



STARK STATE COLLEGE

MASTER SYLLABUS

Division Name: Education, Liberal Arts, and Mathematics
Department Name: English and Modern Languages
Term: Spring 2015

COURSE INFORMATION

Course Name: College Composition II
Course Number: ENG231
Credit Hours: 3
Contact Hours: 3
Type of Lab: **Lecture Hours:** 3
Lab Hours: 0
Prerequisites: ENG124
Co-requisites:

This course is approved for transfer based on the following category:

TAG: ☐ **OTM:** ☒ **CTAG:** ☐

For more information, please visit the Ohio Board of Regents site:
<http://regents.ohio.gov/transfer/tagcourses/index.php>

COURSE DESCRIPTION

This course will build on the skills and knowledge obtained in College Composition including research and inquiry. Students will develop an understanding of rhetoric, argument, and language as they explore and write about complex topics in formal papers.

GENERAL LEARNING OUTCOMES

Stark State College has identified six general learning outcomes (GLOs) which represent the knowledge, skills, and abilities needed by students who graduate from our institution.

The outcomes designated below are addressed in this course:

1. Effective Communication (Written/Oral /Reading/Listening)
2. Quantitative Literacy (Includes Computational Skills)
3. Information Literacy
4. Critical Thinking
5. Global and Diversity Awareness
6. Civic, Professional, and Ethical Responsibility



COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

1. Understand effective strategies to argumentation and recognize argumentative fallacies. (GLO 4)
2. Develop skills in research and inquiry. (GLO 3, 4, 5)
3. Demonstrate logic, order, clarity, critical analysis, and audience awareness in writing. (GLO 1, 4, 5, 6)
4. Evaluate and understand contextuality of sources. (GLO 1, 4, 5)
5. Read and understand long and complex texts and visual arguments. (GLO 1, 4, 5, 6)
6. Understand effective ways to enter conversations, through writing, dealing with complex issues. (GLO 1, 4, 5, 6)

STARK STATE COLLEGE POLICIES

Please refer to the Policies and Procedures manual on *mystarkstate* for more information on all college policies and procedures:

- Honesty in Learning
- Withdrawal
- Attendance
- Student Complaint
- Grade Appeal
- Standards of Academic Progress

DISABILITY SERVICES

The Disability Support Services (DSS) Office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with the DSS Coordinator early in the semester to discuss their needs. The DSS Coordinator determines specific accommodations and services. If a student with a disability does not request accommodations through the DSS Coordinator, the instructor is under no obligation to provide accommodations. You may contact the DSS Coordinator at 330-966-5450, ext. 4423, or schedule an appointment in the Admissions Office, 3rd floor, Student Services Center.

COMPUTER USAGE

Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located, and individuals may obtain copies in the Admissions Office (S303) or on the SSC website under Student Computing (<http://www.starkstate.edu/content/student-computing>).

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with ANGEL (LMS - learning management system)
- using *mystarkstate* tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk website: <http://www.starkstate.edu/helpdesk> for hours and contact information.



STARK STATE COLLEGE

CLASS SYLLABUS

Division Name: Education, Liberal Arts, and Mathematics
Department Name: English and Modern Languages
Term: Spring 2015

COURSE INFORMATION

Course Name: College Composition II
Course Number: ENG231
CRN: ENG231-029-46961 – JHS period 4
Course Modality: ☒ Classroom/Lab ☐ Web 2 ☐ Web 3 ☐ Web 4
Class Days/Times: M-F as scheduled; follow monthly calendar for assignments
Campus Location: Dual Enrollment
Room Number: P116 – Jackson High School

INSTRUCTOR INFORMATION

Instructor Name: Jennifer Koladin
Office Hours: Planning Period: 5 or by appointment
Office Location: Jackson High School P116
Phone/Extension: 330-837-3501 x1186
SSC Email Address: jkoladin@starkstate.edu – or – jjk3jc@jackson.sparcc.org

REQUIRED MATERIALS

Textbook(s): Pearson Custom Library. *English Mercury Reader: Stark State College, College Comp II*. Boston: Pearson, 2012. Print.
 Harris, Muriel, and Jennifer L. Kunka. *The Writer's FAQs: A Pocket Handbook*. 5th ed. Boston: Prentice Hall/Pearson, 2013. Print.

