Administrative Unit: Humanities Department

Course Prefix and Number: ENGL 112

Course Title: English Composition II

Number of Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: Through close engagement with literary texts, this course teaches the interrelated skills of engaged reading, analytical thinking and argumentative writing that are essential to college level research. Students who do not earn a grade of C or better must re-enroll in ENGL 112 the succeeding term. G.E.

Prerequisite(s)/Corequisite(s): Grade of C or better in ENGL 111 or placement by ACT English Score or by SAT Verbal Score: students whose ACT English Score is from 27 to 36 or whose SAT Verbal Score is from 1210 to 1600 shall be placed in ENGL 112.

Text(s): Many suitable texts are currently available. Required texts for this course include 1) an anthology of poetry, drama and short fiction and 2) a research guide including current MLA, APA and other prominent documentation styles and 3) a handbook of grammar for reference and 4) a current college-level dictionary and 5) computer or word-processing guidelines, as applicable.

An anthology of poetry, drama, and short fiction;

AND


AND

A handbook of grammar for reference; one of the following, most recent edition:


AND

A current college-level dictionary.

AND

Computer or word-processing guidelines, as applicable.

Note:

At some of the extended sites where English adjunct faculty and the local administration consider it necessary to continue in English 112 with at least one text used in English 111, the following combination has been approved as meeting the requirements for both composition courses and as demonstrating the different emphases in the two courses:


Course Objectives:

• To learn the interrelated skills of engaged reading, analytical thinking, and argumentative writing that are essential to college level research through close engagement with literary texts.

Measurable Learning Outcomes

• Select and limit topics for composition as assigned.
• Maintain coherence through written assignments by formulating a clear thesis, topic sentences, and transitional phrases, as well as effectively organizing evidence.
• Differentiate among genres of literature, explain complex literary themes, and critically evaluate ideas in the context of literature.
• Write about assigned readings, using literary terminology as appropriate; demonstrate comprehension of non-literal expression such as metaphor; in class recitation and writing; assess and criticize one’s own writing and the writings of others.
• Recognize and practice effective sentence structures such as subordination, coordination, parallelism, and active voice.
• Recognize and correct “basic writing errors” such as fragments, fused sentences, dangling modifiers, spelling errors, incorrect punctuation, and errors in agreement, reference and tense.
• Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction, and strong verbs.
• Revise consciously, effectively, and thoroughly, emphasizing organizational clarity, high standards of evidence, and sentence-level correctness.

Topical Outline (major areas of coverage):

• Most, 70-75%, of text readings will emphasize the introductory study of literature, including poetry, drama, and short fiction. The remaining 25-30% will emphasize nonliterary material chosen after consultation between student and instructor. The course must expose students to a substantial selection of canonical literature from various periods. Courses exploring particular literary themes or styles are appropriate only if they meet this criterion. Students will submit for evaluation a series of argumentative essays totaling no less than 4500 words, complete a two-hour final examination related to course content and complete a culminating research essay in order to pass the course.
• Correct terminology for analyzing literature in different genres, writing analytical essays, and correcting grammatical error.
• Organizational concepts on the macro-level (thesis, topic sentences, transitions) and micro-level (sentence pattern variety, subordination, coordination, parallelism, grammatical and conceptual integration of evidence.
• Concepts of argumentation including standards of evidence, counterexample, fallacy, concession.
• Use of resources for research with specific emphasis on college-level library use (searching academic databases, distinguishing reliable sources from unreliable ones, finding appropriate print sources).
• Conformity to academic citation styles.

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Dr. Edward Christie

Date: March 6, 2006

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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