COURSE INFORMATION

COURSE TITLE
ENG122—English Composition II: CO2

COURSE DESCRIPTION
Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or persuasive papers that incorporate research. This course is a Statewide Guaranteed Transfer course.

This course is one of the Statewide Guaranteed Transfer courses.

- gtPathways Requirement Course Information Page

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
Minimum assessment score in English or completion of ENG 121—English Composition I: CO1 with a C or better

CCCOnline COURSE POLICIES
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

**MINIMUM COMPUTER REQUIREMENTS**

To complete this course, you will need **regular** access to a computer from which you can access the internet and use email. In order to ensure that your course functions properly, you must **run the System Check**. This is a critical step, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, select *Tools* in the course NavBar, and then select *System Check*. 
Course Competencies and Outcomes

Student Competencies

The competencies you will demonstrate in this course are as follows:

A. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments.

B. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable.

C. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting.

D. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects.

E. Select and apply contemporary forms of technology to solve problems or compile information.

The module outcomes that will permit you to demonstrate course competencies are:

Module 1

Outcomes | Competencies
--- | ---
1. Demonstrate correct use of MLA Style formatting and in-text citations. | B, C, D
2. Summarize and paraphrase sources effectively. | C
3. Describe plagiarism and academic integrity. | B, C
4. Demonstrate research skills: annotating, note-taking, close reading, and synthesizing. | A, C
5. Brainstorm, research, plan, and write a synthesis essay. | A, B, C, D
6. Demonstrate critical reading skills, research skills, and the correct use of grammar conventions through NROC interactive foundations. | C, E

Module 2

Outcomes | Competencies
--- | ---
1. Evaluate sources based on rhetorical purpose and credibility. | A, B, C, E
2. Distinguish types of sources and their most effective uses (scholarly/popular/primary/secondary/visual). | A, B, C
3. Compare differing perspectives on the same issue. | A, B, C
4. Locate credible sources using a variety of search tools, and create correct Works Cited entries. | A, B, E
5. Research, plan, evaluate, and write a literature review on a topic. | A, B, C, D, E
6. Demonstrate critical reading skills, research skills, and the correct use of grammar conventions through NROC interactive foundations. | A, C, D, E
MODULE 3

Outcomes
1. Demonstrate understanding of recursive research process by analyzing previous research and deciding where more information might be needed.
2. Organize notes and perspectives from multiple sources.
3. Interpret a variety of perspectives to understand stakeholders and significance of a research topic.
4. Interpret visual arguments; create visual arguments.
5. Question, relate, evaluate, and defend perspectives on a topic to find a personal voice in the conversation.
6. Research, plan, create, review, and revise an essay that analyzes the conversation on a topic.
7. Demonstrate critical reading skills, research skills, and the correct use of grammar conventions through NROC interactive foundations.

Competencies
A, B, C
B, C
A, B, C
A, B, C, E
A, B, C
A, B, C, D, E
A, B, C, D, E

MODULE 4

Outcomes
1. Examine questions about important topics to explore research ideas.
2. Plan, conduct, and interpret expert interviews and field research.
3. Find and evaluate sources based on credibility and relevance to create an annotated bibliography.
4. Plan and brainstorm a research topic.
5. Demonstrate critical reading skills, research skills, and the correct use of grammar conventions through NROC interactive foundations.

Competencies
A, B, C
A, B, C, E
A, B, C, D, E
A, B, C, D
A, B, C, D, E
A, C, D, E

MODULE 5

Outcomes
1. Use graphic organizers to map/plan/outline complicated research.
2. Create effective and engaging introductions and conclusions.
3. Create and revise multiple drafts of researched argument.
4. Reflect on research process.
5. Demonstrate critical reading skills, research skills, and the correct use of grammar conventions through NROC interactive foundations.

Competencies
A, B, C, E
B, D
A, B, C, D, E
A, C, D
A, C, D, E
**Grading and Evaluation**

**Methods**

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**Grading Policies**

Mark all module due dates on your calendar for this class. Early submission of assignments and initial discussion posts is permitted. However, early submissions will not be graded until after the deadline for the assignment has passed.

Late work will be accepted up to 5 days late for 10% off per day late. No late work will be accepted after the last day of class and discussion postings will not be accepted late. No late work will be accepted during the final week of the course, no exceptions. Late work will be turned in the Late Work folder and will be graded within 2 weeks of being turned in. In the event that you cannot submit a particular assignment due to a true emergency (e.g., serious medical problem), please contact the instructor in advance of the assignment deadline. Please be prepared to provide concrete documentation of your emergency, and please note that special circumstances are considered only when they are conveyed in advance of the assignment being due.

*Please note: This course is not self-paced and is not open-exit. All work is to be completed before 11:59 p.m. MST/MDT on the due date listed on the Course Schedule page.*

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (15 @ 25 points each)</td>
<td>375</td>
<td>37.5%</td>
</tr>
<tr>
<td>Synthesis Essay (1 @ 100 points)</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>Literature Review (1 @ 100 points)</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>Stakeholder Analysis Essay (1 @ 125 points)</td>
<td>125</td>
<td>12.5%</td>
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<tr>
<td>Exploratory Essay and Proposal (1 @ 75 points)</td>
<td>75</td>
<td>7.5%</td>
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<tr>
<td>Annotated Bibliography (1 @ 75 points)</td>
<td>75</td>
<td>7.5%</td>
</tr>
<tr>
<td>Researched Argument Essay (1 @ 150 points)</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below
**DISCUSSIONS**

You will complete three academic discussions in each module. Each discussion is a chance to practice skills you will need to use in your essays and to work on the research and writing process (preparing for an essay). Discussions are an important part of our class, and thoughtful participation is necessary.

