COURSE INFORMATION

COURSE TITLE:
ENG201 - English Composition III: CO3

COURSE DESCRIPTION:
Provides students with skills necessary to enter into higher-level undergraduate academic discourse or professional workplace writing. ENG 201 extends students' rhetorical knowledge and develops critical reading, thinking, and writing strategies in multiple specialized areas of discourse beyond what they encounter in ENG 122. In ENG 201, students deepen their rhetorical and writing skills by learning to analyze, synthesize, summarize, complex texts and incorporate this information into specific writing conventions for a defined discipline. As a more advanced composition course, ENG 201 provides interested students with the opportunity to continue their exploration of expository writing-with the added benefit of learning to write for distinct audiences (format, language, level of specificity, length, and documentation style). Students will also learn effective editing and revising techniques, discipline-specific writing strategies, and how to extend their mastery of rhetorical strategies. While ENG 201 may be taught with the focus in a variety of disciplines (science writing, gender studies, literary criticism, writing in the humanities, business writing, political geography, philosophy, and so on), every discipline will allow students the opportunity to learn how to communicate with specialized audiences and adapt content to the needs of varying rhetorical situations. This course is approved as part of the Colorado Statewide Guaranteed transfer curriculum: GT: CO3

This course is one of the Statewide Guaranteed Transfer courses.

- [gtPathways Requirement Course Information Page](#)

CREDIT HOURS:

3 hours

SUGGESTED PREREQUISITE KNOWLEDGE:

ENG 122
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 get to 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 time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

OPEN EDUCATIONAL RESOURCES:

All course reading material is available online. You do not need to purchase any additional materials. Each module's **Activities** page includes a list of the various online reading assignments.
### COURSE COMPETENCIES AND OUTCOMES

#### STUDENT COMPETENCIES:

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

A. Apply and expand the rhetorical knowledge gained in Composition I and Composition II to more sophisticated, discipline-specific situations.

B. Develop and apply reading strategies for discipline-specific language and for understanding rhetorical structure.

C. Analyze and apply the writing conventions for a variety of audiences within a particular discipline.

D. Demonstrate understanding of recursive processes by generating multiple drafts.

E. Critique one’s own and other’s work, including the work of professional writers and/or scholars.

F. Evaluate and reflect on own’s own writing processes.

G. Employ a variety of technologies for research and writing.

H. Evaluate sources for accuracy, relevance, credibility, usefulness, reliability, interest, and bias.

I. Use specialized vocabulary, diction and style.

J. Apply appropriate documentation and formatting styles.

K. Select and adapt conventions including structure, paraphrasing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.

The module objectives that will permit students to demonstrate course competencies are:

#### Module 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>1. Differentiate between writing in the humanities, writing in the sciences, and writing in business.</td>
<td>A, B, C</td>
</tr>
<tr>
<td>2. Identify various types of writing, such as analytic, interpretive, reports, literature reviews, etc.</td>
<td>A, B, C</td>
</tr>
<tr>
<td>4. Compare articles from at least two different disciplines.</td>
<td>A, C, G, I</td>
</tr>
<tr>
<td>5. Explore possible research topics.</td>
<td>F, G</td>
</tr>
</tbody>
</table>
Module 2
Outcomes
1. Explore the purpose of rhetorical analysis.
2. Identify the components of the rhetorical situation – including audience, purpose, stance, genre and the media/design.
3. Discuss critical reading best practices.
4. Engage in critical readings of different texts.
5. Write a rhetorical analysis of articles from various disciplines.
6. Conduct preliminary research on possible topics.

Competencies
A, B
A, B, C
A, B, C, I
A, B, C, E
C, D, E, I, J, K
A, B, D, G

Module 3
Outcomes
1. Review the research process, library resources and citation styles.
2. Explain the need for evaluating sources when conducting research.
3. Discuss source integrity.
4. Write a source evaluation report using specific criteria.
5. Write a research proposal based upon a chosen topic.
6. Formulate a plan for conducting research including sources used and their locations.
7. Maintain a working bibliography of sources.

Competencies
A, G, J
A, B, E, H
H, I
C, D, E, H,
I, J, K
C, D, G, I, J, K
A, D, F, G, I
D, G, H

Module 4
Outcomes
1. Discuss literature reviews including purpose and components of the literature review.
2. Find sources for a literature review using various resources.
3. Explain choices of literature review sources.
4. Write literature review using discipline specific format and citation style.
5. Plan formal argumentative research-style essay.
6. Explain how new research adds to the present body of knowledge.

Competencies
A, B, C, I
A, D, F, G, H
C, D, G, I, K
C, D, E, G, I,
J, K
A, C, D, F, G, I
C, D, E, I

Module 5
Outcomes
1. Practice summarizing, paraphrasing, and documenting written work which reflects writing in a particular discipline.
2. Compose a formal argumentative research-style essay.
3. Collaborate on a writing project.
4. Revise written work based upon peer feedback and proofreading.
5. Publish a research final draft using discipline specific format and citation style.
6. Reflect upon personal research and writing processes.

Competencies
A, C, D, I, J, K
A, C, D, F,
I, J, K
A, C, D, E,
I, J, K
C, D, G, I, J, K
C, D, G, I, J, K
D, E, F
GRADING AND EVALUATION

METHODS:

Evaluation includes a combination of discussion participation, assignments, and other evaluation. Rubrics will be provided for assignments and discussions.

GRADING POLICIES:

Mark the Module due dates on your calendar for this class, as posted in the Course Schedule. You may submit formal Assignments ahead of schedule. Discussion assignments must be posted within the assigned weekly time frame. Late formal Assignments folder will be accepted with restrictions. (See Late Work Policies, below, for details.)

