



Semester: Fall 2017

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

I. On-Ground Course Information:

- **Title:** English Composition II
- **Division:** Humanities/Social Science
- **Course Number:** 03-ENG-1013
- **Prerequisites:** Successful completion of English Composition I with a C or higher
- **Credit Hours:** 3
- **Textbook:** *How Writing Works: A Guide to Composing Genres*. Ed. by Jordynn Jack & Katie Rose Guest Pryal. Oxford University Press, 2016. ISBN: 978-0-19-985984-9; *The Little Penguin Handbook, Third Edition*; Lester Faigley. Pearson: 978-0-205-21134-0.

II. Instructor Information:

- **Instructor:** Camilo Peralta
- **Office Location:** AC 126
- **Office Hours:** MWF: 9 - 10 am, MW: 12:30 - 2:00 pm, TR: 9 - 10 am
- **Phone:** 620-332-5627
- **Email:** cperalta@indycc.edu

III. Course Description: A continuation of English Composition I with some emphasis on research and citation, critical analysis, and advanced writing strategies. Prerequisite: Successful completion of English Composition I with a C or higher.

IV. Learning Outcomes:

Upon completion of this course student will be able to:

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences. ****Common Core Outcome**** See VII for assessment requirement.
2. Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

V. Grading Policy:

Grades will be calculated based upon the following scale

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

VI. Credit Description:

A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

VII. Common Requirements: Every Composition II course at ICC will assign and assess this assignment in a similar fashion. Persuasion essay, which specifically delineates the purpose of the essay (entertain, persuade, build consensus, provoke action/response, change behavior, raise awareness, etc), and is tailored to the class as the specific audience utilizing the AAC&U Written Communications Value rubric.

VIII. Assessment Items:

1. AAC&U Written Communications Value rubric will be used to assess all final drafts of major writing assignments for this class and will account for approximately 90% of final grade.
2. Homework as assigned throughout the semester will be assigned a point value upon assignment and will account for approximately 10% of final grade.
3. **Common Measure:** Persuasion essay, which specifically delineates the purpose of the essay (entertain, persuade, build consensus, provoke action/response, change behavior, raise awareness, etc), and is tailored to the class as the specific audience utilizing the AAC&U Written Communications Value rubric.

IX. Course Content:

Required Course Content: At least three essays, one of which is a formal research paper of at least 2000 words not including Works Cited page. Other two projects / papers must be based on courses' text chapters 10-11, which focus on Argumentative and Academic Research Genres. Additional essays may be assigned as instructor desires.

X. Grading Criteria:

- Homework: 10% of grade
- Attendance: 10% of grade
- Short Essays: 10% of grade
- Research Paper - Prospectus: 10% of grade
- Research Paper - Annotated Bibliography: 10% of grade
- Research Paper - Rough Draft: 10% of grade
- Personal Portfolio: 20% of grade
- Research Paper - Final Draft: 20% of grade

Notes on Late Policy: Anything turned in late will be subject to a penalty of 10% per week.

XI. Description of Assignments:

- Attendance: **Any student with 5 or more unexcused absences (3 for a class meeting TR) will be docked 10% of his or her overall grade.** *E.g.*, if you have a 94% at the end of the term, but have been absent 5 times, you will end up with an 84%, a B.
- Homework: Will be assigned each week through Canvas or in-class.
- Short Essays: You will write a number of short essays (2 - 3 pages) throughout the course. Topics to be assigned.
- Research Paper - Prospectus - a 2 - 3 page summary of your proposed research paper, including topic of interest, potential thesis statement, and 4 sources in MLA format.
- Research Paper - Annotated Bibliography: a list of ten (10) potential sources for your research paper in MLA format, along with an outline of your paper.
- Research Paper - Rough Draft: a rough draft of your final paper, in MLA format, with a minimum of 7 pages and 8 citations.
- Personal Portfolio: Each student must arrange to see me for a 1-on-1 consultation near the halfway point of the term. You will bring to this meeting your writing portfolio, which should include all of the notes you take about the readings, any in-class writing assignments, and rough drafts of your essays. I will post more information to Canvas about scheduling this meeting, and the grading criteria used for your portfolio.
- Research Paper - Final Draft: final submission of research paper. 12 - 15 pages in MLA format with 15 sources minimum.

XII. Course Calendar:

Weeks:	Topic:	Activity:	Due Date:	Fulfills Learning Outcome #:
1 - 5	Persuasive Writing	Chapter 10 in <i>HWW</i> ; Paragraph structure; essay writing; thesis statements; drafting,	End of week 5	1-5

		planning, and revising an essay		
6 - 7	Academic Research	Chapter 11 in <i>HWW</i> ; conducting research; library resources; determining quality sources; responding to peer or instructor feedback	End of week 7	1-5
8 - 9	MLA Format	The basics of MLA formatting; in-text citations; works cited lists; distinguishing between MLA and APA format	End of week 9	1-5
10 - 12	Avoiding Plagiarism	Understanding plagiarism; recognizing the different types; how to avoid it; historical examples	End of week 12	1-5
13 - 15	The Research Paper	Planning the research paper; outlining & drafting it; revising based on peer or instructor feedback; intros and conclusions	End of week 15	1-5

XIII. Student Grievance:

Any Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process the student may not appeal the following: receipt of a grade, receipt of academic sanctions, established College policies or procedures themselves. Additional information and guidelines to start the grievance procedure can be obtained by contacting the Academic Affairs Office.

XIV. Academic Integrity:

Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, forging an instructor's signature, copying themes or tests from another student, altering college records, enlisting another person to write a paper for a class or conduct detrimental to the student or other

members of the class. Please see your catalog for details. Assigned work is to be done by the individual, rather than the group, unless specifically directed by the faculty as a group project.

Students found guilty of engaging in acts of plagiarism and/or academic dishonesty will be issued a grade of F for the assignment in question and/or for the entire course in which the incident occurs. ***The instructor reserves the right to assign an immediate grade of XF for the course in cases of deliberate plagiarism.***

This instructor's policy is to award an XF for any and all violations of academic integrity that might occur during class.

Independence Community College uses www.turnitin.com to verify students' originality in written work. As part of enrollment in this class, you will register online with www.turnitin.com and submit written work as indicated by the instructor in a timely fashion for evaluation. All final drafts of written work must be submitted to www.turnitin.com before grades will be released.

XV. Students with Disabilities:

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment; students, parents, employees, sources of referral of applicants for admission or employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in admission or access to, or treatment or employment in its programs and activities.

Any person having inquiries concerning ICC's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws. Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (disability) should be referred to:

Title IX Coordinator

Keli Tuschman

Human Resources Director, Administrative Building

Phone: 620-332-5606

E-mail: ktuschman@indycc.edu

Section 504 ADA Coordinator

Eric Montgomery

Informational Technology Office, Cessna Building

Phone: 620-332-5444

E-mail: emontgomery@indycc.edu

Academic Accommodations

Kara Wheeler

Chief Academic Officer, Academic Building

Phone: 620.332.5403

E-mail: kwheeler@indycc.edu

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

U.S. Commission on Civil Rights

Central Regional Office

400 State Avenue, Suite 908

Kansas City, KS 66101

913-551-1400

Written Communication VALUE Rubric

for more information, please contact value@aacu.org

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Context of and Purpose for Writing <i>Includes consideration of audience, purpose, and the</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g.,

<i>circumstances surrounding the writing task(s).</i>		aligns with audience, purpose, and context).	awareness of audience's perceptions and assumptions).	expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
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