



**Administrative - Master Syllabus  
COVER SHEET**

**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Composition 2

**Course Prefix and Number** – ENGL 1302

**Department** - English

**Division** - CFA

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     3:3:0

**Equated Pay hours for course** - 3

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Course Catalog Description -**

Catalog Description: Second half of the English composition sequence. Emphasizes the process of writing a research paper and analysis and interpretation of printed material. Students are encouraged to read with a degree of sophistication and to apply the basic principles of critical thinking and organization to written assignments. Prerequisite: ENGL 1301 [Offered Fall, Spring, and Summer semesters. Also offered as an Internet course.]

**Prerequisites/Corequisites** - ENGL 1301

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Sharon Prince	Signature 	Date 9/4/08
Department Head Sharon Prince	Signature 	Date 9/4/08
Division Chair Dr. Paul N. Spellman	Signature 	Date 9/5/08
Vice President Dr. Ty Pate	Signature 	Date 9-8-08



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

Topical Outline:

1. The research paper.
2. Analysis of fiction and/or nonfiction.
3. MLA documentation format.
4. Research techniques and use of library resources.

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
1. Students will be able to read assigned essays and/or other literary selections and demonstrate the ability to analyze them with respect to thesis, style, audience, organization, use of rhetorical modes, or literary conventions.	1. Essays, quizzes, and rubric-scored research paper.
2. Students will be able to demonstrate that they can select and narrow a subject, develop a plan for a research paper, locate and select sources of information, and, through critical reading and selection of details, write a parenthetically documented paper.	2. Rubric-scored research paper.
3. Students will also demonstrate an understanding of the punctuation of quotations, the distinction between primary and secondary sources, the use of ellipses and brackets, and the skillful incorporation of quotations into the writer’s own sentences	3. Essays and rubric-scored research paper.
4. Students must be able to recognize and explain the development of an idea in essays and/or literary works. They will demonstrate their understanding in an original persuasive essay or in an analysis of a persuasive essay.	4. Essays and rubric-scored research paper.

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Required:

Hacker, Diana. *The Bedford Handbook for Writers*. Latest edition. Bedford/St. Martin’s.

And the instructor’s choice of the following (adjuncts use *Literature and the Writing Process*)

McMahan, Elizabeth, Susan Day, and Robert Funk. *Literature and the Writing Process*. Latest edition. Prentice Hall.

Jacobus, Lee A. *A World of Ideas*. Latest edition. Bedford/St. Martin’s.

Lunsford, Andrea, John Ruskeiswicz, and Keither Walters. *Everything’s an Argument*. Latest edition. Bedford/St. Martin’s.

Optional:

Thesaurus  
College dictionary,.

**IV. Suggested Course Maximum - 25**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**  
None

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

Minimum Requirements:

1. A parenthetically documented research paper of 2,000 or more words.
2. Essays.
3. Assignments, including exercises and quizzes.
4. A substantial final examination.

Grading Practices:

1. Essays should be graded and returned to the student as quickly as possible. In addition to marking mechanical errors, the instructor should make evaluative comments. When the essay is satisfactorily corrected, the instructor will file it. (The instructor should keep the paper until mid-semester of the following term. After that time, all essays should be destroyed.)

2. All writers make mechanical errors; however, instructors should emphasize that students must keep their writing free of certain kinds of errors. Among them are the following:

- |   |                         |
|---|-------------------------|
| Ineffective sentence fragments              | Shifts in constructions |
| Fused (run-on) sentences                    | Comma splices           |
| Pronoun errors                              | Subject-verb errors     |
| Faulty complements                          | Misplaced modifiers     |
| Confusion of commonly used words. Examples: | Their/ There/ They’re   |
|   | Its/ It’s Loose/ Lose   |
|   | Except/ Accept          |

Were/ Where

3. Instructors should value content and organization as fifty to sixty-five percent of an essay’s grade and mechanics as thirty-five to fifty percent of the grade. Mechanical errors on papers written in class should not be penalized as severely as those on papers written out of class.

Plagiarism

“Plagiarism is unacknowledged borrowing – whether intentional or unintentional – of a source’s words or ideas” and may occur as the result of “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Hacker, Diana. *The Bedford Handbook for Writers*. 5th ed. Boston: Bedford/St. Martin’s Press, 1998: 661, 570.)

## English 1302 Master Syllabus

The WCJC Student Handbook lists plagiarism as a form of misconduct for which students are subject to discipline and defines it as “the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.” The English Department’s policy on intentional plagiarism is to give a zero on the submitted work.

