

COURSE OUTLINE English Composition II

Course Description

EG 102. English Composition II. 3 hours credit. Prerequisite: EG 101 with a C or better. This course will enable the student to further develop his/her knowledge, skills, and understanding of writing and reading with emphasis on thought-provoking writing topics and argumentative writing strategies. Because research provides a basis for most of the writing assignments in the course, the student will improve knowledge, skills, and critical thinking in regard to writing and reading, and will demonstrate proficiency in library and research skills.

Course Relevance

Relevant to all cultures, the written text establishes laws, clarifies communication between people, and provides entertainment. This course emphasizes the crucial societal role of not only clear and accurate written communication, but also the roles of argumentation and research. Throughout the course the student will develop more advanced levels of critical thinking skills by responding to various types of texts through research, reading, discussion, and argumentative writing. Through this exposure, the student will acquire tools for improving and fostering effective communication skills.

Required Materials

Howard. Writing Matters 1st ed. McGraw Hill, 2010.

Wood. Perspectives on Argument, 6th ed. Prentice Hall, 2009.

Supplementary Materials

A good dictionary of Standard English usage is required for this class.

Learning Outcomes

The intention to for the student to be able to:

1. Develop, organize, and write essays (with a minimum of 750 words) which utilize argumentative patterns and research
2. Read, discuss, and analyze essays for use as models in the development of critical thinking
3. Demonstrate an awareness of correct English grammar, writing style, and source documentation

Learning PACT skills that will be developed and/or documented in this course Through the student's involvement in this course, he/she will develop and document his/her ability in the following PACT skill areas:

Communication Skills

1. Creation and delivery of messages
 - Through brainstorming, drafting, and revising, the student will write a minimum of six essays based on a variety of rhetorical patterns

Analytical Thinking Skills

2. Critical thinking
 - Through written assignments, reading, and classroom participation activities, the student will develop critical thinking, analytical, and argumentative skills
 - Through understanding the historical context of the past, present, and future, the student will respond to various written texts and events

Technology Skills

3. General computer use
 - Through the use of technology the student will develop various written texts

Major Summative Assessment Task

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Developing, organizing, and writing a Common Essay assignment (C skill) which demonstrates an awareness of argumentation and research skills, correct English grammar, structure, and style (A and T skills).

Course Content

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and audience
 - B. Rhetorical awareness
 - C. Research
 - D. Grammatical accuracy
 - E. Language accuracy
- II. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Research skills
 - B. Argumentation (appeals and fallacies)
 - C. Grammatical accuracy
 - D. Clear, effective sentence, paragraph, and essay development
 - E. Spatial, emphatic, and chronological order
 - F. Vocabulary accuracy
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Purpose and focus (thesis)
 - B. Audience
 - C. Rhetorical strategy
 - D. Documentation
 - E. Order
 - F. Significance
- IV. Skills/Competencies - Actions that are essential to achieve the course outcomes:

- A. Developing thesis statements and topic sentences
- B. Developing argumentative/persuasive essays which include documented source information
- C. Writing clear and mechanically accurate sentences
- D. Varying sentence structures
- E. Utilize transitions effectively
- F. Developing a coherent essay consisting of an introduction, body (supporting details and images), and a conclusion
- G. Using appropriate language
- H. Using appropriate documentation style

Learning Units

- I. Understanding argumentation
 - A. Purposes of argument
 - B. Occasions for argument
 - C. Kinds of argument
 - D. Understanding appeal
 - 1. Pathos – appeal based on emotion
 - 2. Ethos – appeal based on character
 - 3. Logos – appeal based on reason
 - E. Thinking rhetorically
 - F. Critical reading of arguments
- II. Writing arguments
 - A. Structuring arguments
 - 1. Toulmin argument
 - 2. Rogerian argument
 - B. Arguments of fact
 - C. Arguments of definition
 - D. Evaluations
 - E. Causal arguments
 - F. Proposals
- III. Style and presentation in argumentation
 - A. Sentence structure and language choice
 - B. Humor in arguments
 - C. Visual arguments
 - D. Presenting arguments
 - 1. Using words
 - 2. Without words
- IV. Conventions of argumentation
 - A. What counts as evidence
 - 1. Primary/first-hand evidence
 - 2. Secondary/second-hand evidence
 - 3. Using evidence effectively

- B. Fallacies of argument
 - 1. Logical fallacies
 - 2. Emotional fallacies
 - C. Intellectual property, academic integrity, avoiding plagiarism
 - D. Evaluating and using sources
 - 1. Quoting
 - 2. Paraphrasing
 - 3. Summarizing
 - E. Documenting sources
 - 1. Using MLA style
 - 2. Awareness of other styles
- V. Documenting sources (focus on research writing)
- A. Why cite and document sources
 - 1. What is plagiarism?
 - 2. Tips for avoiding plagiarism
 - B. Four facets of citing and documenting
 - C. Five kinds of sources
 - D. Collecting citation information
- VI. Keeping writing correct
- A. Finding Ideas
 - B. Understanding your audience
 - C. Developing a draft
 - D. Developing a revision strategy
 - E. Editing
 - 1. Grammar
 - 2. Style
 - 3. Punctuation
 - 4. Mechanics
 - F. Commas
 - G. Other punctuation and capitalization

Learning Activities

Methods of class instruction may include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, participation, exercises and exams, written assignments, portfolios and other methods of evaluation employed at the discretion of the instructor.