

ESSEX COUNTY COLLEGE
Humanities Division
ENG 102 – College Composition II
Course Outline

Course Number & Name: ENG 102 College Composition II (online)

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grade of “C” or better in ENG 101

Course Outline Revision Date: Spring 2021

Required Textbooks:

Your readings will be provided by your professor via PDFs.

Course Description:

This course is a continuation of ENG-101 in that students will be entering the semester having already completed a course where their critical thinking and writing skills have begun to develop at the college level. Students will apply multiple modes of criticism in order to analyze various works of literature (short stories, plays, and poetry). The course will include readings, discussions, short writing assignments, and one long paper.

Measurable Course Performance Objectives (MPOs):

Upon successful completion of this course, students should specifically be able to do the following:

1. Write a fully documented, multiple source, literary research paper with citations based on the result of personal investigation:
 - 1.1 write an introduction providing background necessary for understanding the argument to be made;
 - 1.2 write a thesis relevant to the assignment and to the argument being made incorporating the thesis into the introduction;
 - 1.3 write focused and unified body paragraphs relevant to the assignment and the thesis;
 - 1.4 organize body paragraphs in a logical progression so that each sentence leads into the next;
 - 1.5 present body paragraphs in a structured and logical sequence;
 - 1.6 provide and discuss appropriate textual evidence from the primary source to support the points made;
 - 1.7 provide and discuss appropriate textual evidence from the secondary sources to support the points made;
 - 1.8 enter into a dialogue with the sources so that the student’s voice emerges and exercises control over the argument;
 - 1.9 document all sources used in the research paper in accordance with MLA format providing both in-text citations and a works cited page; and
 - 1.10 write an appropriate conclusion that brings the argument to a natural and logical close
2. Efficiently use the library as a research facility and the Internet as a research tool:
 - 2.1 use the library’s electronic card catalogue to find books relevant to the research paper topic;
 - 2.2 use periodical indexes and electronic databases to find journal articles relevant to the research paper topic;
 - 2.3 use encyclopedias and other reference tools to find information relevant to the research paper topic; or
 - 2.4 use the Internet to find sources relevant to the research paper topic
3. Evaluate research sources, both written and electronic:
 - 3.1 identify the author or the authors of potential sources and determine whether or not each source is likely to offer reliable opinion;
 - 3.2 evaluate potential sources to determine whether or not they are relevant to the argument the student wishes to make; and
 - 3.3 integrate relevant sources into the research paper clearly and logically
4. Demonstrate effective composition skills through the writing of critical essays about literary elements:
 - 4.1 write an introduction providing background necessary for understanding the argument to be made;

- 4.2 write a thesis relevant to the assignment and to the argument being made incorporating the thesis into the introduction;
 - 4.3 write focused and unified body paragraphs relevant to the assignment and the thesis;
 - 4.4 organize body paragraphs in a logical progression so that each sentence leads into the next;
 - 4.5 present body paragraphs in a structured and logical sequence;
 - 4.6 provide and discuss appropriate textual evidence from the primary source to support the points made;
 - 4.7 enter into a dialogue with the sources so that the student's voice emerges and exercises control over the argument;
 - 4.8 document all sources used in accordance with MLA format providing both in-text citations and a works cited page; and
 - 4.9 write an appropriate conclusion that brings the argument to a natural and logical close
5. Define and apply terms and concepts used in literary discussion:
 - 5.1 define basic terms and concepts used in literary discussion;
 - 5.2 explain how these terms and concepts operate in a selection of fiction, drama, and poetry; and
 - 5.3 use these terms and concepts as the foundation for literary analysis

Course Assignments Explained:

Readings

All of your readings have been uploaded to Moodle as PDFs by the professor. All you need to do is click on them and they will open up for you. Once you have read the assigned reading(s) please click on and read through the professor's lecture notes before moving on.

Discussion Forum Responses

A discussion forum will be opened every Monday for each week of the semester. Students, after reading the assigned texts, must post a 300 to 400-word response. While these are not necessarily formal five-paragraph essays, students are still expected to write in paragraph form and even cite (quote or paraphrase) from the assigned texts (MLA Style). These are NOT summaries so please do not simply retell what you have read, rather, the professor wants your opinions on the texts.

Close Reading Essays

A prompt will be posted on Wednesday mornings for weeks during the semester when an Close Reading Essay is due (there will be seven in total and they are listed below on this syllabus). These are five-paragraph essays that students will write and the prompts are based off the assigned texts. MLA Style parenthetical citations are required in order to receive a high passing grade. They must be uploaded to Moodle in order to be counted as completed and graded. These will be due before midnight on Fridays so that the professor will be able to log in over the weekends in order to grade them in a timely fashion.

Critical Analysis Paper

This paper will demonstrate the students' knowledge attained during the semester. The professor will post topics for the students to choose from and write on. The paper must utilize MLA Style and include a Works Cited page. A more concise assignment sheet will be posted on Moodle. This will be due the last Sunday of the semester.