**PEER REVIEW**

Some of the discussions you will participate in will be peer review workshops, where you will give your peers feedback on their writing. Peer reviews are a very important part of the writing process; you will have the opportunity to hear how your readers receive your work before you turn it in for a grade. Know that, as a reviewer, you are not expected to be an expert writer, just a thoughtful reader. Tell the writer how their essay sounds to you. If it is confusing, tell them why. If it seems like it needs more support, show them where. If it seems as though the writer has forgotten the audience, tell the writer how to find the audience and address them again. Peer reviews should focus on content of writing and not necessarily on grammar and proofreading issues.

**QUANTITY AND TIMELINESS**

Timeliness is essential for all of us in this class, as it is crucial for success. For each discussion, you should post an initial response to the discussion prompt by the date listed on the schedule (mid-week). Then, you should return to the discussion at least two more times throughout the week to respond to at least two peer posts. Because of the collaborative nature of discussions, no late or makeup posts can be accepted.

**QUALITY**

Your initial posts and replies should show critical thought and connection to the resources provided in the module. Be sure to read directions carefully, and thoughtfully address all aspects of the discussion prompt in your initial post. Your peer responses should work to further the discussion. You should do more than simply agree with your peers. Responses such as “Right on!” and “That is so interesting!” do little to advance or add to the discussion. Instead, state your own opinions and ideas as they relate to your peers’ ideas, ask questions, and/or use module readings and resources to add to the discussion. The success and usefulness of these discussions depends on you! Use these discussions to think, brainstorm, practice, and learn collaboratively with your peers.

**COMMUNITY**

In order to create a safe learning space, all members of this course must commit to creating a place of study where everyone is treated with respect and courtesy. Everyone must share in the commitment to protect the integrity, rights, and personal safety of each member of the class community. I expect disagreement in our discussions, and am thrilled that diversity of opinion exists. Please be sure to
disagree respectfully. Please never shy away from allowing your voice to be heard in our classroom.

**General Discussion Forums**

There are three general discussion forums you can post to if you have questions, concerns, or comments. If you have questions about anything technical, please post to the Technical Issues discussion topic. Your classmates can jump in and help out with anything posted to this discussion. If you are struggling with understanding course content, assignments, or due dates, then post to the Help, I don't understand the content! discussion topic. Your classmates may be able to answer your questions here as well. Virtual Cafe is an open discussion where you can freely post to your classmates about course content and other issues of interest.

**Assignments**

This class is a student-centered writing course geared toward producing three sound research papers. You will complete building block assignments and discussions to help you work through the research and writing process and to prepare for each research project.

- In Module 1 you will review essential research and source integration skills in the synthesis essay.
- In Modules 2 and 3, you will work on evaluating sources, analyzing visuals, and understanding the perspectives uncovered in your research as you develop the stakeholder analysis essay. You will complete a literature review to help you prepare for this essay.
- In Modules 4 and 5, you will explore a research question and refine your research and argument skills as you create your researched argument essay. You will complete an exploratory essay and an annotated bibliography to help you prepare for this essay.

Each writing assignment should be thoroughly researched and should show critical thought. Be sure to read assignment guidelines carefully and address all aspects of the assignment in your writing. You will peer review and revise before you submit your projects for a grade, and graded reports may not be revised for another grade. All of your written assignments will be submitted to the appropriate folder after peer review and revision. Each assignment has a grading rubric that explains the general grading criteria. You can review these rubrics before submission.
COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send the instructor an email.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 p.m. MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline Calendar.

MODULE 1

Reading/Assignments/Exams  Due Dates
Student Icebreaker Discussion
Read Exploration of Introduction to Research: Finding the Conversation
Discussion 1: Close Reading and Brainstorming
Discussion 2: Quoting, Paraphrasing, and Citing
Module 1 Assignment: Research Synthesis Essay

MODULE 2

Reading/Assignments/Exams  Due Dates
Read Exploration of Thinking Critically about Research: Evaluating the Conversation
Discussion 1: Source Scavenger Hunt
Discussion 2: Source Evaluation and Comparison
Discussion 3: Visual Perspectives
Module 2 Assignment: Literature Review

MODULE 3

Reading/Assignments/Exams  Due Dates
Read Exploration of Finding Your Voice: Entering the Conversation
Discussion 1: PowerPoint Presentation
Discussion 2: Interview
Discussion 3: Stakeholder Analysis Essay Peer Review
Module 3 Assignment: Stakeholder Analysis Essay
**Reading/Assignments/Exams**
Read Exploration of Exploratory Research: Putting Together the Voices in the Conversation
Discussion 1: Research Brainstorming
Module 4 Assignment 1: Exploratory Essay and Research Proposal
Discussion 2: Interview Questions
Discussion 3: Field Research
Module 4 Assignment 2: Annotated Bibliography

**Module 5**

**Reading/Assignments/Exams**
Read Exploration of the Researched Argument: Adding to the Conversation
Discussion 1: Outline Peer Review
Discussion 2: Researched Argument Peer Review
Discussion 3: Reflection
Module 5 Assignment: Researched Argument Essay

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