

## University of Houston-Downtown

**Course Prefix, Number, and Title:** ENG 1302: Composition II

**Credits/Lecture/Lab Hours:** 3/3/0

**Foundational Component Area:** Communication-Written

**Prerequisites:** A grade of C or better in ENG 1301 or placement by examination.

**Co-requisites:** None

**Course Description:** English 1302 will build on the skills developed in English 1301 by focusing on research and analytical skills. Emphasis will be placed on the analysis and summarization of complex written, oral, and visual texts and the need to accurately paraphrase, quote and document sources through the development of college-level research skills.

**TCCNS Number:** ENGL 1302

**Demonstration of Core Objectives within the Course:**

<b>Assigned Core Objective</b>	<b>Learning Outcome Students will be able to:</b>	<b>Instructional strategy or content used to achieve the outcome</b>	<b>Method by which students' mastery of this outcome will be evaluated</b>
Critical Thinking  Communication	<p><b>Read Effectively</b></p> <ul style="list-style-type: none"> <li>• employ effective annotating strategies</li> <li>• identify and understand a writer's position and major claims</li> <li>• produce accurate summaries and paraphrases of readings</li> <li>• synthesize and evaluate ideas from texts</li> <li>• read for a variety of purposes, as appropriate for the writing situation, i.e.</li> </ul>	<p>Students annotate sources for claims, reasons, and evidence. Major assignments, such as a Critical Analysis, Brief Research Paper, Critical Analysis, and Research Paper, teach students to critically read (use reading as a tool of inquiry), identify, understand, and evaluate arguments in written texts (class readings), including claims, reasons, and evidence, as well as learn how to conduct analysis of the claims, reasons, and evidence in primary and secondary sources. Students learn how to paraphrase and to write accurate summaries of course readings.</p>	<p>Mastery of reading strategies will be evaluated through such artifacts as quizzes, summaries, rhetorical analyses, annotated bibliographies, and reading outlines.</p> <p><b>Culminating Artifact:</b> Essays in which students develop supporting claims with evidence that is appropriate to an academic audience and argumentative purpose, appeals (logos, pathos, ethos), containing researched sources (and class readings) that</p>

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	as a tool of inquiry, for information, and/or as a means to build and support an argument		represent an adequate range of ideas.
Critical Thinking Communication	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Use research and analysis to develop a substantial research paper.</li> <li>• be able to navigate the research options available through a university library</li> <li>• recognize credible sources and genre distinctions in source texts</li> <li>• create a system for managing source texts in a useful manner</li> </ul>	Through classroom and library instruction and in-class activities, students will learn how to identify and evaluate print and online sources on a course topic, using filters and keywords to refine their searches.	<p>Instructors may include research mastery tests as part of their subject-specific webpages and orientation materials.</p> <p><b>Culminating Artifact:</b> Students will employ research strategies to create an annotated bibliography that may be used in the research paper and oral research presentation.</p>
Critical Thinking Communication Personal Responsibility	<p><b>Write Well-Developed, Cohesive Academic Arguments</b></p> <ul style="list-style-type: none"> <li>• advance arguments that employ an explicit thesis in the introduction</li> <li>• develop supporting claims with evidence that is appropriate to an academic audience and argumentative purpose(s). This may include using a range of appeals (logos, ethos, and pathos), counter-arguments, and sources that represent an adequate range of ideas</li> </ul>	<p>Students prepare researched written and oral assignments organized around a claim, reasons, and evidence. Students will learn how to write a clear thesis, and to sustain that thesis with multiple, focused, supporting paragraphs that use the researched materials (evidence) to develop well-qualified and soundly reasoned claims. Students will learn how to write essays that are logically and effectively organized with effective introductions, rebuttals and conclusions.</p> <p>Students will be assigned several low-stakes thesis-driven writing assignments using outside sources, as preparation for at least one longer research paper.</p>	<p>Mastery will be evaluated for these outcomes through both long and short thesis-driven essays.</p> <p><b>Culminating Artifact:</b> The research paper, which demonstrates student competency writing a clear thesis, introduction, and conclusion in a 8-10 page essay in which the argument and claims are sustained over the course of multiple paragraphs, and supported with evidence (source material) that is correctly integrated into the student’s argument. Student research presentations and/or peer reviews teach students how to appropriately respond to</p>

	<ul style="list-style-type: none"><li>• observe rules regarding intellectual property and plagiarism by documenting ideas from sources using any standard documentation style for in-text citations and publication information at the end of the essay</li><li>• integrate quotations smoothly both for meaning and grammar with appropriate signal phrases and commentary on the quotations</li><li>• produce multiple, focused supporting paragraphs</li><li>• produce an observable organization of ideas</li><li>• produce an identifiable conclusion</li><li>• practice flexible and recursive strategies such as invention, drafting, revising, editing, and proofreading</li><li>• produce clearly worded, purposely varied, mature sentences</li><li>• use appropriate transitions between</li></ul>		various audiences, address criticism (rebuttals) in written, aural, and oral contexts.
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	<p>and within paragraphs</p> <ul style="list-style-type: none"> <li>• sustain a tone appropriate to a college essay</li> </ul>		
Teamwork	Work effectively with others to support a shared purpose or goal.	Instructors will teach students how to work in small groups (teams) for a range of purposes, such as 1) to answer reading questions, 2) to provide peer feedback (peer review) on drafts, and 3) to conduct and share research.	<p>Students will conduct peer grading of group projects, and provide feedback through peer reviews.</p> <p><b>Culminating Artifact:</b> Students' written descriptions of the contributions of peers in at least one work group project.</p>

**Course Outcomes:** See outcomes above.

**Course Outline:**

- Introduction
- Annotation Strategies
- Reading, Marking and Documenting a Reading
- Using and Citing Sources
- Peer Review
- Summarizing
- Drafting and Editing
- Critical Analysis
- Using the Library
- Research
- Historical Research
- Annotated Bibliography
- Effective Vocal Delivery

**Grading/Course Content which Demonstrates Student Achievement of Core Objectives:**

**Course Grade                    A: 90-100                    B: 80-89                    C: 70-79                    D: 60-69                    F: 0-59**

<b>Summary of Course Exams, Quizzes, Activities, and Final</b>	
Prepared Participation	10% of the course grade
Summary 1	10% of the course grade
Critical Analysis Essay	10% of the course grade
Midterm: MLA documentation and film readings	10% of the course grade
Annotated Bibliography/Draft for Research Paper	10% (5% each) of the course grade
Conference on Research Paper (2)	10% (5% each) of the course grade
Research Paper 1	15% of course grade
I-search Paper (Research Paper 2)	15% of course grade
PowerPoint Presentation of Research Paper 2(final)	10% of course grade