

Administrative Master Syllabus

Course Information

Course Title	Composition II
Course Prefix, Num. and Title	ENGL 1302: Composition II
Division	Division of Communication and Fine Arts
Department	English/Humanities/Foreign Language/Philosophy
Course Type	Academic WCJC Core Course
Course Catalog Description	Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.
Pre-Requisites	English 1301 or its equivalent
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:	<i>Tom-Kody Krpec</i>	9/10/24
Division Chair:		
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. The research paper.
2. Analysis of textual works.
3. MLA & APA documentation format.
4. Research techniques and use of library resources.

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Methods of Assessment:

1. Mandatory Writing Assignments worth 60-80% of course grade:
 - a. Two individual writing assignments
 - i. One additional textual analysis essay OR semester writing journals grounded in textual analysis totaling a minimum of 750 words.
 - ii. One research-based individual paper using MLA documentation totaling a minimum of 1000 words.
 - b. One Collaborative Social Issues Essay
 - i. APA Documentation essay on a social issue that totals a minimum of 3000 words.
2. Additional Assessments worth 20-40% of grade:
 - a. Quizzes
 - b. Exercises
 - c. Class work
 - d. Homework
 - e. Final Exam

Required text(s), optional text(s) and/or materials to be supplied by the student:

The Norton Field Guide to Writing with Readings, current edition
The Little Seagull Handbook current edition

Suggested Course Maximum:

26

List any specific or physical requirements beyond a typical classroom required to teach the course.

A classroom with computer that projects instructor's screen for students is needed.

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Grading Scale:

90%-100% A

80%-89% B

70%-79% C

60%-69% D

59% and below F

Instructors will utilize a grading system (points or percentage based) whereby assignments are weighed according to the following recommendations:

Writing Assignments (may include stages of the assignments) 60-80%

Additional assessments (quizzes, journals, class work, homework, grammar exercises, etc.) 20-40%

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course – Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course – If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 010: Communication

Course Prefix & Suffix: ENGL 1302

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Class work, discussions (face-to-face and online), peer review, oral presentation, research essay, writing assignments, homework	Rubric-scored APA essay, rubric-scored MLA essay
State Mandated	Demonstrate knowledge of individual and collaborative research processes.	Class work, discussions (face-to-face and online), peer review, oral presentation, research essay, writing assignments, homework	Rubric-scored APA essay, rubric-scored MLA essay
State Mandated	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

Core Curriculum Review Form

Foundational Component Area: Core 010: Communication

Course Prefix & Suffix: ENGL 1302

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Class work, discussions (face-to-face and online), peer review, oral presentation, research essay, writing assignments, homework	Rubric-scored APA essay, rubric-scored MLA essay
State Mandated	Demonstrate knowledge of individual and collaborative research processes.	Class work, discussions (face-to-face and online), peer review, oral presentation, research essay, writing assignments, homework	Rubric-scored APA essay, rubric-scored MLA essay
State Mandated	Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Class work, discussions (face-to-face and online), peer review, oral presentation, research essay, writing assignments, homework	Rubric-scored APA essay, rubric-scored MLA essay

Core Curriculum Review Form

Foundational Component Area: Core 010: Communication

Course Prefix & Suffix: ENGL 1302

Core Objective:

Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Demonstrate knowledge of individual and collaborative research processes.	Class work, discussions (online and face-to-face), collaborative research essays, peer review	Rubric-scored APA essay
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

Core Curriculum Review Form

Foundational Component Area: Core 010: Communication

Course Prefix & Suffix: ENGL 1302

Core Objective:

Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	Class work, discussions (face-to-face and online), research essays	Rubric-scored APA essay, rubric-scored MLA essay, self-assessment essay
State Mandated	Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Class work, discussions (face-to-face and online), research essays	Rubric-scored APA essay, rubric-scored MLA essay, self-assessment essay
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.