

English 102: Dual Credit Rhetoric and Composition II Course Syllabus

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****Note: There will be a copy of this syllabus in your Google Drive. It will be revised from time to time. The Google Drive version and no other is the official syllabus. You are responsible for being up to date on the changes to the contents of the syllabus.**

Course Description:

English 102 focuses on the processes of academic inquiry and source supported writing, while continuing to practice prewriting, drafting, revising, and editing strategies. Students will gain experience using a variety of research methods including interview, observation, survey, peer-reviewed journals, electronic databases, and other written/visual/aural texts or artifacts. Students will use reflection to critically analyze and evaluate information and ideas from a variety of sources, and use such sources effectively in their own writing.

Prerequisites: English 101 with at least a C

Credit Hours: 3 (Lecture Hours: 3/Lab Hours: 0)

Required Texts/Supplies

- *The Bedford Researcher* - Mike Palmquist
- *Keys for Writers, 7th Edition* - Ann Raimos
- *The Bedford Researcher* -- Bruce Ballenger
- Writing utensils (pencils, blue or black pens for daily use)
- Google Drive

Class Rules

1. Be prepared
2. Be productive
3. Follow directions
4. Respect all students, staff, visitors, and property
5. Be an active listener

Course Objectives:

By practicing writing as a recursive process (inventing, drafting, reviewing, revising, and editing), successful students will:

(Primary) Invention

- Engage in inquiry through writing, reading, discussion and research;
- Employ creative and critical thinking;
- Collaborate with peers in developing topic and purpose;
- Articulate their writing choices, strategies, growth, strengths, and weaknesses.

(Primary) Presentation

- Achieve rhetorical purpose to meet readers' needs, expectations, and contextual constraints;
- Collaborate with peers to foster competent and professional presentation;
- Proofread and correct their revised text;
- Employ appropriate format and citation conventions.

(Primary) Arrangement

- Construct texts around a central controlling idea;
- Support a main idea with concrete and worthwhile details, examples and reasons;
- Develop an organizing principle that supports rhetorical purpose;
- Compose in multiple genres appropriate for multiple contexts;
- Collaborate with peers to engineer cogent arrangement.

(Primary) Style

- Construct an effective ethos to achieve rhetorical purpose;
- Cultivate style and tone by strategically employing rhetorical devices appropriate for the situation/circumstance;
- Make conscious, skillful, and/or artistic choices regarding language use;
- Collaborate with peers to improve and adapt writing style.

(Primary) Research

- Engage in research as a process of inquiry and discovery, formulating research questions
- and developing (or following) appropriate methods for pursuing those questions;
- Interact with a variety of primary and secondary written/visual/aural texts, discovering individual insights and formulating their own stance throughout the writing process;
- Gather sources and evaluate their reliability, accuracy, value, and currency.

Descriptions of Major Assignments

Throughout the semester we will work on and complete a myriad of assignments including reading and writing as well as in and out of class work. For each major assignment, you will receive access to an assignment sheet detailing the expectations for that assignment. All major writing assignments this semester will include an element of research. Below is a short description of what to expect:

Responses / Reading Quizzes / Various Activities and Assignments: Throughout the semester you will read, analyze, and respond to various readings. More specific reading response prompts will be provided. Quizzes will be assigned at times (if necessary) to assess your critical reading of various texts. We will also have in-class assignments and activities that will contribute to and help to guide your writing. This section will account for 25% of your overall grade.

Social Media Essay: This essay will examine an aspect of social media. You will choose from the following prompts: the impact of social media on today's society, the evolution of social media, the use of social media in education.

Social Injustices Essay: Using research, you will examine a form of social injustice (your choice) and write an essay on this topic. Your essay will need to have a purpose and focus on an argument which is not two sided (meaning there should be a complex discussion in which multiple arguments could be made). Your research should help to legitimize your claim and reinforce your logic.

Social Problems Essay/Presentation: This essay will incorporate a more complex study of a social problem (choice). This study will include research, interviews (conducted by you), first person observation, surveys, etc., all culminating in this final paper and presentation.

Annotated Bibliographies: An annotated bibliography takes the process of keeping track of sources one step further. Not only will it be an alphabetical collection of sources, but for each source you will provide a summary and assessment of the value of the source in regards to the project for which the sources are being collected. You will complete annotated bibliographies for each major essay.

Essay Reflections: A reflective essay is a form of writing that examines and observes the progress of the writer's individual experience. You will complete a formal reflection for each major essay

Peer Revising: For each essay you will be required to peer revise your classmates' essays. This is an extremely important part of the writing process and each of you will be expected to treat it as such.

Major Revision: While you will be revising and editing all of the writing completed in English 102, you will choose one essay at the end of the semester to revise on a more detailed and comprehensive level. This will be a major revision of the work and a thoughtfully revised and much improved version of the essay that you choose will need to be included in your end of the semester portfolio. Your major revision will be a part of your portfolio grade.

Portfolio: You will assemble (throughout the course) a portfolio of your work from this semester. In this portfolio the idea is to show your progression as a writer. In addition to revising your previous works, you will include your major revision and a reflection essay evaluating yourself as a writer. Your portfolio will double as your final and account for 20% of your overall grade.

Student Learning Outcomes

The assessment of student learning is an integral part of the educational experience at Southwestern Illinois College. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.

Academic Rigor Statement

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two hour laboratory session.

Methods of Student Evaluation:

The number of papers will be determined by the instructor, but students must produce no fewer than 5000 words of finished, edited work, at least 3000 of which should include multiple sources. Additional work, including journals, submission notes, reading logs, writings logs, letters, online interactions, etc., may also be assigned. At least 75% of the course grade should be based on writing assignments.

