

**RAPPAHANNOCK COMMUNITY COLLEGE  
WARSAW CAMPUS**

**COURSE SYLLABUS  
ENGLISH 112 - COLLEGE COMPOSITION II**

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Associate Professor**

**Spring Semester 2012**

TEXTS: *Inventing Arguments, brief third edition.* By John Mauk and John Metz  
ISBN: 978-0-8400-2776-4

CREDITS: 3 semester credits, 3 lecture hours

COURSE DESCRIPTION: Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

COURSE RATIONALE: The written word is the primary means by which human beings articulate their most profound thoughts and ideas. Learning to manipulate language, learning to write well, helps us better to understand our own experience in the world--in other words, to think more clearly. Recognizing this, college courses rely heavily on written work--reports, essay exams, research papers, etc.--to help students learn and to evaluate learning. Furthermore, studies conducted among professional men and women, as well as blue collar workers, tell us that a major cause of anxiety and unhappiness on the job is failure in both oral and written communication. Too often, unfortunately, we are unable to express clearly or concisely exactly what we mean or what we think or feel about others. This course will help you develop your ability to use the written language effectively, to express and explore ideas, and to work with others in an effort to communicate clearly on paper.

COURSE GOALS: ENG 112 will:

- Help students understand that writing is a process that develops through experience and varies among individuals.
- Teach students to understand and apply rhetorical principles in order to improve the quality of their writing.
- Develop students' ability to analyze and investigate ideas and to present them in well-structured prose appropriate to the purpose and audience.
- Develop students' ability to locate, evaluate, use, and document information to support their thinking and writing.

COURSE OBJECTIVES: Students will:

- Engage in all phases of the writing process: prewriting, drafting, revising, editing, and reflecting.
- Incorporate reading and experience into their writing processes.
- Write for a variety of rhetorical purposes.
- Employ a clear focus that guides their choices of evidence, language, organization, and rhetorical and persuasive strategies.
- Effectively apply organizational strategies to open and close their texts and to move the reader between and within ideas, paragraphs, and sentences.
- Synthesize information from a variety of sources.
- Appropriately employ grammatical and mechanical conventions.
- Develop strategies for critical thinking, reading, and writing processes.
- Competently read, summarize, analyze, evaluate, and write about college-level texts—their own and others’—of varying lengths.
- Examine subjects from multiple perspectives and formulate and express their own perspective.
- Learn and apply methods of research, using primary and secondary sources in print and electronic formats.
- Learn to identify the merit and reliability of sources.
- Appropriately employ the mechanics of introducing, integrating, and documenting source material.

REQUIRED MATERIALS: In addition to the required text, students need a notebook in which to keep class notes and handouts. Students must also purchase some type of device, such as a memory stick, for saving writing assignments.

METHODS OF INSTRUCTION: The course consists of four units plus a research paper unit. For the four units, students will read the assigned pages in the text and the assigned handouts and then respond to questions about the information. Students will also write journal entries to help them get ideas for their unit writing assignments.

Students will select a topic for the unit writing assignment. After doing the necessary prewriting activities and research, the students will submit a prewriting worksheet to let the instructor know what their topic is and how they plan to organize and support their ideas. Following the writing process guidelines in the text and on handouts, students will produce a first draft. Students can choose from a variety of writing genres to match the topic, purpose, and audience. Students will submit the first draft to the instructor.

The instructor will return papers to students with suggestions for corrections and improvements, indicating related page numbers in the books that students can refer to. After making the corrections/improvements, students will submit the second and final draft of the paper to the instructor. The instructor will follow up by telling students what grades they received.

The research paper unit will cover the entire semester. Students will follow the handout *Steps in Writing a Research Paper*.

