

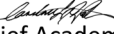


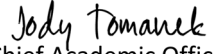




Syllabus
ENGL 1020
English Composition II
2022

Committee Members:

Jim Kosmicki, Central Community College
Kris Fulkerson, Metropolitan Community College
Dr. Jessie Allen, Mid-Plains Community College
Julie Ptacek-Wilkey, Northeast Community College
Amy Doty, Southeast Community College
Brian Croft, Western Nebraska Community College
Allie Owens, Little Priest Tribal College
Zeke Brummels, Nebraska Indian Community College

Facilitator: Dr. Jessie Allen

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/06/2022	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/28/2022	Adopt
 Chief Academic Officer, Metropolitan Community College	03/28/2022	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/28/2022	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/04/2022	Adopt
 Chief Academic Officer, Northeast Community College	03/28/2022	Adopt
 Chief Academic Officer, Southeast Community College	04/04/2022	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/28/2022	Adopt



I. CATALOG DESCRIPTION

Course Number: ENGL1020

Course Title: English Composition II

Prerequisite(s): ENGL1010 - English Composition I

Catalog Description: Students will read and analyze various texts and respond with research-based argumentative essays that demonstrate information literacy, critical-reading, and source integration. A significant argument-based research project is required.

Credit Hours: 3 Semester, 4.5 Quarter

Contact Hours: 45

II. COURSE OBJECTIVES / COMPETENCIES

Course will:

1. Provide opportunities to expand rhetorical knowledge
2. Emphasize techniques of effective argumentation
3. Promote information literacy
4. Provide practice in reading, thinking, and writing critically
5. Reinforce application of the writing process
6. Expand knowledge of academic writing conventions

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Evaluate rhetorical strategies in texts
2. Employ rhetorical strategies
3. Evaluate arguments
4. Craft clear and arguable claim/thesis
5. Apply logical, academic organizational patterns
6. Locate appropriate primary and secondary sources
7. Evaluate source material
8. Integrate print and electronic source information in their own texts
9. Use primary and secondary source material ethically
10. Utilize institutional database materials
11. Differentiate conventions of various texts
12. Respond appropriately to counterarguments
13. Employ revision and editing strategies
14. Incorporate feedback into the revision process
15. Utilize a standard academic format, documentation, and citation style

IV. COURSE CONTENT / TOPICAL OUTLINE

Institutions and instructors will organize course content to best achieve the course objectives and student outcomes.

1. Critical Thinking/Reading
2. Writing Process
3. Argumentation
4. Genre Conventions
5. Documentation/Avoiding Plagiarism
6. Information Literacy
7. Research Process

V. INSTRUCTIONAL MATERIALS

A. Suggested Texts:

1. Rottenberg, Annette T. and Donna Haisty Winchell. *The Structure of Argument*. McMillian.
2. Richard Johnson-Sheehan and Charles Pane. *Writing Today*.
3. Birkenstein & Graff. *They Say, I Say (With or Without Readings)*. Norton.
4. Meyer, Michael. *Literature to Go*. Bedford/St. Martins. (must be used with other materials emphasizing research and argument)
5. Miller-Cochran and Rodrigo. *Wadsworth Guide to Research*. Wadsworth.
6. Axelrod and Cooper. *The St. Martin's Guide to College Writing*. Bedford/St. Martins.
7. Kirsznner, Laurie & Mandell, Stephen. *Practical Argument*. Bedford/St. Martins.
8. Any Open Educational Resources that support the course objectives and outcomes, including, but not limited to:
 - a. WritingCommons.org
 - b. *The Process of Research Writing*. Steven D. Krause.
<http://www.stevendkrause.com/tprw/index.html>
 - c. *UNC Writing Center Tips and Tools*
Writingcenter.unc.edu
 - d. *Purdue OWL*
OWL.Purdue.edu
 - e. *Excelsior OWL*
Owl.Excelsior.edu
 - f. *Lumen Learning*
Lumenlearning.com/courses?course=209
 - g. *Saylor Academy*
Learn.saylor.org/course/view.php?id=44
 - h. *Credo Reference*
Credoreference.com
 - i. *Grammar Bytes*
Chompchomp.com
 - j. *APA Style Blog*
Apastyle.org
 - k. *MLA Style Center*
Style.mla.org

- B. Supplemental: Any materials which the instructor or department may wish to use, such as handbooks or online resources (e.g. Purdue OWL).

VI. METHOD OF PRESENTATION / INSTRUCTION

Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:

1. Lecture
2. Class Discussion
3. Presentation
4. Informal Writing
5. Formal Writing
6. Audio/Visual presentations
7. Collaborative learning

VII. METHODS OF EVALUATION

1. Methods of evaluation will require a research-based argumentative project of significant length and may include a combination of the following:

Formal academic written compositions
Exams
Informal writing
Other quizzes, assignments, and projects

Students will receive a course outline/syllabus indicating instructor's specific attendance policy, course requirements, and grading criteria

VIII. INSTITUTIONAL DEFINED SECTION

(To be used at the discretion of each community college as deemed necessary)