

ENGL 10200 – English Composition II Common Syllabus Requirements

Course materials:

Required:

- Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. New York: Bedford/St. Martin's, 2008.

Recommended/Optional:

- Hacker, Diana. *A Pocket Style Manual*. 5th ed. with 2009 MLA update. New York: Bedford/St. Martin's, 2010.
- *The Merriam-Webster English Dictionary*. Rev ed. New York, Merriam-Webster, 2004.

Internet Resources

Purdue's OWL: <http://owl.english.purdue.edu>

H- and I- Drive Access: <https://home.pnc.edu/NetStorage>
<https://blackboard.purdue.edu>

Catalog description:

Class 3, cr. 3. Prerequisite: Grade of C- or higher in ENGL 101

The second semester of the first-year composition sequence. Students practice critical reading and thinking, and arguing a thesis in clear and effective prose. The course also involves preparation of at least two research papers.

Course Description

English 102 students will learn to

- Demonstrate practical knowledge of academic research traditions (for example, text-based/interpretive; measurement-based/empirical; and observational/qualitative) through effectively writing in at least two of those traditions.
- Demonstrate an understanding of rhetorical/conventional differences among various academic disciplines or groups of disciplines.
- Demonstrate practical knowledge of rhetorical differences between writing for academic audiences and writing for popular audiences, through both analysis and performance.
- Demonstrate proficiency in finding, evaluating, synthesizing, critiquing, and documenting published sources appropriate to given rhetorical situations.
- Demonstrate the ability to critique rhetorically and practically their own writing and the writing of their peers and to revise their own writing accordingly.

The primary goal of English 102 is to exercise your abilities to engage the communities you inhabit through writing. To engage with those academic, professional, and civic communities effectively, writing is essential: writing informs, shapes, and guides perceptions of ourselves and our world. Your accomplishments will be enhanced by this course.

In addition to strengthening the skills and strategies you learned in English 101, this semester you will devote most of your time to researching, drafting, and revising analyses in the academic and civic disciplines. The processes involved will challenge you to hone your skills in analyzing and addressing a variety of audiences, purposes, and media. In addition to discovering how to evaluate sources, provide critiques of texts, weigh competing values, and produce effective discourse, you will also:

- identify appropriate and valuable research questions
- use primary and secondary research to support original ideas
- construct arguments appropriate for a specific audience
- summarize and synthesize research
- negotiate alternative perspectives
- evaluate source material for credibility, relevance, and currency

- select and conduct the most appropriate field research methods
- read and provide constructive criticism of classmates' works
- produce 20-25 pages of polished prose this semester
- document sources (MLA unless approved otherwise by instructor)
- proofread your own work for effective usage, syntax, and mechanics

In English 102, you will continue your work in terms of the recursive process of writing and its many steps, the rhetorical situation, reading and thinking critically, and academic research. In exercising your rhetorical skills throughout the semester, you will become a more confident, sophisticated participant in both academic and public discourse.

Whereas in English 101, your work with research focused on appropriately documenting and incorporating sources into your own work (generally by using MLA conventions), in English 102, you will go farther by learning about and working with other various types of research traditions and styles of documentation. You will have the opportunity to learn about and practice such traditions as text-based/interpretive research, measurement-based/empirical research, or observational/qualitative by effectively writing in at least two of those traditions

Typical course assignments

**research-based analytic papers, such as

- interpretive (the analysis of texts or artifacts),
- qualitative (analyses based on qualitative field research, e.g. observations, interviews, questionnaires)
- quantitative (analyses based on measurement)

**self-reflective analyses of student's writing and writing process

**proposals

**reviews of literature

**annotated bibliographies

Attendance

The following statement is for traditional classes. The attendance policy for hybrid or online courses will be determined by individual instructors of those courses.

(Students are expected to be present for every meeting of the class. Individual instructors determine whether absences may be excused for illness, death in the family, or official university functions, but they are not required to excuse such absences. Federal regulations require that faculty report all students who miss more than two successive class sessions to the Office of the Dean of Students for appropriate action. A student who finds that he or she is unable to attend the class faithfully should consult with an advisor about withdrawing from the course. When a student misses a class, it is his or her responsibility to get class notes and assignments from other students and to consult with the instructor about the possibility of making up any missed work. Work that is not submitted on the due dates because of absence from class will be penalized, unless students have made satisfactory arrangements with their professors prior to the due date. Absence is no excuse for late or missing work.)

