[outline these as best as you can in terms of what is required for this course]*

- **Technology Requirements**

Students should have access to a computer and the Internet. Accessing the course or doing classwork using your phone is unacceptable. All assignments should be typed and uploaded into the appropriate course shell.

- **Computer Skills**

Students should know how to use a word processing program, know how to navigate Moodle in terms of finding information in the course shell, submitting assignments, etc. and should be able to write a professional email using their university email account.

May include skills with LMS, proficiency with software packages (Microsoft Office), library databases, Zoom, etc.

- **Evaluation**

Each of the major assignments will have criteria on the assignment sheet that will determine students' grades. Other general grading criteria include appropriateness in respect to responding to the assignment, fluency in written English, significant content, and MLA formatting issues.

May include both formative and summative assessment included, graded items, and expectations around assessments (participation, submission process). Note the role of the H5P content in Pressbooks: is this for self-practice or for a grade. If graded, indicate the grading scheme (is it graded based on average attempt, best attempt, first attempt, or last attempt).

- **Grading Policy**

Grading Breakdown:

- Diagnostic writing: 5%
- Quizzes and discussion board work: 10%
- Summary: 10%
- Rhetorical analysis: 15%
- Visual analysis: 15%
- Argumentative essay: 20%
- Researched argument: 25%

Grades are determined by the number of points received divided by the complete number of points for the class. Each assignment sheet will have the number of points allocated to different aspects of the assignment that include drafts, audience analysis, workshops, and final drafts. For a final grade, students will receive an A (90-100), B (80-89), C (70-79), D (60-69), F (below 60).

Rubric: Essays and Short Responses

Students may be awarded points at any place on the spectrum in any category. For example, a student might earn the full 35 points for Complexity, or they may earn 32, 33, etc..

Criteria	Ratings			Points
Complexity	**35 to >30 pts** The thesis is clear and complex, and the reasoning in the body paragraphs is consistently thoughtful and thorough. Ideas in the paper stimulate and engage the reader.	**30 to >26pts** The thesis lacks clarity and/or complexity. The reasoning in the body paragraphs feels more familiar or is less developed.	**26 to >0 pts** The thesis lacks clarity and/or complexity at a more severe level. The reasoning in the body paragraphs feels overly familiar or is under-developed.	_____ /35 possible points
Focus and Organization	**25 to >21 pts** Ideas presented in the thesis remain central throughout the paper. All paragraphs are organized around a clear central idea, and they stay focused on that idea.	**21 to >18 pts** The thesis does not control the essay consistently. Paragraphs may deviate from main ideas, or claims may be hazy.	**18 to >0 pts** There is a mis-match between the thesis and the supporting ideas. There is also little connection between main ideas and evidence within paragraphs.	_____ /25 possible points
Evidence and Specificity	**20 to >16.5 pts** Evidence and examples are meaningful, concrete, relevant,	**16.5 to >13.5 pts** Evidence and examples are less meaningful, concrete, relevant,	**13.5 to >0 pts** Evidence and examples are under-developed.	_____

				/20 possible points
Introduction	**10 to >8.5 pts** The intro paragraph hooks the reader successfully by making use of key strategies.	**8.5 to >7 pts** The intro paragraph shows some use of key strategies but also lacks some effectiveness.	**7 to >0 pts** The intro paragraph is more severely lacking in effectiveness.	_____ /10 possible points
Sentence Clarity, Grammar, Mechanics, Style	**10 to >8.5 pts** Writing is virtually free of errors in syntax, grammar, punctuation, and spelling. Student writes fluently, with style.	**8.5 to >7 pts** Writing has minor to moderate errors in syntax, grammar, punctuation, and spelling. Student exhibits limited style.	**7 to >0 pts** Writing has significant errors in syntax, grammar, punctuation, and spelling.	_____ /10 possible points

Rubric: Discussion Board Posts

Criteria	Ratings			Points
Quality of posts	**50 to >44.5 pts** The post thoughtfully and thoroughly responds to the prompt, using relevant examples and evidence from readings	**44.5 to >39.5 pts** The post responds to the prompt, but with less complexity or thoroughness. Examples and evidence are slightly underdeveloped.	**39.5 to >0 pts** The post is haphazardly composed, unsupported, and potentially irrelevant.	50 possible points _____ /50 possible points
Participation	**25 to >22 pts** The student responds to peers as necessitated by the assignment guidelines. The interaction is thoughtful and substantive.	**22 to >19.5 pts** The student responds to peers as necessitated by the assignment guidelines, but the interaction is less developed, complex, or engaging.	**19.5 to >0 pts** The student only partially responds to peers.	25 possible points _____ 25 possible points
Organization, Style, Tone	**15 to >13 pts** The structure of the posts is clear and easy to follow. The writer organizes ideas into paragraphs. The tone is academic, even stylish.	**13 to >11.5 pts** The structure of the posts is more haphazard. Paragraphs may be disorganized, with many ideas crammed into a single block of text. The tone is less consistent.	**11.5 to >0 pts** The post is disorganized and unclear.	15 possible points _____ /15 possible points
Grammar, Punctuation, and Spelling	**10 to >8.75 pts** Posts are free of errors in grammar, punctuation, and	**8.75 to >7.75 pts** Posts have minor to moderate errors in grammar, punctuation, and spelling	**7.75 to >0 pts** Posts have frequent errors in grammar, punctuation, and spelling	10 possible points _____

	spelling			/10 possible points

Late Work Policy

Late assignments other than final writing assignments (this includes any quizzes missed, or any process work related to major assignments) will receive a zero. I will accept FINAL major assignments late, but they will be penalized a letter grade for each day missed.

You cannot make up missed discussion forums, homework or quizzes, or any of the process documents once the deadline has passed. This includes drafts, audience analysis, proposals, etc.. You can meet with me to discuss your current draft but you will not receive credit for it.

Assignments that are not properly formatted in MLA will be penalized 3 pts. We will discuss what this means in class before your first writing assignment is due.

Formatting Assignments

All essay assignments should conform to MLA formatting which includes spacing, margins and page numbers. For MLA, identifying information should be on the left side at the top of documents (see below). MLA documents should have page numbers in the header on the right side with Last name first, page.

Your Name
Professor's Name
Class Name
Date (please update for different drafts)

University Policies and Support *[Keep as a placeholder for future adopters]*

- **Code of Conduct**

- **Online Etiquette**

Read this link to understand your role in creating a positive, constructive learning environment Netiquette in Online Education

- **Academic Integrity**

- **Diversity Statement**

- **Accessibility and Disability Services**

- **Technology Support**

- **Academic Support Services**