## COURSE REQUIREMENTS:

1. Time: The estimated time required to complete the course assignments is 8-10 hours a week in addition to class attendance.
2. Reading Assignments: Students must read all assignments in the text and on handouts in Course Documents and view all PowerPoint presentations.
3. Research: Students will be required to find appropriate sources and format them according to Modern Language Association (MLA) guidelines.
4. Orientation Quiz: Students must submit this quiz on line. The quiz is worth 20 points.
5. Unit Writing Assignments: Students will complete four unit writing assignments. Each paper is worth up to 25 points and is graded according to *Grading Rubric for Writing Assignments*.
6. Journal Responses: Students will submit four journal responses. Each response is worth up to 20 points.
7. General Discussion Boards: After completing the reading assignments, students will participate in four General Discussion Boards. Each posting is worth up to 10 points.
8. Prewriting Worksheets: Students will complete and submit a prewriting worksheet for each of the four unit writing assignments. Each worksheet is worth up to 15 points.
9. Writing Conferences: Students will turn in a first draft and attend a writing conference with the instructor for each of the four unit writing assignments. During the conference the instructor will evaluate the first draft and make suggestions for the second draft. The writing conference is worth up to 20 points.
10. Research Paper: Students will complete a five to seven (5-7) page argument research paper. This paper is worth up to 100 points and is graded according to *Grading Rubric for Research Paper*.
11. Assignments with Research Paper: While working on the research paper, students will submit a rough draft of the works cited page (10 points), an annotated bibliography (20 points), an outline (10 points), and a summary/abstract (20 points).
12. Extra Credit: Students can earn up to a maximum of 30 points of extra credit. Students can complete an extra journal response and an extra general discussion board posting.
13. Blackboard: Students MUST be able to use Blackboard to get course handouts and documents, and they MUST check their RCC email regularly.
14. Word Processing Program: Students MUST have word processing skills. Students MUST submit papers in MicroSoft Word format (.doc or .docx) or in rich text format (.rtf) in order for the instructor and other students to be able to open the attachments.
15. Technology Requirements: Students must save their work on their memory devices. Students will have access to computers in an instructional lab. Students who choose to use their home computers must make sure that their computer program is compatible with the program at the college. Other students and the instructor must be able to open the files, so all files have to end in .doc, .docx, or .rtf. In order for students to have access to course materials at all times, Internet access from home is **strongly recommended**.

GRADING: The final course grade will be determined by the total of the points earned.\*

Orientation Quiz	-- 20 points
Four Unit Writing Assignments	--100 points
Four Journal Responses	-- 80 points
Four Reading Questions	-- 40 points
Four Prewriting Worksheets	-- 20 points
Four Writing Conferences	-- 80 points
Research Paper	--100 points
Works Cited Rough Draft	-- 10 points
Annotated Bibliography	-- 20 points
Outline	-- 10 points
Summary/Abstract	-- 20 points
TOTAL	--500 points

Grading Scale:

92-100 = A	460-500 points
84-91.9 = B	420-459 points
72-83.9 = C	360-419 points
60-71.9 = D	300-359 points

\*Final grades are also affected by late papers and absences.

NOTE:

- Students who do not complete the course until after the final deadline will have their grade lowered one letter grade.
- Papers submitted more than two weeks after the due date will not be accepted.
- Students who turn in two or more late papers (first drafts) will have their grade lowered one letter grade.
- Students have to complete three of the units in order to request an Incomplete. Incompletes are not given automatically.

REWRITE POLICY/LATE POLICY: Papers submitted on time may be revised once for a higher grade. Students must adhere to deadlines. Late papers CANNOT be revised.

If final drafts are a week or more late, the first draft will be graded as is.

Prewriting worksheets must be submitted before the first draft is submitted to the instructor.

Reading Questions and Journal Responses should be done on time, but they will be accepted if received by the final due date (May 3).

ATTENDANCE POLICY: Students missing more than four (4) of the required class sessions will have one point deducted from the total points for every class missed (over 4).

For some scheduled classes, students will NOT be required to attend IF they post the required assignments ON TIME in Blackboard. The instructor will announce those dates in advance. Otherwise, there are no excused absences.

CELL PHONE/COMPUTER POLICY: Students who use cell phones or log into social networking sites will be asked to leave class and will be counted absent.

WITHDRAWAL POLICY: A student who does not attend class, does not contact the instructor, and/or does not turn in specified Unit One assignments by January 24 will be dropped from the course without the student's permission.

Students who stop participating in class activities during the withdrawal period, should complete a withdrawal form to receive a grade of "W." Students will be withdrawn by the instructor without the student's permission for missing 20 percent or more (6 classes or two units) of the assigned coursework by the last date to withdraw (March 23).

COURSE GUIDELINES FOR STUDENTS: Students who want to be successful should:

- Attend class.
- Complete homework.
- Come to class with notebook, containing course handouts, and pen or pencil.
- Bring textbooks to class.
- Turn off cell phones and put them OUT OF SIGHT.
- NOT log into social networking sites.
- Keep in touch with the instructor concerning questions about course content or problems with the course.
- Show respect for other students and college personnel.