Additional Materials: Invention Journal **NEW 70 page spiral bound 1 subject notebook**; Google Drive / Bearworks gmail account.

METHODS OF ASSESSMENT/METHODS OF EVALUATION

Writing/Community Workshop

College Composition II is conducted as a writing and research workshop. This means it is a discussion and practice-oriented course, not a lecture course in which you can borrow a friend's notes for the class you missed. You will be learning the best possible way – by doing.

Research, argument, and rhetoric are important skills for academic and professional writing. However, this class will also serve a broader purpose in helping you to learn valuable ways to engage conversations and situations within your own communities and personal/social experiences. You will be developing an understanding of the rhetorical forces at work. As we engage various kinds of texts and situations, we will be critically examining concepts such as the contextuality of research, agenda-driven arguments and data, and other research and inquiry practices that will help us develop insight into complex issues.

Because this course is structured much like a workshop setting, students will be required to work in groups. This may require meeting outside of class and/or using texts, Bearworks or email to communicate with group members. Group work is not optional, so all students should be prepared to meet this requirement. Students should also expect a wide variety of readings and other assignments in the course. Even if a particular reading or discussion is missed, it will be expected that you understand the concepts being presented and can demonstrate that understanding throughout the semester.

The nature of argumentation requires us to engage multiple viewpoints of subject matter with inquiry and intellect. Re-evaluating our own perceptions, engaging viewpoints or arguments that oppose our preconceived belief systems, and understanding the complex nature of arguments is important in creating a rich and successful experience. Students are expected to be willing to enter conversations that may be outside of their comfort zones in a thoughtful and mature manner.

Learning Outcomes

In order to support these goals, College Composition II specifically supports the learning outcomes expected in second-semester composition courses; they are addressed here and supported by the assignments and activities provided in this course.

Rhetorical Knowledge: Your writing should be structured in an appropriate form, have clear purpose, acknowledging the needs of your audience and addressing them appropriately through use of the rhetorical triangle, ethos, logos and pathos. The tone and style of your writing should be expressed using standard conventions. In particular, you should be able to analyze argumentative strategies and persuasive appeals, employing them effectively in your own writing.

Critical Thinking, Reading, and Writing: With the drafting and revising of each essay, your writing should demonstrate your growth with inquiry techniques and critical thinking strategies used to analyze texts. In addition, by the end of this course, you should be able to develop a clear line of argument by analyzing and integrating ideas and arguments within your own writing.

Knowledge of Composing Processes: Increasing quality in your writing should be the result of the drafting, revising, and editing process. Peer groups, instructor conferences, and the Writing Center should be integral parts of a process that you adopt.

Collaboration: The process of drafting and revising should ultimately strengthen not only your skill and adaptability, but also your confidence in producing quality text of your own.

Knowledge of Conventions: These include not only structure, mechanics, grammar, and such, but your understanding of format and its role in producing quality writing. Standard documentation will be included throughout your essay and research writing. Of particular importance is your ability to incorporate summary, paraphrase, and quotation.

Electronic Environments: Through open labs in the college, the Digital Library, and the Kent-Stark/Stark State Library, you have opportunities to improve your integration of technology into the drafting and revising process under the guidance of your instructor. In addition, the collaborative project is your opportunity to enhance your use of various databases and technology to produce 'visual' text.