Late/Missed Assignments:

Every assignment will have a time marker on it. Students are expected to complete all assignments within the allotted time. Late or missed assignments will not be accepted after due dates. Please do not try and email the assignments to the professor or try to hand them in as hardcopy; everything must be submitted via Moodle.

Grading Policy:

30% - Discussion Forum Responses

35% - Close Reading Essays

35% - Critical Analysis Paper

Grade Interpretation:

A = 90-100

B+	= 85-89
B	= 80-84
C+	= 75-79
C	= 70-74
D	= 60-69
F	= 00-59

Note on Incompletes:

To receive an "I" (Incomplete) grade in extraordinary circumstances you must have completed 75% of the assigned work with a grade of "C" or better. A contract for an incomplete grade must be signed by the student and professor and approved by the area coordinator before the grade of "I" can be assigned.

Academic Integrity:

Plagiarism (the act of copying the work of another and presenting it as your own) is a serious offense, and it will result in a grade of "F." Plagiarizing is stealing and using information without giving credit to the source. The first violation results in failure for the assignment. A second violation results in failure for the course.

Classroom Decorum:

Although it is assumed that all college students are adults and consequently will conduct themselves in an appropriate and mature manner, any inappropriate or disruptive behavior, or behavior which infringes on or is detrimental to the rights and abilities of other students to engage in usual learning experiences and exercises may result in a student being dropped from the course, or being asked to drop the course. This is a college course and it seeks to operate in an atmosphere of mature, mutual respect. Students are encouraged to ask questions relevant to the subject matter. Discussions and debates—even disagreements—are acceptable and often encouraged, or at least facilitated. However, a hostile environment will not be tolerated, and all involved should seek to engage in discussion with a sufficient degree of sensitivity to (and for) one another's feelings. Any hate speech (defined by the professor as communication that is of a racist, sexist, homophobic, or otherwise hostile or insensitive nature) is not acceptable.

Punctuality:

Absences and tardiness will not factor into this online course in a traditional sense, however, students are expected to log into Moodle on a regular basis, complete the tasks assigned, and maintain a reasonable amount of contact with the professor.

Class Cancellations/College Closings:

Because this is an online course things like class cancellations and college closings do not factor into the semester, however, should there be some sort of issue on the side of Essex County College and Moodle stops working for any period of time, do not freak out; simply wait for the professor to reach out to the class and we will play it from there.

Students with Special Needs:

Essex County College welcomes students with disabilities into all of the college's educational programs. It is the policy and practice of Essex County College to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with college policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law Against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors, Academic Chairpersons, and Deans. To request accommodations or assistance, please self-identify at the Office of Student Development and Counseling with the Coordinator of Disability Services. The office is located on the main campus in Room 4122-I, and on Tuesdays at the West Essex Campus, Advisement Center. Contact us by telephone at 973-877-3071 or by email at disability@essex.edu.

TENTATIVE SCHEDULE

Week #1

- Read over your syllabus
- Discussion Forum Response 1.0

Week #2

- Overview of the ENG-102 Writing Process
- Overview of the Modes of Contemporary Criticism
- Discussion Forum Response 2.0

Week #3

- Read "A & P" by John Updike
- Discussion Forum Response 3.0
- Close Reading Essay #1

Week #4

- Read "Barn Burning" by William Faulkner
- Discussion Forum Response 4.0
- Close Reading Essay #2

Week #5

- Read "Harrison Bergeron" by Kurt Vonnegut Jr.
- Discussion Forum Response 5.0
- Close Reading Essay #3

Week #6

- Read "The Chrysanthemums" by John Steinbeck
- Discussion Forum Response 6.0
- Close Reading Essay #4

Week #7

- Read "The Overcoat" by Nikolai Gogol
- Discussion Forum Response 7.0
- Close Reading Essay #5

Week #8

- Overview of the Critical Analysis Paper
- Discussion Forum Response 8.0

Week #9

- Read the poetry of William Blake
 - o "The Chimney Sweeper"
 - o "A Poison Tree"
 - o "The Tyger"
 - o "The Sick Rose"
- Discussion Forum Response 9.0

Week #10

- Read "Ode to the West Wind" by Percy Bysshe Shelley
- Discussion Forum Response 10.0
- Close Reading Essay #6

Week #11

- Watching *Poetry of Witness* (2015)
- Discussion Forum Response 11.0

Week #12

- Read the poetry of Robert Frost
 - o “The Road Not Taken”
 - o “Stopping by Woods on a Snowy Evening”
- Discussion Forum Response 12.0
- Close Reading Essay #7

Week #13

- Listening to “Howl” by Allen Ginsberg
- Discussion Forum Response 13.0

Week #14

- Critical Analysis Paper Drafts

Week #15

- **CRITICAL ANALYSIS PAPER DUE**