

ENGL 1120-COMPOSITION II 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

Formerly ENGL-211

Prerequisites: ENGL-1110 and (RDNG-099 OR RDNG-113).

Semester Offered: All

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

A copy of this approved syllabus is on file in the dean's office.

Updated 12/14/18

1. Establish PURPOSE* in academic essays and other documents.
 - a. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]**
 - b. Generate academic essays and other texts that develop a central thesis (a statement of purpose). [CT/EC]
 - c. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]
 - d. Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
 - e. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]
 - f. Identify and use appropriate style and voice to achieve purpose in writing. [BSL/ CT/ EC]
2. Demonstrate CRITICAL THINKING.
 - a. Critically analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres. [BSL/CT]
 - b. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]
 - c. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic. [CT/EC]
 - d. Write a sustained academic argument incorporating multiple outside sources. [BSL/CT/EC/IT]
 - e. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]
 - f. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
 - g. Interact effectively with different views and interpretations of a subject. [CCE/EC]
3. Demonstrate MULTITEXTUALITY in writing.
 - a. Analyze and synthesize multiple sources together in a process of making connections, drawing conclusions, and interacting in depth with diverse ideas. [BSL/CT/CCE]
 - b. Use information from sources to effectively support claims as well as other specific purposes: i.e., to provide background information, provide evidence/examples, illustrate an alternative view, etc. [BSL/CT]
 - c. Incorporate information from a variety of sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]
 - d. Document ideas from sources using MLA (in-text citation and works cited list). [BSL/EC]
 - e. Research appropriate sources to develop and support academic essays and other texts. [BSL/CT/IT]
4. Write appropriately for academic and other AUDIENCES.
 - a. Analyze different writing contexts and the needs of different audiences as part of the writing process with an emphasis on academic audiences. [CT/CCE]
 - b. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of academic audiences. [BSL/EC]
 - c. Use an appropriate genre and format for the purpose and audience. [BSL/EC]
 - d. Write with appropriate style and voice for the rhetorical situation. [BSL/EC/CCE]
 - e. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]
 - f. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]
5. Use proper DOCUMENTATION when integrating outside sources.
 - a. Use summarizing, paraphrasing, and quoting appropriately. [BSL/CT]
 - b. Document sources to avoid plagiarism and its consequences. [BSL/CT]
 - c. Provide proper in-text and complete bibliographic information for sources using Modern Language Association (MLA) or other appropriate documentation system. [BSL/CT]
6. A copy of this approved syllabus is on file in the dean's office. Page 3 of 3 Last Revised 12/11

7. *Bold-faced words indicate core elements outlined on the essay and portfolio rubric.
8. **This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).