Requirements

Essays (3 essays, minimum 3-4 pages in length) Pathos Essay, Ethos Essay, Documentary Analysis.	20%	GLO 1, 3, 4, 5, 6)
Instructor-Determined Writing Assignments (3-4 assignments, 2-3 pages in length) logical fallacy exploration and presentation; Published Editorial Response paper; Interview Analysis; 3 SSC online or in-person (G200) writing center meetings and write ups with details.	10%	GLO 1, 4
Invention Journal (minimum 30 pages)	20%	GLO 1, 3
**Collaborative Project (multi-modal presentation)	20%	GLO 1, 3, 4, 5, 6
**Collaborative Argumentative Ethnographic Research Project (10-12 pages)	30%	GLO 1, 3, 4, 5, 6

**Both the collaborative, multi-modal project and the argumentative research project must earn a minimum grade of 'D' in order for you to pass this course. Without completion of either of these projects, you cannot pass this course.

Assignments:

Essays and Analysis papers should present or critique an argument. Since these essays should involve inquiry and discovery for you as a student of argumentative writing, you are expected to demonstrate growing critical thinking skills, as well as writing and rhetorical strategies. As preparation for these essays, you will be practicing strategies for effective research, understanding the contextuality of information, unearthing agendas in text and sources, considering clashing data and viewpoints, and analyzing argumentative fallacies of logic. Your text, the handbook, and handouts provided will support this.

You will be provided the text (or you will have opportunities to choose the text in some circumstances) to which you are responding. Additionally, you may receive individual handouts to explain the criteria on which these writings are based in addition to determining whether the progress of the class permits 3 or 4 essays to be written. Each should be a minimum of 3-4 pages in length in MLA format. Participation in the writing process is essential. You should work on drafts early to allow for time to revise and collaborate with peers or at the writing center to foster an improved final draft.

Essay assignments will provide you with the opportunity to respond to various arguments through expanding on the argument, developing a point of view for a specific micro-argument, and refuting ideas presented. Some assignments may also ask you to analyze the rhetorical and argumentative strategies an author is employing within an argument, or to unearth agendas and logical fallacies. Essay assignments may also ask you to present an argument or analyze some of the conversations surrounding a particular topic. Additionally, these assignments could ask you to employ specific strategies or address other particular rhetorical issues such as audience, location, etc.

Instructor-Determined Writing Assignments

- A. Fallacy explorations are incorporated into classes over a period of time to enable you to focus on particular fallacies in depth. Reflective writing on context and perspective will involve writing 2-3 pages describing the author's context and perspective on a piece of argumentative or persuasive writing such as an editorial.

Presentation component: Students will also present and analyze logical fallacies to the class as they find the fallacies appearing in the world around us.

Students should be aware of fallacies in logic in order to better analyze arguments you come across and to avoid such flaws in reasoning when creating their own arguments. Your instructor may have you engage these fallacies in a number of ways. Since each of these involves slightly different expectations, your instructor will determine which type to write based on your progressing level of understanding

and mastery of critical thinking skills. Typically, these responses are 2-3 pages in length and devised to enhance your ability to critically analyze texts.

- B. Interview analysis is a 2-3 page paper analyzing the effectiveness or ineffectiveness of a published interview with a source. Students will conduct ethnographic research and interview a source or multiple sources this semester. This analysis will provide an opportunity to analyze the structure and content of an interview of a primary source. Concepts from semester one continue in this assignment as it is important to identify Subject, Occasion, Audience, Purpose and Speaker. Additionally, students will comment on the interviewee's credibility and author's choices of inclusion or exclusion of content.
- C. Analysis of logic and rhetorical tools in a local, published commentary, opinion or editorial. Students should be able to engage with critical situations in their community. To successfully complete this assignment, students will choose a published editorial and write a 2-3 page written response focusing on the effective or ineffective logic of the editorial.

The **Invention Journal** is a place for you to record several different types of activity, all related to the development of your critical thinking skills. Thus, the emphasis is on 'invention.' These activities will include writing process activities such as idea generation, brainstorming, peer review responses, in-class activities, and group meeting notes and ideas.