Grading Scale

The grading scale for this course is consistent with that which has been approved by SWIC and adopted by all teachers at SHS. A...100-90; B...89-80; C...79-70; D...69-60; F...59 and below

Grading Criteria

A	In A papers / assignments, the student has exceeded expectations. This level of work completes the assignment in unique and thoughtful ways. All of the claims made in the work are fully supported and explained. The author clearly has an audience and purpose in mind and has made this evident in the work. The argument is well structured and supported and logically supports the thesis and conclusion. Citations are used appropriately and not illegally or overbearingly. This work is relatively free of grammatical or mechanical mistakes.
B	B papers / assignments demonstrate the student's ability to begin to go beyond what is required of her or him. This level of work completes the assignment while demonstrating some critical thinking skills. Most of the claims made in the work are fully supported. The argument supports the thesis and conclusion, though the reasoning may be unclear at times. The author has appropriately used citations and references and has not plagiarized any portion of the paper. This work may have a few grammatical or mechanical errors.
C	C-level work demonstrates the student's ability to complete the assignment. This work has completed every aspect of the assignment in a satisfactory way. There are claims in C-level work that are not supported or thought through all the way. The language is clear most of the time, but there are confusing passages throughout. The author has appropriately used citations and references and has not plagiarized any portion of the paper. The argument is not well structured or the conclusions do not follow from the thesis and supporting paragraphs.
D	In D papers / assignments, the student has failed to meet the requirements of the assignment. The argument is poorly structured and relies on flawed logic and reasoning throughout. Citations are unclear or confusing and do not follow proper formatting.
F	This paper / assignment does not complete the assignment in any clear or thoughtful way. There is no evidence; claims are not supported. There are no citations or citations are improperly cited.

Late/Make-up Work

When a student is absent, it is the student's responsibility to check with his/her teachers about make-up work. Students will have one day for each day absent to make up work. This rule is in compliance with the school's enacted policy. Non-excused absence related late work will be accepted according to the following policy: assignments received **one day late will result in a 25% deduction**, and those received **two days late will result in a 50% deduction**. After day two, no late work will be accepted, resulting in a zero for that assignment. Please be aware that this policy applies to all assignments.

Plagiarism

Plagiarism involves intentionally or unintentionally claiming another person's writing, thoughts, or ideas as your own. This means that intent is irrelevant; it does not matter if an individual "did not mean to copy." Plagiarism includes, but is not limited to, the following: copying another person's paper or exam, copying information from the Internet, and presenting someone else's research or ideas without crediting him/her. In cases of plagiarism, for the first offense, the student will receive an "F" or zero on the assignment and a conference with the student and parent may be scheduled. For the second and

subsequent offenses, the student may receive a grade reduction for the course. This policy is in accordance with the policies of SHS.

Academic Support Services

Students needing assistance with tutoring, library research, study space, computers, and Internet access may go to the library or Success Center. Academic support is available district-wide with day, evening, and Saturday service. For more details on each service, go to [SWIC Library](#) or [Success Center](#).

Course Calculations

As this is an academically rigorous class, below are the approximate hours required. Contact hours reflect time spent in the classroom as required by the college. Non-contact hours reflect the approximate time outside of class needed to successfully complete coursework.

CONTACT HOURS	HOURS PER WEEK	TOTAL HOURS
Lecture	5	85
Lab	0	0

NON-CONTACT HOURS (out of class)	HOURS PER WEEK	HOURS PER TERM
Invention	Will vary	20
Presentation	Will vary	30
Arrangement	Will vary	30
Style	Will vary	20
Research	0	0

Total Hours	185
Required Hours	144
Difference	-41

COLLEGE-WIDE CORE COMPETENCIES

Students who complete a degree from SWIC will gain competency in skills related to communication, reasoning, and citizenship. In this class, students will develop skills or be exposed to the following competencies:

Citizenship Skills		Communication Skills		Reasoning Skills	
Civic & Social Accountability	<input type="checkbox"/>	Computer Literacy	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>
Personal Accountability	<input type="checkbox"/>	Oral Communication	<input type="checkbox"/>	Quantitative Literacy	<input type="checkbox"/>
		Writing	<input type="checkbox"/>		

Attendance Policy

Your attendance is required and expected. I hope you will make every single class. However, if you must miss class for some unavoidable reason, you are still responsible for any work that is due or assigned on a day you are absent. Please note that excessive unexcused absences and more than six absences could result in being dropped from dual credit. After a student's sixth absence, an evaluation will be made by the principal and instructor of the course to determine the course of action in regards to credit. Extended illnesses and emergencies will be considered on a case by case basis. This policy is supported by Southwestern Illinois College and the Steeleville Board of Education.

Course Policies and Procedures

- Each day, instructions for the start of the class will be written on the board. As you enter the classroom, read the board and follow the directions.
- Class begins when you walk through the door. Please do not waste time talking to classmates or goofing around.
- Cell phones should not be seen or heard. They will be confiscated if either action occurs.
- Assignments must be submitted in the proper format as directed as this class will, for the most part, operate as a largely paperless class.
- All assignments must follow MLA formatting (unless otherwise noted).
- Paper based homework and other assignments are to be turned in as soon as you enter class unless otherwise instructed. Always turn in your assignments, even if they are late. Partial credit, after all, is better than no credit!
- Try to use the bathroom before the beginning of class; leaving to use the bathroom will be permitted only during emergencies.
- Tardiness is unacceptable. You should try your best to be on time for class every day. Being tardy three or more times will result in office referrals.
- Class is dismissed by the teacher, not by the bell or the clock.
- No food or drink is allowed unless otherwise stated.

Updated by: Monica Hatch, Cory Lund, June 2010

For additional information, contact Dr. Richard Spencer, Dean of Liberal Arts, Southwestern Illinois College, 618-235-2700 (ext. 5227)