

# ENGL 10200 Common Syllabus

## English Composition II

Section xxxx Fall 2010

Class: (e.g. TR 10:00-11:15)

Location: (e.g. TECH 308)

Instructor:

Office:

Phone:

Email:

Office hours:

English office: Tech 353, 785-5202

### Course Description

The primary goal of English 10200 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. As a scholar, citizen, and professional who is learning to negotiate a world of words, your present and future accomplishments will be enhanced by this course.

This semester you will devote most of your time to inventing, researching, drafting, and revising an extended argument. The process 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 verbal and visual 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
- 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
- summarize and synthesize research
- negotiate alternative perspectives
- evaluate source material for credibility, relevance, and currency
- document sources (MLA unless approved otherwise by instructor)
- proofread your own work for effective usage, syntax, and mechanics

In exercising your rhetorical skills throughout the semester, you will become a more confident, sophisticated participant in both academic and public discourse. This class will challenge you to examine your own values—to be discerning, bold, and creative. Your active participation, curiosity, and good-faith effort will be required.

### Typical Course Assignments

- Topic proposals
- Final project
- Impromptu and supplemental essays assignments
- Literature review
- Journal work
- Field research
- Participation, homework, tests

### Course Material

- Greene & Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. New York: Bedford/St. Martin's, 2008.
- Hacker, Diana. *A Pocket Style Manual*. 5th ed. with 2009 MLA update. New York: Bedford/St. Martin's, 2010. (Optional)
- *The Merriam-Webster English Dictionary*. Rev ed. New York, Merriam-Webster, 2004. (Optional)

### Internet Resources

- Blackboard: <http://blackboard.purdue.edu>
- PNC Library: <http://www.pnc.edu/depts/ls/>
- *Inquiry to Academic Writing* site: <http://bcs.bedfordstmartins.com/frominquiry1e/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0>
- MLA Guidelines (2009 update): [http://www.wvnorton.com/college/english/write/writesite/MLA\\_updates.pdf](http://www.wvnorton.com/college/english/write/writesite/MLA_updates.pdf)
- H- and I- Drive Access: <https://home.pnc.edu/NetStorage>
- PNC Writing Center: <http://www.pnc.edu/ll/writing>
- Purdue's OWL: <http://owl.english.purdue.edu>

### 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, Belinda Huley, [bhuley@pnc.edu](mailto:bhuley@pnc.edu), SWRZ 38, 219-785-5374.

### Plagiarism

Explanations of plagiarism may be found at <http://www.pnc.edu/engl/plagiarism.html>. Also, please see <http://www.pnc.edu/engl/plagiarismstate.html> for this university's statements regarding the consequences for plagiarism. The PNC Writing Center has a very useful handout on-line entitled "Avoiding Plagiarism" at <http://www.pnc.edu/engl/writingcenter/plag.html>

## Attendance

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 consult with the instructor about 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.

Your attendance may effect your final grade as follows:

<b>Classes that meet three times a week</b>	<b>Classes that meet twice a week</b>	<b>Classes that meet once a week</b>
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
	5 or more absences = failure in course	3 or more absences = failure in course

\*\*\*\*\*If the PNC website is not available for more than twelve hours (power outage in Westville, server is down), you can find information about your class at the PNC English Department Facebook site.

## Evaluation Rubrics for English 10200 Essays

- Each paper follows the written assignment.
- Each paper has a clearly defined thesis that
  - is the writer's own position on the subject
  - is clearly connected to purpose and audience
  - is supported with an appropriate organizational strategy
  - is supported with a balance of generalization and detail
  - is narrow enough to be successfully supported in the essay's required length
  - is supported by effectively synthesizing the writer's own ideas with outside sources, expressed coherently in the author's own words
- Each paper's organization contributes to the understanding of the thesis through
  - an engaging title and introduction and a conclusion that offers closure
  - effective organization that includes logical and clear arrangement of ideas; unity and coherence of paragraphs; and effective use of transitions
- Each paper demonstrates critical thinking by
  - using reflective thinking, thoughtful inquiry, and assessment of sources
  - addressing a significant topic and present a rationale for field and library research
  - synthesizing outside sources with the writers own argument and ideas
  - ethically representing the ideas of others (avoids plagiarism)
- Students demonstrate an understanding of the research process through
  - bibliography and works cited pages that use of a variety of print and electronic sources
  - a field research process that
    - successfully constructs a mechanism to gather data using case study, survey, interview, or direct observation
    - successfully cods and analyzes data
    - successfully negotiates contact with sources
    - observes ethical guidelines for human subject research consistent with Purdue North Central's IRB policies
- Each paper demonstrates a clear understanding of argumentation through
  - a clearly defined argumentative thesis
  - the use of evidence subordinated to the student's own argument
  - the use of argumentative methods that
    - are standard
    - avoid fallacies
    - use appeals (*ethos*, *logos*, *pathos*) appropriate for specific audiences
    - represent and address alternative perspectives
  - revisions to improve use of argumentative methods (see above)
- Papers demonstrate an understanding of voice by
  - using original language and vocabulary to convey ideas and make connections

- addressing a specific discourse community
8. Papers demonstrate an understanding of the nuances of language by
- using appropriate level of formality
  - using a consistent style and tone
  - avoiding redundancy and wordiness
  - using precise language, avoiding misused words, unidiomatic expressions, jargon, and clichés
  - using language and style appropriate to rhetorical situation, including Standard Written English

**NOTE:** Instructors will use these rubrics in evaluating student writing. How well each piece of work meets these standards will be determined according to a scale set by individual instructors: i.e. A through F, 1 through 6, 100-0, etc.