The **Collaborative Project** allows students to experience the collaboration that is vital to understanding writing (a social process) and argumentation, especially as it is handled within text, as connected to a larger group (stakeholders) dealing with common issues (common places) and values. Additionally, collaboration is at the heart of argument and critical analysis as we learn and develop ideas by sharing them with others and evaluating other points of view.

The class will be broken down into groups of 2-3 students who will act as researchers and who will create a multi-modal project that is a visual representation of the argumentative research findings from the ethnographic research study. The purpose of the multi-modal project is to convey the position/argument to the audience. You can use a number of technologies to create this multi-modal produce, such as PowerPoint, website, video, etc. While students will show this project to the class, there should be no speech associated with the project; rather, the project should be able to stand alone, much like a traditional text. However, discussion of the qualities of the project will take place with the class after the viewing of the project.

Your meeting logs, notes, and research in your Invention Journal will be especially important to this project. Expect that this section of your invention journal will be scrutinized carefully by your instructor. This section should demonstrate the depth of the brainstorming and the extent of the collaboration among members of your group.

The **Argumentative Research Paper** is your opportunity to demonstrate that you have been successful in the course and can apply critical thinking and argumentative/rhetorical strategies in your writing. The research will be student-generated as you will act as ethnographers exploring a question you have about a specific community and you will locate scholarship to help provide additional evidence for your claim. The additional sources should be from academic, scholarly articles and studies. You will complete a collaborative 10-12 page ethnographic researched, argumentative paper following MLA or APA formatting and documentation. Make use of all the communities available to you for revising and editing: peer groups, your instructor, and the writing center.

The final paper should be focused on a community and subculture of interest to you but also within realistically within your grasp. The instructor should assist the student in determining if the topic is appropriate to the assignment and how to best focus the discussion. Multiple sketch and proposal assignments will help you formulate your question and determine your role as researcher. You are expected to produce and submit each

of the elements necessary to credible, effective research: narrowed topic, research question, credible sources, workable plan, responsible notes, all drafts with evidence of documentation, and final copy.

You will keep all documents for this project in the JHS Bearworks Google Drive under the class folder. You will label your folder in our class folder with your names. It is expected that you will read and respond to instructor comments using the comment function within the Google drive.

Students will receive a detailed assignment sheet for the research paper to follow.

GRADING SCALE

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

English Department Rubric

“A” Paper

The writer maintains a clear thesis, focus, or controlling idea.
 The writer demonstrates a clear understanding of the assignment and its requirements.
 The paper is unified, coherent, and organized.
 The details of the paper are relevant, vivid, and explicit, and provide ideas/information in depth.
 Sources cited are credible, appropriate to the content, and formatted accurately.
 The paper employs a tone that is reflective of its purpose and audience.
 The paper contains few spelling, grammar, usage, mechanics, format, and/or documentation errors.
 Departures from convention appear intentional and appropriate.

“B” Paper

The writer strays minimally from a clear thesis, focus, or controlling idea.
 The writer demonstrates a clear understanding of the assignment and its requirements.
 The paper contains few lapses in unity, coherence and organization.
 The details are relevant and develop ideas/information with some depth and vividness.
 Most sources cited are credible, appropriate to the content, and formatted accurately.
 The paper employs a tone that is usually reflective of its purpose and audience.
 Some spelling, grammar, usage, mechanics, format, and/or documentation errors exist.
 Departures from convention appear intentional and appropriate.

“C” Paper

The writer does not consistently support a thesis, focus, or controlling idea.
 The writer demonstrates adequate understanding of the assignment and its requirements.
 The paper contains some lapses in unity or coherence within the organizational structure.
 The details adequately develop ideas/information.
 Some of the sources cited are credible, appropriate to the content, and formatted accurately.
 The paper employs a tone that inconsistently reflects its purpose and audience.
 Numerous spelling, grammar, usage, mechanics, format, and/or documentation errors distract the reader.

