Course Syllabus

Department: Humanities

Date: January 2015

I. Course Prefix and Number: ENG 103

   Course Name: Composition II

   Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

Catalog Description including pre- and co-requisites: Continuing the educational goals of Composition I (critical reading and thinking, focused research, reflective writing, and process-based writing), Composition II shifts to the rhetorical concerns of persuasion and argument. The course provides students with increased practice in research, analysis, and genres of writing done throughout college as well as in the professional realm. The course emphasizes academic research-based writing and culminates in a portfolio.

Prerequisite: ENG 101

II. Course Outcomes and Objectives

Student Learning Outcomes: Composition II follows the learning outcomes of the Writing Program Administrators (WPA). The goals and objectives we have developed from these outcomes are provided in the syllabus to help students understand the knowledge and materials that they are expected to gain. By the end of the course, students will…

- Rhetorical Knowledge—read and compose a variety of texts by evaluating purpose, audience, genre, and context for different situations.

- Critical Thinking, Reading, and Writing—evaluate and synthesize ideas, information, situations, and texts in order to enhance their reading and writing abilities.

- Processes—use flexible and recursive composing and research processes adapted to different contexts and situations.

- Knowledge of Conventions—apply and analyze genres’ conventions (grammar, punctuation, paragraphing, tone, mechanics, etc.) in response to different writing situations in order to create readable texts.
Relationship to Academic Programs and Curriculum:
Composition II is a second writing course that follows English 101. Course objectives are integral to students’ work in numerous courses throughout the curriculum. In addition, the materials studied develop students’ skills in college-wide learning outcome areas of writing, oral communication, reading, critical thinking, computer literacy, ethics/values, and information resources in order to improve transferability to other college institutions. This course meets the General Education written requirement in Basic Communication.

College Learning Outcomes Addressed by the Course:
- X writing
- X computer literacy
- oral communications
- X ethics/values
- X reading
- X citizenship
- mathematics
- global concerns
- X critical thinking
- X information resources

III. Instructional Materials and Methods

Types of Course Materials:

1. Required--A rhetoric textbook such as

2. Recommended--A handbook that supports students' work in documenting sources in MLA citation.

3. Recommended--Course materials available via Blackboard.

Methods of Instruction (e.g. Lecture, Lab, Seminar …):
1. face to face and/or online discussion
2. large and small group face to face and/or online conversation
3. analytical and reflective face to face and/or online response to writing assignments
4. peer and instructor workshop response to writing assignments
5. library research techniques
6. self-evaluation, critical analysis, and writing process strategies
7. a variety of informal and formal in-class and out of class writing assignments
8. one on one, small group, or online faculty conferences

The methods of instruction listed provide the flexibility to design the course as a traditional, online, or hybrid course.
Assessment Measures (Summarize how the college and student learning outcomes will be assessed):

The Humanities faculty uses portfolios as the assessment tool to measure each of the learning outcomes. Portfolios are defined as containing at minimum a reflective cover document focused on the student’s learning process, one or more show case writing projects, and process materials for at least one major project. During the assessment process the faculty uses a rubric to measure whether students exceed, meet, approach or do not meet the course standards. The outcomes expressed in both the rubric and the course learning outcomes encompass the SUNY General Education Learning Outcomes for Basic Communication-written.

V. General Outline of Topics Covered:
The course framework covers the following:

- The rhetorical writing situation embedded into assignments such as research proposals, research summaries, synthesis documents, and a persuasive, researched-based academic essay using academic documentation conventions.
- Critical reading skills of evaluating, summarizing, annotating, and responding to research texts.
- Concepts of writing to evaluate, to solve problems, to convince and persuade.
- Portfolio work interwoven throughout the course.
- Effective source use interwoven into all major assignments.
- Stages of generating, drafting, and revising writing as the process steps for major writing assignments.
- Stages of locating, evaluating, reading, annotating, summarizing, responding, integrating, synthesizing, and citing as the process steps for projects requiring extensive research.
- Collaboration with peers as a part of the writing process.
- Student compilation of portfolios to be used as the assessment tool for the course.
- Reflective writing used by students to self-evaluate progress on course learning outcomes.