

**ENG 1002 COURSE SYLLABUS  
ENGLISH COMPOSITION II  
2017 Spring Semester, Section 07  
T/R 8:00-9:15 AM in room B-213**

**Instructor:** Tracy Lee

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**Office Hours:** see website

**REQUIRED TEXT and MATERIALS**

- *Literature and the Writing Process*, edited by Elizabeth McMahan et al, 10<sup>th</sup> edition
- *IVCC Style Manual* (optional)
- reliable access to a computer

**CREDIT HOURS:** 3

**PREREQUISITE(S):** Before enrolling in ENG 1002 for transfer credit, student must successfully complete ENG 1001 with a C or better.

**CATALOGUE DESCRIPTION:** English Composition II continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays—with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of literature and other texts. The library research writing will be developed from those readings. The course includes the use of various computer applications, including word-processing and the Internet.

**FINANCIAL AID STATEMENT:** Withdrawal from a course can affect financial aid. Students who receive financial aid should see an advisor in the Financial Aid Office before withdrawing from a course.

**STUDENT WITHDRAWAL POLICY STATEMENT:** Effective Summer 2011, students will have the ability to initiate a withdrawal from classes. By completing the form in the Records Office or at [www.ivcc.edu/withdraw](http://www.ivcc.edu/withdraw), the student is authorizing IVCC to remove him/her from the course. Entering the student ID number serves as the student's electronic signature. IVCC has the right to rescind a withdrawal in cases of academic dishonesty or at the instructor's discretion.

Students should be aware of the impact of a withdrawal on full-time status for insurance purposes and for financial aid. It is highly recommended that students meet with their instructor or with a counselor before withdrawing from a course.

**EXPECTED LEARNING OUTCOMES and RELATED COMPETENCIES**

**Upon completion of the course, the student will be able to:**

- Outcome 1: Read works of literature and other texts with understanding and appreciation.
  - React to works of literature through verbal and written responses
  - Generate valid ideas from works of literature and other texts
  - Understand an author's meaning and purpose
  - Recognize how an author conveys meaning and develops ideas
  - Recognize, appreciate, and discuss elements of literature and other texts
  - Recognize, appreciate, and discuss a variety of writing strategies
  - Comprehend, analyze, and critique academic discourse

- Outcome 2: Understand invention as a part of the writing process.
  - Analyze a body of facts or ideas related to a given subject
  - Arrange a body of facts or ideas in a related order
  - Determine a purpose for writing a text (to inform, to argue, etc.)
  - Choose a main idea or subject and narrow it to a topic
  - Identify an appropriate audience and audience expectations
- Outcome 3: Organize and develop ideas effectively and logically in essays
  - Formulate thesis statements that are appropriate for assignments
  - Adhere to a thesis statement throughout a essay
  - Use topic sentences subordinate to a thesis statement
  - Write paragraphs unified by topic sentences
  - Write paragraphs developed with specific support and focused on one idea each
  - Demonstrate the ability to use transitional words, phrases, and sentences
  - Develop a logical progression of ideas through an essay
- Outcome 4: Develop effective, logical, and well-supported arguments
  - Understand the difference between claims and facts
  - Understand the difference between supportable positions and opinion
  - Use specific details to support arguments
  - Use inductive and deductive reasoning in persuasive essays
  - Recognize and avoid common logical fallacies
- Outcome 5: Understand and use a variety of rhetorical methods for developing ideas
  - Recognize rhetorical strategies (exemplification, comparison and contrast, etc.)
  - Use a variety of rhetorical strategies to develop ideas in essays
- Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice
  - Use appropriate viewpoint, tone, and voice for specific audiences and purposes
  - Understand how word choice and sentence structure affect tone and voice
  - Recognize the conventions of formal writing
  - Understand the concept of “voice”
  - Use a consistent and appropriate voice throughout an essay
- Outcome 7: Strengthen essays through the revision process
  - Recognize the difference between revising and editing
  - Analyze the effectiveness of an essay’s thesis, topic sentences, support and development of ideas, etc.
  - Reassess a draft and make appropriate improvements to that draft
- Outcome 8: Write essays free of common stylistic weaknesses
  - Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)
  - Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)
  - Recognize how audience and purpose affect a writer’s stylistic choices
  - Identify and eliminate stylistic weaknesses from essays
- Outcome 9: Write essays free of excessive errors
  - Effectively proofread for errors
  - Identify and correct common grammar, punctuation, syntax, and word choice errors
- Outcome 10: Use word-processing software and the Internet to assist in the writing process
  - Use a word processor through all stages of the writing process
  - Understand how to use a word processor to assist with the writing process
  - Use Internet resources to assist in the writing process

