

## **COURSE OUTLINE** **English Comp II**

### **Course Description:**

EG102. English Composition II. 3 hours credit. Prerequisite: EG101 English Composition I. English Composition II enables students to further develop their knowledge, skills, and understanding of writing and reading. This course places special emphasis on the reading, research, and discussion of more thought-provoking writing topics and on argumentative writing strategies. Because research provides a basis for most of the writing assignments in the course, students will improve their knowledge, skills, and critical thinking of writing and reading and to demonstrate proficiency in library and research skills.

### **Course Relevance:**

A foundational skill 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:**

Text & other materials:

Faigley, L. (2006). *The Brief Penguin Handbook* (2nd ed.). P/Longman-Publisher

Memering, Dean and William Palmer. *Discovering Arguments*, 2<sup>nd</sup> edition. Upper Saddle River: Prentice Hall, 2006.

Required: A good dictionary of Standard English usage is required for this class. An inexpensive, hardbound dictionary may be purchased through the BCCC Bookstore on campus (check for availability at other sites), or you may use one you currently have if it is a current, collegiate level edition.

Telecourse materials: Independent study of audio/video materials augmented by text and study guide; collaboration and participation with class members and faculty via available means. Faculty role is facilitator of learning experiences.  
Text: *Research for Writers: Advanced English Composition*, Davis, Marting, Smires, 1<sup>st</sup> ed., 2001.

Handbook: (Required)

Telecourse Guide: (Optional) Research for Writers Telecourse Guide, Powers, 2nd Ed.,2001.

Videos: Advanced English Composition: Research for Writers, 24-30 minute lessons.

**Supplementary Materials:** (delete if none)

Required: A good dictionary of Standard English usage is required for this class. An inexpensive, hardbound dictionary may be purchased through the BCCC Bookstore on campus (check for availability at other sites), or you may use one you currently have if it is a current, collegiate level edition.

**Learning Outcomes:**

The intention is for the student to be able to:

1. Develop thought, organization, and effective style in the writing of compositions, the contents of which support a central idea, viewpoint, or perspective.
2. Analyze an author's purpose, writing strategy, audience, and viewpoint.
3. Use model essays to stimulate ideas and form a basis for writing compositions which explore thematic issues.
4. Develop a persuasive or argumentative paper effectively organized for a particular purpose and audience.
5. Expand vocabulary and to use proper diction.
6. Appropriately use argumentation and logic in writing.
7. Focus on critical thinking and to apply it to reading and writing.
8. Be familiar with a college library and know how to find and retrieve information.
9. Know and understand what research is and use documentary techniques in the writing of a research paper according to guidelines specified by the instructor. (The current MLA Handbook is recommended as the BCCC standard for the research paper.)
10. Demonstrate skills in paraphrasing and summarizing.
11. Develop a research paper that supports a clearly defined thesis statement.

**Learning PACT**

**Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:**

Primary skills (developed and documented):

1. Writing
  - By way of brainstorming, drafting, and revising skills, the student will write a minimum of six essays based on a variety of rhetorical patterns.
2. Critical thinking

- Through written assignments, reading, and classroom participation activities, the student will develop critical thinking, analytical, and argumentative skills.
3. Historical interpretation
- Students will respond to various written texts and events in the historical context of the past, present and future.

Secondary skills (developed but not documented):

Self-concept  
 Teamwork  
 Aesthetic Response  
 Valuing Diversity  
 Reading  
 Listening  
 Speaking  
 Computer Literacy  
 Internet Use

**Assessment Tasks:**

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

1. Writing a “Common Essay” during the 10<sup>th</sup> week of the course

**Course Content:**

*(Note: The items listed in the Course Content of Fundamentals of English, English Composition I, and English Composition II follow a parallel structure based on the notion that the writer continues to develop the craft of writing at a progressively higher level.)*

- 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 issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Research skills
  - B. Argumentation (Appeals & 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 - Actions that are essential to achieve the course outcomes:
- A. Developing thesis and topical sentence.
  - B. Developing argumentative/persuasive essays which included 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 a introduction, body (supporting details and images), and a conclusion
  - G. Using appropriate language
  - H. Using appropriate documentation style

### **Learning Units:**

#### **I. Writing**

- A. Generate subject matter for writing essays using a variety of prewriting techniques.
- B. Write thesis and topical sentences that develop one idea/topic/focus.
- C. Know and incorporate transitional words and phrases within the paragraphs of an essay.
- D. Write a Comparison of two author's views on the same subject/theme
  - 1. Comparison/Contrast
  - 2. Analyzing Point-of-View in Relation to Subject, Purpose, Audience, and Persuasion
- E. Write a Definition essay
  - 1. Abstract vs. Concrete
  - 2. Extended
  - 3. Patterns of Development for Definition.
- F. Write an Argumentative/Persuasive essay
  - 1. Logos, Pathos, Ethos
  - 2. Fallacies of Argument
  - 3. Stating a Position
  - 4. Inductive and Deductive Reasoning
  - 5. Persuasive Letter to an Editor or Political Representative on a Current Issue
- G. Write an Evaluation essay
  - 1. Short Story, Poem, or Non-Fiction Book or Article, Drama
  - 2. Literary Criticism
  - 3. Recent Quotation on an Issue or Topic
  - 4. Analysis of an Opinion, Idea, or Theory
- H. Write a Research essay
  - 1. Approaching the Assignment
  - 2. Selecting a Topic

- a) Limiting the Topic
- b) Exploring the Topic
- 3. Introduction To and Use of the Library
  - a) Locating Reference Works, Books, Periodicals, Indices, and Guides
- 4. Developing a Bibliography
  - a) Bibliography Cards
- 5. Reading and Note-Taking
  - a) Note Cards: One idea, one card
  - b) Selecting Information/Reading
  - c) Taking Notes
  - d) Paraphrasing
  - e) Summarizing
- 6. Avoiding Plagiarism
  - a) Failure to Cite the Source of an Idea
  - b) Partial Quotes
- c) Direct and Block Quotes
- 7. Rough Draft
  - a) Revising
  - b) Parenthetical Documentation
- 8. Editing and Writing the Final Paper
  - a) Preparing the Final Manuscript

**Learning Activities:**

Classroom:

Methods of class instruction will 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. All instructors may use these methods individually or in combination. The Center for Independent Study (CIS) tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

**Grade Determination:**

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 80% - B, 70% - C, 60% - D. Any questions about grades should be directed toward the instructor.