How Unexcused Absences May Impact Your Final Grade

Classes that meet three times a week	Classes that meet twice a week	Classes that meet once a week
3 absences = reduction of 1 letter grade	2 absences = reduction of 1 letter grade	1 absence = reduction of 1 letter grade
4-6 absences = reduction of 2 letter grades	3-4 absences = reduction of 2 letter grades	2 absences = reduction of 2 letter grades
7 or more absences = failure in course	5 or more absences = failure in course	3 or more absences = failure in course

Special Accommodations

If you have a disability that will require accommodation over the course of the semester, please notify the instructor as soon as possible so that your needs can be discussed. If you have not done so already, please also

provide appropriate documentation and request accommodations with the Disability Services Coordinator, Jodi James, jjames@pnc.edu, S 38-E, (219) 785-5374.

Plagiarism

To plagiarize means to take or use another person's ideas, writings, or inventions as one's own. Plagiarism is both unethical and illegal. A writer cannot copy direct quotations without providing quotation marks and without acknowledging the source. When you put your name on a paper, you imply that the information, wording, and organization of that paper are yours. You are obliged to credit the source of any fact or idea that is not your own.

We take your academic integrity seriously, and so should you. As a writer and student, you are cautioned against (1) submitting someone else's work as your own, even if you have paid for it or obtained the author's permission; (2) using, without acknowledgment, word for word phrases, sentences, or paragraphs from the printed or electronic manuscript material of others; (3) using the materials of another after making only slight changes; and (4) using a rewritten form of someone else's materials. These guidelines apply to the work of fellow students or friends as well as the published work of professional writers, information found on the Internet, and electronic compositions such as Web sites and PowerPoint presentations.

PENALTIES FOR PLAGIARIAM CAN INCLUDE FAILURE OF THE COURSE OR DISMISSAL FROM THE UNIVERSITY.

(A detailed explanation of plagiarism may be found on our website <http://www.pnc.edu/engl/plagiarism.html>.)

How your final grade will be determined

Major Papers

You will write five major papers this semester. Four will be analyses from at least two different academic research traditions, and one will be a final reflective analysis of your own work throughout the semester. You will complete three drafts per essay, and the length of each essay will range from 1250-1750 words each, depending on the assignment. The first four papers will be individually graded with an "advisory grade" by the instructor during the semester, generally after the draft has gone through at least one round of response and revision.

Final Portfolio – worth at least 60% of final grade

All English 102 students are required to create a final portfolio. Individual instructors will evaluate student portfolios based on program rubrics and will assign appropriate grades.

In order for the final portfolio to be eligible for grading, you must have submitted ALL major papers. A final portfolio eligible for grading should include minimally:

A final portfolio assessment sheet

Final and draft copies of a reflective essay

Final and polished drafts of three of the first four essays

All previous drafts of essays that received instructor feedback

Minor Writing Assignments—worth up to 40% of final grade

Single-drafted exercises may include the following:

- impromptu essays
- informal reactions
- journal entries
- free-writing
- responses to reading
- topic exploration
- process assignments (such as reflections of student writing and writing process)
- peer response)

The following types of General Information will be determined by individual instructors.

Reading Requirements

You should expect to read and refer to your textbook and other assigned readings often. Some of the reading you will do will involve the reading of essays related to the paper you are working on while will allow you to focus on the various rhetorical strategies.

Grammar and style

Grammar will be covered throughout the semester as determined by your instructor. At the very least, you are responsible for identifying and correcting sentence fragments, run-on sentence, fused sentences, and comma splices. Your instructor will also help you learn about style throughout the semester.

Assignment Format

All final drafts should be typed according to “MLA Format for Page Layout” guidelines provided on our website <http://www.pnc.edu/eng/mla.html>.

Late Work Policy

Late work is unacceptable. However, individual instructors will determine their own policies on penalizing late work.

Computer Classroom Protocol

As hard as it may be, you must refrain from using your computer at inappropriate times. No keyboarding or printing should take place during lecture and discussion times and no checking of e-mail or surfing the Internet is allowed during class time unless requested by the instructor for research purposes. If a student is using the Internet, flipping through the various drives, updating his/her desktop appearance, e-mailing, chatting on line or instant messaging, the student will be asked to leave and the absence will be considered unexcused. No food or drink is allowed in any computer lab.

Additional Information

- Please arrive on time for class and stay until finished.
- Any disagreement over grades must be accompanied by a one-page statement identifying the problem with the current grade and what grade should have been given, listing the strengths in the composition which were overlooked, and addressing the compositional concerns written by the instructor.
- All cell phones and pagers must be turned off during class. If either rings in class, the student will be asked to leave and the absence will be considered unexcused.

Course Calendar– to be determined by individual instructors.

Portfolio Rubric – separate document