- Outcome 11: Understand the principles of research
  - Understand the methodology of library and online research
  - Demonstrate the ability to locate relevant and credible research resources
  - Understand the assessment of research materials in terms of relevance and credibility
- Outcome 12: Understand the use, citation, and documentation of sources
  - Cite and document sources correctly according to the MLA system of documentation
  - Distinguish between personal ideas and information from outside sources
  - Understand when and why documentation is necessary
  - Define and avoid plagiarism
  - Paraphrase and summarize information from sources
- Outcome 13: Understand strategies for developing and writing research papers
  - Understand methods of generating ideas for research papers
  - Understand methods of organizing research materials
  - Understand the balance of original material, material from primary sources, and material from secondary sources in research papers
  - Demonstrate the ability to apply concepts of writing and revising short essays to longer research papers

For outcomes shared by English Composition I (ENG 1001) and English Composition II (ENG 1002), students are expected to demonstrate a more sophisticated level of understanding and ability in English Composition II than in English Composition I.

**ACADEMIC INTEGRITY POLICY:** Academic dishonesty consists of but is not limited to the following:

1. **Cheating:** defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain materials or information, including computer material, material pertaining to a quiz, examination or other work that a student is expected to do alone.
2. **Plagiarism:** defined as the use of another's words or ideas without acknowledgment.

**Incident of either, or behavior of a nature deemed inappropriate to the academic setting will be considered just cause for dropping the offending student from the class with a failing grade.**

**ATTENDANCE POLICY:**

1. Students are expected to attend all classes. You are allowed three (3) absences; **after 3 absences, your grade will be reduced one letter grade for each additional absence** and you will be withdrawn or failed from for absences greater than six (6).
 

1-3 absences	no penalty
4 absences	1 letter grade reduction (A to B)
5 absences	2 letter grade reductions (A to C)
6 absences	3 letter grade reductions (A to D)
7 absences	withdrawn or failed from class by instructor
2. Students are expected to be on time for class. Arriving after class as begun is a tardy, and three (3) tardies will equal one (1) absence. If you are over 10 minutes late or leave early for any reason, you will be marked as absent.
3. Students are expected to make medical, dental, and other professional appointments at times that do not conflict with class meetings (this includes PO meetings).