INSTRUCTOR ABSENCES: If the instructor is absent, students should log into Blackboard and follow the instructions on the Announcements page. Only in extreme cases will class be cancelled.

SNOW DAYS/INCLEMENT WEATHER: If the college is closed due to inclement weather, students should log into Blackboard and follow the instructions on the Announcements page. Only in extreme cases will the schedule be altered, for example, if areas in the service region lose electricity.

OFFICE HOURS: Students should feel free to confer with the instructor any time they need to talk about the course work, problems concerning the course or the need for additional help. Scheduled office hours are posted on the instructor's door. Students may drop in during those hours or make an appointment. Students can also call, email, or text the instructor.

**INSTRUCTOR ONLINE AVAILABILITY:** I check my email every weekday and at least once on weekends. I am rarely online after 9 p.m. If my schedule varies, I will post that information on the Announcements page. Technology, including email, is sometimes unreliable. **If you email me and do not hear from me within 24 hours, then assume that I did not receive the email and send it to me again.**

Office – Main Building, Suite 109D  
Phone – 804 333-6778  
Fax—804 333-0106  
Email - glowery@rappahannock.edu  
Cell – 804 761-6862

**STUDENT OPINION SURVEY:** A student evaluation form will be distributed for students to complete. Results of the evaluation will be used by the instructor to revise the course.

**THE HONOR SYSTEM:** RCC has an honor system whose purpose is to strengthen the student's foundations for academic achievement by establishing guidelines for personal conduct. It is the responsibility of students to be aware of the rules in the College Catalog and to monitor the activities of their peers with respect to the Honor Code and report any violations thereof.

**SPECIAL REQUESTS:** It is important to RCC that all students have a learning environment that is conducive to their needs. Therefore, any students who feel that they may need some type of accommodation in order to make this class a successful setting, should go to the Counseling Office on either campus for information about applying for services and accommodations. Students need to provide current documentation of a disability and recommended accommodation for that disability. For additional information refer to “Student Services” on the RCC website and look for “Students with Disabilities.”

**COLLEGE CLOSING INFORMATION:** The College will be open unless an official closing is announced. If it is necessary to cancel or delay the opening of the college, the decision will be announced over radio and television stations serving the college region.

**IMPORTANT NOTICE:** This course outline is intended to be used only as an introduction to the course. The official course information is maintained on the instructor’s Home page. Information on the Home Page and in Blackboard takes precedence over information in this outline. However, no major changes in course content or assignments will be made. Minor changes and up-to-date information will be posted on the home page or in Blackboard. Students are required to use Blackboard to follow the assignment schedule and access handouts and presentations posted there. Students should check the announcements page in ENG 112 and their RCC email frequently. **Students are responsible for all information posted in Blackboard and sent via email.**

**COURSE SCHEDULE:** (See Units in Blackboard for more details. Changes will be posted in Blackboard.)

Unit One: January 10-February 2	Unit Four: April 10-26
Unit Two: February 7-March 1	Unit Five: January 10-April 26
Unit Three: March 6-8 and March 20-April 5	Final Due Date: May 3
SPRING BREAK: March 12-17	

ENG 112 - Grade Sheet

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

**Writing Assignments**

	<b>Prewriting Worksheet</b>	<b>Rough Draft Received</b>	<b>Date Returned</b>	<b>Final Draft Received</b>	<b>Grade</b>	
Unit One: Analyzing Arguments						
Unit Two: Arguing Definitions						
Unit Three: Arguing Causes						
Unit Four: Arguing Value						
	<b>Works Cited Rough Draft</b>	<b>Annotated Bibliography</b>	<b>Outline</b>	<b>Summary/ Abstract</b>	1 <sup>st</sup> Draft	Final Draft
Research Paper Unit  Topic:						

**Journal Responses and General Discussion Boards**

<b>Journal Responses</b>	<b>Points</b>	<b>General Discussion Boards</b>	<b>Points</b>
#1		#1	
#2		#2	
#3		#3	
#4		#4	
Extra Credit		Extra Credit	

TOTAL POINTS \_\_\_\_\_

FINAL GRADE \_\_\_\_\_

Absences: