STARK STATE COLLEGE
Master Syllabus (to be included with Class Syllabus)

Division Name: Liberal Arts

Department Name: **English**

Term: Spring 2013

Course Information

Course Name: College Composition II

Course Number: ENG231

Credit Hours: 3

Contact Hours: 3   **Lecture Hours: 3**

Type of Lab: Choose an item.   **Lab Hours:**   Choose an item.

Prerequisites: ENG124

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 *my*starkstate 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 *my***stark**state 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 (to be included with Master Syllabus)

Division Name: Liberal Arts

Department Name: English

Term: Spring 2013

Course Information

Course Name:	College Composition II
Course Number:	ENG231
CRN:	ENG231-021-44099 (period 1)
	ENG213-022-44100 (period 3)
	ENG231-023-44101 (period 7)
	ENG231-025-44102 (period 8)
Course Modality:	☒ Classroom/Lab ☐ Web 2 ☐ Web 3 ☐ Web 4
Class Days/Times:	M – F periods 1, 3, 7, 8 –Jackson High School
Campus:	Dual Enrollment
Room Number:	P116

Instructor Information

Instructor Name:	Jennifer Koladin
Office Hours:	P. 5 11:14 – 11:55 M-F and by appointment
Office Location:	P116 – Jackson High School
SSC Phone/Extension:	330-837-3501 x 1186
SSC Email Address:	jkoladin@starkstate.edu or jjk3jc@bearworks.jackson.sparcc.org

Required Materials

Textbook(s):	*English Mercury Reader: Stark State College*. Neuleib, Janice, Kathleen Cain and Stephen Ruffus, eds. Boston: Pearson, 2012. Print. New York: Pearson, 2008. Ruszkiewicz, John, et. al. *The Scott, Foresman Writer*. 5th ed. Upper Saddle River, NJ: Pearson, 2011. Print.
Additional Materials:	Necessary: 70-page spiral-bound notebook for Invention Journal. Recommended: Portable drive on which to save documents/USB drive.

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 message boards and 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 have clear purpose, acknowledging the needs of your audience and addressing them appropriately. 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 (3-4 essays, minimum 3-4 pages in length)	20%	GLO 1, 3, 4, 5, 6)
Instructor-Determined Writing Assignments (3-4 assignments, 2-3 pages in length) 1 fallacy exploration; 1 rhetorical/audience analysis papers; 1 reflection with context & perspective	10%	GLO 1, 4
Invention Journal (minimum 20 pages; workshops, T/R/W, multimodal/invention)	20%	GLO 1, 3
**Collaborative Project (multi-modal presentation)	20%	GLO 1, 3, 4, 5, 6
**Argumentative Research Project (10-12 pages)	30%	GLO 1, 3, 4, 5, 6

**Both the collaborative 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 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. Your text, the handbook, and handouts provided by your instructor will support this.

Your instructor will choose the readings/text on which this writing is 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.   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, or 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 may be summary/response papers, response papers, summary/analysis papers, or other short papers as your instructor assigns. 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 are 2-3 pages in length and devised to enhance your ability to critically analyze texts.

Fallacy Presentations are incorporated into classes over a period of time to enable you to focus on particular fallacies in depth. You 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 your own arguments. Your instructor may have you engage these fallacies in a number of ways.

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.'

Workshops, from the *Pearson English Mercury Reader* text, ask you to write about discovery and analysis related to critical thinking. Some of the workshops ask you to annotate a text, to respond to readings, or to analyze arguments. Once you have completed a workshop, you can expect to discuss it in class and then apply it to the particular essay or project you are developing. Many times you will use your current project as the basis of analysis in a particular workshop.

Invention Journal Entries are somewhat like the first semester's Writer's Workshop Journals. The Invention Journal (I J) serves as a recording place for peer review feedback, some course notes, or other assignments as directed by the instructor. Ultimately, the Invention journal is a place for brainstorming and discovery for your collaborative project and research. The entries serve as notes to track your progress, record your meetings, log your research, etc. All of the invention for your collaborative project will be recorded here.

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 no more than 4 students who will create a multi-modal project. 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 engage the class in this project, 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.

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. You will complete a 10-12 page 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 in an area of interest to you but also 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. 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.

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)

LATE WORK, ATTENDANCE, AND PARTICIPATION
Late Work
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. This includes submitting written assignments to Turn-it-in.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 writer's workshop activities cannot be made up. 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/early walkouts will be assessed as one class absence.

Additional Information/Requirements
Click here to enter text.

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 15, 2013

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. Monthly calendars will be provided.