**STUDENT RESPONSIBILITIES:**

- **Student Writing:** Each formal essay must follow [MLA style guidelines](#), use required number of sources, and be turned in by the deadline in order to be eligible for a grade. **A student is ineligible to earn a C or better in the course if any essay receives a zero or the Research Essay is less than a C.** That being said, I can grant extensions for extenuating circumstance at my discretion and with prior knowledge of said circumstance. Students will share and peer review writing on a regular basis. Students should always save an electronic copy of their work for themselves along with the one they give the instructor. Students should save all returned work until the end of the semester in the event of a miscommunication or grade dispute.
- **Absence from class:** Students are responsible for any assignment or essay deadline in the event of an absence or tardy; it is the student's responsibility to find out what he/she missed in the event of an absence or tardy; **in-class assignments and group work cannot be made up.** If you must miss a class, please provide me with any work due that day by sending it with a classmate, sliding it under my office door, emailing it to me, or submitting on Blackboard (if applicable) before the end of the class period.
- **Late Formal Essays:** Essays cannot be handed in late. An essay is considered late if 1) it is not printed and turned in during the class period of its due date AND 2) it is not uploaded to Blackboard by 11:59 p.m. of its due date. Late essays will receive a zero.
- **Late Assignments:** Assignments cannot be handed in late; assignments that are not turned in by the due date will receive a zero.
- **Technology:** Students will be in an IVCC computer lab during class time and are expected to use those computers (including the Internet) for assigned and expected class work only. Personal computer mishaps are not considered an excuse for late essay or course work. If you know you have an unreliable computer and/or Internet connection, manage your time so you can always access a college computer in the case of a personal computer mishap.
- **Cell phone and Personal Tech:** **Students are expected to silence personal technology during the class period. No cell phone or iPod use is permitted during class, and laptop and tablet use is only permitted with special permission from the instructor.** The use of such devices during class without permission will be considered disruptive behavior. I reserve the right to reduce the participation points that factor into your final grade due to excessive use of such devices.
- **Unacceptable Behavior:** **Students are expected to conduct themselves in an adult manner, and those who choose to be disruptive will be withdrawn from the course. This includes language in email and online correspondence between peers.** Language is inappropriate if it results in individuals feeling outcast from the learning environment due to gender/gender identification, race, nationality, age, sexual orientation, religion, lifestyle, and/or creed. Derogatory, intolerant, and/or discriminatory ideas and opinions should not be expressed as fact in your writing. In academics we are open-minded (or at the very least neutral) to all beliefs and lifestyles, meaning all people are welcome to individual opinions but that intolerant beliefs will not be considered fact or "the way of life" while participating in learning activities. Regardless of belief or lifestyle, all students should feel welcome in the classroom environment this semester. Email me if you have concerns or questions about this policy.
- **Participation:** Students are expected to participate in class discussions and to work effectively in small groups; participation credit requires participation in class discussions and peer review.

**METHOD OF ASSESSMENT:** Final grade will be based on grades received on formal essays (properly formatted, source-based, and turned in by the deadline), daily reading responses, in-class writing responses, group work/participation, class participation, and one research essay. **\*Important: The college requires that students who earn a failing grade on the Research Paper cannot earn a final grade of C or higher in the class. If you receive a D or F on your Research Paper, you will be required to receive the final grade of a D or F in the course regardless of your earned running grade.** I use the IVCC English department [Essay Grading Criteria](#).

<b>*Research Essay (within 8 and 10 full pages)</b>	<b>40%</b>
<b>Poetry Essay (within 4 full and 5 full pages)</b>	<b>20%</b>
<b>Fiction Essay (within 3 full and 4 full pages)</b>	<b>20%</b>
<b>Assignments &amp; Participation</b>	<b>20%</b>

**\*Important:** The college requires that students who earn a failing grade on the Research Paper cannot earn a "C" or higher in the class or transfer credit for the course. If you receive a D or F on your Research Paper, you will be required to receive a D or F in the course regardless of your earned running grade.

**GRADING SCALE:** Students need to receive a final grade of C or better in order to receive transfer credit.

A = 90+  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = 59-0

**DISABILITY STATEMENT:** You *may* be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or cognitive disability such as a learning disability. If you have a disability and need more information regarding possible accommodations, please contact Tina Hardy at ([tina\\_hardy@ivcc.edu](mailto:tina_hardy@ivcc.edu), 815-224-0284) or stop by office C-211.

Additionally, this course is designed to support diversity of learners. I encourage you to make me aware of any barriers that may inhibit your learning. Feel free to speak to me at any time about concerns or questions you may have about assignments, activities, or assessments.

**MATURE COURSE CONTENT:** Readings may contain mature themes, subject matter, and/or language. It is not my intention to offend or disturb you, but exploring literature also means exploring the many real-life subjects authors choose to expose or express in their work. If you have any reservations about course content for personal reasons, please talk to me privately.