SUMMARY OF GrADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (9 @ 25 points each)</td>
<td>225</td>
<td>20%</td>
</tr>
<tr>
<td>Rough Draft Peer Review Discussion</td>
<td>50</td>
<td>4%</td>
</tr>
<tr>
<td>Research Journal (5 @ 35 points each)</td>
<td>175</td>
<td>15%</td>
</tr>
<tr>
<td>Compare/Contrast Report</td>
<td>50</td>
<td>4%</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>Source Evaluation</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>150</td>
<td>13%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>250</td>
<td>17%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1200</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Grading Scale

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

DISCUSSIONS

Post your Discussion responses and replies using the text editor that appears when you click “Start a New Thread” or “Reply to Post.” You may draft from MS Word or other word processor to take advantage of its spell and grammar checkers; then, copy and paste your work into the text editor. You can also check your spelling using the Discussion text editor by clicking the “abc” check box in the bottom right corner of the editor box. Do *not* submit Discussions as attachments in the Discussion threads, unless you are specifically told to do so in the assignment instructions.

Post one initial comment in each discussion topic. Reply with a substantive and meaningful comment to at least two of your classmates' postings. ("I agree" is not a meaningful response; explain why you agree or disagree, for example.) Post your initial responses by the date specified on the Course Schedule, and complete your replies in a timely manner.
Students who wait until the final due date to do all discussion postings won’t receive full credit for their postings. Revision is a process that should occur before a posting is submitted. Graded Discussions postings may not be revised for additional course credit.

ASSIGNMENTS

If you use MS Word as your word processor, upload Assignments saved in either a .doc or .docx file format. If you use a different word processor, upload your Assignments saved in the .rtf file format.

Read each set of Assignment instructions carefully, and respond to all requirements. All Assignments are graded on these criteria: content, length, and basic writing skills, as well as the specific assignment’s rubric. Assignments are due in the Assignment Folder by the Course Schedule due dates; late Assignments will be accepted with restrictions. (See Late Work Policies below, for details.) Revision is a process that should occur *before* an assignment is submitted, and graded Assignments may not be revised for another grade. Revision strategies are presented in the course.

RESEARCH JOURNAL

The Research Journal is located in the Discussion area of the course. Research Journal assignments offer you the opportunity to engage in the research and writing process and to reflect on your writing and your progress over the semester. There are prompts for each module, but you may also use the Research Journal to post some of your notes, explore what you’ve been reading and more.

Your initial post to each prompt should be at least 300 words (some posts may need to be longer, depending on the assignment). In order to receive full credit, after writing your main post for each module’s journal, reply to at least two of your peers’ posts with some thoughtful reflection. You may post to the journal throughout the semester; in order to allow for timely grading, modules 1-4 will close one week before the end of the semester.

GRADING SCHEDULE

Timely Assignment submissions and Discussion postings are graded and then posted in the online gradebook within one week of their due dates. Late Assignments are graded and then posted within one week of submission.

EXTRA CREDIT

There is some opportunity for extra credit in the Peer Review discussion in Module 5.
LATE WORK POLICY

Discussions. Late Discussion work is ineligible for credit.

Assignments. Late formal Assignments are accepted up to 9 days late for 10% off per day late. Late work is not accepted after the last day of class and late work is not accepted during the final week of the course, no exceptions. In the event that you cannot submit a particular Assignment due to a true emergency (e.g., serious medical problem), please contact me in advance of the Assignment deadline. Please be prepared to provide concrete documentation of your emergency, and please note that upcoming special circumstances are considered only when they are conveyed to the instructor in advance of the Assignment due date.
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 me an e-mail.

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 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar (link opens in a new window).

DISCUSSION DUE DATES: Initial Discussion postings typically are due by Wednesday; replies to other students typically are due by Sunday of each week. Exception: the final initial Discussion posting and student replies all are due by Wednesday of the final week of the term.

MODULE 1

Reading/Assignments/Exams
Reading: Refer to the Module 1 Activities List
Discussion 1.1: Student Introductions
Discussion 1.2: Writing for the Disciplines
Assignment: Compare/Contrast Report
Research Journal: Explore Possible Topics

Due Dates

MODULE 2

Reading/Assignments/Exams
Reading: Refer to the Module 2 Activities List
Discussion 2.1: Critically Reading Sources
Discussion 2.2: Analyzing Your Process
Assignment: Rhetorical Analysis
Research Journal: Preliminary Research

Due Dates

MODULE 3

Reading/Assignments/Exams
Reading: Refer to the Module 3 Activities List
Discussion 3.1: Source Credibility
Assignment 3.1: Research Proposal
Discussion 3.2: Research Plan and Strategies
Assignment 3.2: Source Evaluation
Research Journal: Working Annotated Bibliography

Due Dates
**Module 4**

**Reading/Assignments/Exams**
- Reading: Refer to the Module 4 Activities List
- Discussion 4.1: Taking a Closer Look at the Literature Review
- Discussion 4.2: Research Thesis and Outline
- Assignment: Literature Review
- Research Journal: Adding to the Body of Research on Your Topic

**Module 5**

**Reading/Assignments/Exams**
- Reading: Refer to the Module 5 Activities List
- Discussion 5.1: Peer Review Workshop -- Research Rough Draft
- Discussion 5.2: Abstract and Reflections
- Assignment: Research Final Draft
- Research Journal: Process Reflection

Last modified 8/20/2019