### Order of Assignments:

Instructors should observe the following schedule for the first week so that students changing sections will not be at a disadvantage in their new sections:

Distribution of Instructor Handouts with Mandatory Standardized Cover Sheet and completion of confirmation of receipt of handouts

Diagnostic essay

Introduction to the course

After the first week, instructors should present material in the order they determine is best suited to the needs of their individual sections.

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist



Core Curriculum Checklist

Page 1: Competencies

Course Prefix & Number: ENGL 1302	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Rubric-scored research paper; essays and quizzes.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Rubric-scored research paper; essays and quizzes.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Tests and quizzes on reading material and the analysis of that reading material in class discussions.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Tests, quizzes, essays, rubric-scored research paper.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Core Curriculum Checklist

Page 2: Perspectives

Course Prefix & Number:	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students write essays responding to texts examining issues of individual, social, and global concern.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Examinations/papers require students to address texts that reflect political/economic/social issues of various periods and cultural backgrounds.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students read selections and are required to respond to texts that include examples of laudatory and base ethical/moral behaviors.
6. Develop the ability to make aesthetic judgments;	Students must demonstrate their ability to make aesthetic judgments regarding assigned literary texts by responding to essay questions and participating in classroom discussions.
7. Use logical reasoning in problem solving;	Students are required in examinations, assigned papers, and discussions to deal with problems in logical thinking as they appear in the political, economic, and social content of assigned readings.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In essays, papers, and class discussions, students must demonstrate their knowledge of and ability to incorporate into this course basic knowledge of other disciplines such as history, economics, geography, psychology, sociology, music, and the arts



**Core Curriculum Checklist**

**Page 3: Exemplary Educational Objectives**

Course Prefix & Number:	
<b>Component Area: Communications</b>	
Exemplary Educational Objective	Method of Assessment
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Students are required to write and revise essays and research and write a term paper.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	In writing essays, students are required to specify an audience and purpose, using appropriate rhetorical modes.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Students must create and revise writing assignments in the rhetorical modes.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Students engage in classroom discussion of assigned readings and other materials.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Students analyze and respond critically to texts. Additionally, the term paper requires development of problem-solving skills and proficiency in the creation of an extended expository or argumentative composition.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	Students write a documented research paper requiring computerized library resources.



**English 1302 Research Paper Grading Profile**

Paper is 2000-2500 wds, 8-10 pages, double spaced, 12 point font \_\_\_\_\_ Yes \_\_\_\_\_ No

<b>Content: 40 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
1. Introduction states narrowed topic and a clearly appropriate thesis or purpose, and major points.					
2. Writer provides ample relevant examples, reasons, and analysis of sources to support the thesis.					
3. Paper avoids summarizing and focuses on analysis.					
4. Author avoids needless repetition and uses a vivid, scholarly vocabulary, as well as maintains sentence structure variety, sentence introduction variation, and flow.					
5. Paragraphs have clear topic sentences.					
6. Content has originality/character/style and contains perceptive ideas.					
<b>Total Points</b>	<b>40-36</b>	<b>35-32</b>	<b>31-28</b>	<b>27-24</b>	<b>23 and below</b>

<b>Organization: 15 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
1. Paper includes an introduction, body, conclusion, and works cited that work together clearly and concisely.					
2. Author follows logical outline that clearly develops the thesis and does not stray from the topic.					
3. Paragraphs are fully developed with a clear purpose and smooth transitions.					
<b>Total Points</b>	<b>15-13</b>	<b>12-10</b>	<b>10-8</b>	<b>7-5</b>	<b>5 and below</b>

<b>Mechanics and Grammar: 20 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
1. Writing is free of grammar errors such as word usage, agreement, proper structure, etc.					
2. All sentences are punctuated correctly with few to no mechanical errors.					
3. Paper uses formal diction with correct spelling.					
	<b>20-18</b>	<b>17-16</b>	<b>15-14</b>	<b>13-12</b>	<b>11 and below</b>

<b>MLA documentation: 25 points</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
1. Each quotation/paraphrase/summary is introduced smoothly.					
2. Each quotation/paraphrase/summary is significant to the thesis.					
3. Parenthetical citations included appropriately.					
4. Documentation of paraphrases and quotes punctuated correctly.					
5. Ellipses and quotation marks handled appropriately.					
6. All paraphrases and quotes have entry on the Works Cited.					
7. Works Cited entries are in appropriate formats.					
8. At least 8 sources; only two can be unique to Internet.					
9. All sources listed on the Works Cited are used in paper at least once.					
10. All headings, headers, and margins are in proper format.					

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	<b>25-23</b>	<b>22-20</b>	<b>19-18</b>	<b>17-15</b>	<b>14 and below</b>
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