“D” Paper

The writer does not make the thesis, focus, or controlling idea clear.
 The writer demonstrates minimal understanding of the assignment and its requirements.
 The paper displays significant lapses in unity and coherence that impact organization.
 Details lack elaboration, are merely listed, or are repetitious.
 Few of the sources cited are credible, appropriate to the content, or formatted accurately.
 The paper lacks a tone that reflects its purpose and audience.
 Errors in spelling, grammar, usage, mechanics, format, and/or documentation interfere with the reader’s understanding of the paper.

“F” Paper

The writer does not employ a thesis, focus, or controlling idea.
 The writer demonstrates very little, if any, understanding of the assignment and its requirements.
 The paper contains serious breaks in unity and coherence that impact organization.
 Details are minimal, inappropriate, or random.
 The sources cited are not credible, appropriate to the content, or formatted accurately.
 The paper lacks a tone that reflects its purpose and audience.
 Errors in spelling, grammar, usage, mechanics, format, and/or documentation seriously interfere with the reader’s understanding of the paper.

CLASS POLICIES

(Established by the instructor and cannot conflict with the College's Policies and Procedures)

A NOTE ON COURSE CONTENT and MATERIALS

Some of the materials and experiences in this course may present you with ideas that oppose your beliefs and values, and you may find some of the material offensive. Bear in mind that we are not advocating nor asking you to approve of, adopt, believe, or embrace any of the points of view found in the material we will study in this class. Understand that one of the reasons you are in college is to expand your knowledge; it is important that each of us recognize our own personal biases and be open to hearing alternative viewpoints. By remaining in this class, you consent to being exposed to the assigned materials. Alternative assignments will **not** be offered.

LATE WORK, ATTENDANCE, AND PARTICIPATION

Late Work

Per Stark State College's English Department policy, late work will be accepted up to one week (seven days including weekends) after the due date for partial credit. 5% per day will be deducted for work turned in late. The deadline and policy includes submitting written assignments to Turnitin.com per JHS policy. Students who miss class will likely miss in-class assignments and activities that cannot be made up. Specifically in this course, the multi-modal project, in-class peer review and many in-class writer's workshop activities cannot be made up.

Advice: Plan your absences accordingly. After one week, late work will not be accepted, although extenuating circumstances may be considered on a case-by-case basis at the instructor's discretion.

Attendance and Participation

You are expected to attend class regularly and punctually and to be prepared. Poor attendance will prevent you from meeting the objectives of the course. However, if you must miss class for any reason, be prepared for the next class by checking your syllabus and calendar since you are responsible for being aware of the assignments and activities that you missed. Please be proactive and email the instructor if you are going to miss class for the day.

Students who miss more than the equivalent of two weeks of a full-semester course will incur a penalty of 1/2 of a letter grade for each additional missed class. For this course that meets daily each week with not each day being a day of instruction for a full semester, penalties begin after ten (10) missed classes. Any combination of 3 late arrivals (tardies)/early walkouts will be assessed as one class absence. For dual enrollment, only school class field trips will not count as an absence.

If you do not earn at least a D on the collaborative multi-modal project or on the ethnographic argumentative research project, you will receive a zero for these assignments and fail the course.

The Writing Center / On-line or in person (room G200 on the SSC Main Campus)

Student participation on on-line writing center consultations is a key component for success in College Composition I & II. As in semester 1, students are required to schedule a minimum of three appointments addressing three separate writing assignments with the Stark State College online writing center consultants. Appointments last one hour, and will guide students to meaningful composition solutions. Appointments can be made at any point in the writing process. Login to The Writing Center ONLINE through your SSC MYSTARKSTATE account. Hours vary, so plan ahead. A write-up in Bearworks of each session including date, time, the consultant's name, content of the session and a description of how you applied the content to your writing is required. Grades for the completion of the writing center visits is included in Instructor Determined Assignments.

ADDITIONAL INFORMATION/REQUIREMENTS

Students should utilize the tools available to them during the writing process. One of the most valuable tools is a one-hour appointment with a writing center consultant. Attending a writing center online session is available and required for all Dual Enrollment students through Stark State's online writing center. The option of scheduling in-

person sessions is available at the main Stark State College campus (make an appointment (330) 494-6170 x. 4600 – location G200). Writing Center hours are posted on the bulletin board in P116 and on www.starkstate.edu.

