Syllabus
ENGL1020
English Composition II
2019

Committee Members:
Jim Kosmicki, Central Community College
Gail Thompson, Little Priest Tribal College
Sara Lihz Staroska, Metropolitan Community College
Jessie Allen, Mid-Plains Community College
Zeke Brummels, Nebraska Indian Community College
Jason Elznic, Northeast Community College
Jeanine Jewell, Southeast Community College
Susan Dickinson, Western Nebraska 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.

[Signature]
Chief Academic Officer, Central Community College

Manoj Patil
Manoj Patil (Apr 17, 2019)
Chief Academic Officer, Little Priest Tribal College

[Signature]
Chief Academic Officer, Metropolitan Community College

Thomas J McDonnell
Thomas J McDonnell (Apr 17, 2019)
Chief Academic Officer, Metropolitan Community College

[Signature]
Chief Academic Officer, Mid-Plains Community College

[Signature]
Chief Academic Officer, Nebraska Indian Community College

[Signature]
Chief Academic Officer, Northeast Community College

[Signature]
Chief Academic Officer, Southeast Community College

[Signature]
Chief Academic Officer, Western Nebraska Community College
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 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:
   6. Meyer, Michael. Literature to Go. Bedford/St. Martins. (must be used with other materials emphasizing research and argument)
   9. Any Open Educational Resources that support the course objectives and outcomes, including, but not limited to:
      a. WritingCommons.org
      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:
   - Other 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)