



Independence

COMMUNITY COLLEGE

Semester: Fall 2017, 16 Week Session

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

I. Online Course Information:

- **Course Title: English Composition II**
- **Course Number: 2017/Fall/Full – ENG1013/Lecture/ON01**
- **KRSN Number: ENG1020**
- **Successful completion of English Composition I with a C or higher**
- **Credit Hours: 3**
- **Required Textbook and Supplies: 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.**
- **Recommended Texts and Supplies: The MLA Handbook; access to a computer connected to the internet to access canvas and college email**
- **Course Description: A continuation of English Composition I with some emphasis on research and citation, critical analysis, and advanced writing strategies.**

VI. Learning Outcomes: Upon completion of this course, students will be able to do the following:

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 unless licensing or accreditation boards have a higher standard:

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

VII. 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.

VIII. Common Learning Expectations: All sections of English Composition II use the activities listed below to measure whether you learned a required learning outcome for this course:

1. Entry Diagnostic—this brief essay will be assigned within the first week of the course.
2. Argumentation & Persuasion Essay—this essay corresponds to materials covered in Chapter 10 of the textbook, wherein it 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.
3. Exit Diagnostic—this brief essay will revisit the material used for the Entry Diagnostic and be assigned in the last week of the course.