Composition 2
ENGL 102 [all sections]
Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

Composition II further develops the thinking and writing skills students learned in Composition I. Students in Composition II will read and interpret nonfictional texts, including literary, film, and cultural texts, and then compose their thoughts into critical, argumentative essays. As part of this process, students will recognize rhetoric's role in the writing situation as they craft persuasive discourse. In doing so, they will learn methods of questioning, analyzing, and evaluating their own beliefs as well as the perceptions and perspectives of others. These methods of critical thinking are intended to improve the quality and organization of students' writing for any purpose, including academic and workplace purposes. In addition to essay composition, students will also enhance their knowledge of research strategies by completing a research project that includes creation of an outline and an annotated bibliography. Upon completion of this course, students will write three essays: one that tells of an experience that had an important impact on a belief; one that analyzes a decision to be made; and another that compares perspectives on an issue or an event. They will also produce one argumentative research essay in MLA format.

II. Required and Supplementary Instructional Materials

Chaffee, J. (2015). *Critical Thinking, Thoughtful Writing*, 6th ed. Cengage Learning. ISBN: 9781285443034

III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact "live," which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the Course at a Glance section which will note any synchronous activities.

IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each program of study that are in line with the institutional outcomes of critical thinking, ethical reasoning, leadership, communication, and career preparation. Course outcomes support program outcomes and are listed below.

Upon successfully completing this course, the learner will be able to:
1. Describe rhetoric and outline the writing situation and the writing process, and apply them in order to produce a narrative essay, an interpretive essay, and a critical essay, as well as a research paper.
2. Use active and critical reading skills to interpret nonfiction texts.
3. Write a narrative essay analyzing the influences of their beliefs about a social or academic issue.

4. Write an interpretive essay using critical thinking skills, demonstrating the qualities of a thoughtful writer.
5. Write a critical essay that presents significant insights on the perspectives communicated in two different texts.
6. Argue a position on a significant issue.
7. Describe how to evaluate sources, conduct effective research, and produce an annotated bibliography.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see course late policy)
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the course ID (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College Student Code of Conduct and Standards of Academic Integrity
- Create and submit original work

VI. Grading Scale and Criteria

Grade	Quality Points	Course Scale
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%

Grade	Quality Points	Course Scale
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

Grade:	Criteria and Guidelines:
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance. No credit will be awarded, but the grade will be included in GPA calculations.
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. **College Policies**
Students are expected to read and abide by the college policies as listed in the appropriate catalog:
- Undergraduate Catalog: For learners who do not possess a bachelor's degree, are pursuing an additional bachelor's degree or for graduate learners who are enrolled in 100-400 level courses.
- Graduate Catalog: For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.

Non-Discrimination Policy
Student Code of Conduct
Academic Integrity Policy
Policies for Dealing with Violations of Academic Integrity
Incomplete Policy
Withdraw Policy

VIII. **Course Policies**
Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

IX. **Technology Requirements**

X. **Citation**
Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI. **SafeAssign®**
This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing

and proper citing.   Your assignments may be run through this software.

XII.   Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Journal entries	2	120	12%
Discussions	2	80	8%
Cooperative and collaborative activities	4	200	20%
Essays	3	300	30%
Argumentative research project	1	300	30%
Total Points		**1000**	**100**

XIII.   Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 1, "The Thinking-Writing Model: Rhetoric, Situation, and Process" • Chapter 2, "Reading: Making Meaning"	1.1 Journal Entry 1.2 Collaborative Activity 1.3 Research Paper: Topic Selection Discussion
2	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 3, "Writing: Using Independent Thought and Informed Beliefs"	2.1 Discussion 2.2 Narrative Essay: Collaborative Activity 2.3 Narrative Essay 2.4 Research Paper: Thesis Statement
3	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 5, "Drafting: Making and Analyzing Decisions"	3.1 Journal Entry 3.2 Analytical Essay: Collaborative Activity 3.3 Analytical Essay 3.4 Research Paper: Annotated Bibliography
4	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 9, "Writing to Compare and Evaluate: Exploring Perspectives and Relationships"	4.1 Discussion 4.2 Critical Essay: Collaborative Review 4.3 Critical Essay
5	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 13, "Writing to Persuade: Constructing Arguments" • Chapter 14, "Writing about Investigations: Thinking about Research"	5.1 Research Paper: Outline 5.2 Research Paper: First Draft
6	*Critical Reading, Thoughtful Writing, 6th ed.:* • Chapter 13, "Writing to Persuade: Constructing Arguments" • Chapter 14, "Writing about Investigations: Thinking about Research"	6.1 Research: Peer Review 6.2 Research Paper: Final Draft

XIV.   College Resources
> **Advising**
> **Self-Service**
> **Withdraw Form**
> **Blackboard Learn**
> **SCPS Bookstore**
> **Deets Library**
> **Online Writing Center:** View this brief video tutorial that explains how to enroll in Blackboard
> **IT Support:** Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV.   ADA Compliance Statement
Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: http://www.sckans.edu/student-services/1st-class/sc-access/.

XVI.   Senior Capstone and Graduate Projects:
The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.