WITHDRAWAL DATES

A student may withdraw from a course or all courses from the College during the first fourteen calendar days of any academic period. A student has not officially withdrawn from a class until withdrawing from the courses online or his or her "Schedule Change" form is submitted to the Academic Records/Registrar's Office. Any changes made during this period will not become a part of the student's transcript.

The College recommends that the student consult with the instructor, advisor, or department chair and the Financial Aid Office prior to withdrawal.

Deadline to Process Withdrawal Form for This Class: April 13, 2015

COURSE OUTLINE/CALENDAR

In case of events beyond the control of faculty that interfere with class times and teaching, adjustments may be made to date of coverage, order of coverage, and date of exams and assignments to ensure full coverage of course content.

Students will receive a monthly calendar containing assignments and activities.

Students will be provided with a detailed monthly calendar with assignments and due dates.

TENTATIVE SCHEDULE

Date / Week	Topics	Assignments
Jan. 5 – 9, 2015 – JHS week	Review Research Paper errors – student presentations	Students present individual parts of research papers that can be improved upon next time.
Jan. 12, 2015 – Week 1 (no class 1/16 – Teacher In-Service)	Course Syllabus, text Using Bearworks (Google Drive) and www.turnitin.com Argument Introduction and Activities Introduction to Interview Analysis activity. Writing a Reader Response with Argument focus	Read:
Jan. 19, 2015 – Week 2 (no class 1/19 – MLK Day)	Argument Introduction and Activities	Read:
Jan. 26, 2015 – Week 3	Introduction to Pathos (emotional persuasion and argument) and Activities (Writer's Workshop)	Essay #1 - Pathos
Feb. 2, 2015 – Week 4	Instructor Conferences and Peer Review	Revision of Pathos Essay
Feb. 9, 2015 – Week 4 (no class 2/13 – Teacher In-Service)	Instructor Conferences and Peer Review	Read: Who we are in the context of our community.
Feb. 16, 2015 – Week 5 (no class 2/16 – President's Day)	Community – Who we are in the world. Critical Situations, cultural	DO: Make community map – share with two peers and instructor

	contexts. Community Map – Google Drive	Read: Our Credibility
Feb. 23, 2015 – Week 6	Introduction to Ethos (our credibility, the credibility of sources) Ethnography Research Introduction	Essay #2 - Ethos
Mar. 2, 2015 – Week 7	Instructor Conferences and Peer Review Research Paper Introduction	Revision of Ethos Essay Conduct Research
Mar. 9, 2015 – Week 8	Instructor Conferences and Peer Review Research Workshop	Revision of Ethos Essay Conduct Research
Mar. 16, 2015 – Week 9 (OGT Week) Half Days for upper classmen.	Introduction to Logos and Logical Fallacies and Activities	Write: Reader Response to Opinion/Editorial Make Fallacy Presentation of real-world examples
Mar. 23, 2015 – Week 10	Present Logical Fallacies	Research, Write Argumentative paper Make Fallacy Presentations
Mar. 30 2015 – Week 11 (Spring Break)	SPRING BREAK	Write: Research Paper
April 6, 2015 – Week 12	Introduction to Visual Rhetoric and Analysis with activities	Write: Visual Rhetorical Analysis of Advertisement Write: Documentary Analysis
April 13, 2015 – Week 13	In-class research writing week	Write: Argument Research Paper – Ethnographic study
April 20, 2015– Week 14 (no class 4/18)	Peer Review of Argumentative Research Paper-Ethnographic study	Research Due
April 27, 2015 – Week 15	In-class multimodal presentation	
May 4, 2015 – Week 16	Multimodal Presentations	
May 11, 2015 – Week 17 (Presentations) Senior last day is May 15 th .	Multimodal Presentations	