ENC 1102  English Composition II

Course Reference: Semester: 16 week sample syllabus
Time: Instructor: Kate Noonan
Telephone: (305) 237-1313 E-mail: knoonan@mdc.edu
Office Hours, Rm. 7319:

Required Books and Materials:
1) The Bedford Handbook (8th ed.) by Diana Hacker
2) They Say / I Say by Gerald Graff and Carol Birkenstein
3) Everything's an Argument with Readings (4th ed.) by A. Lunsford, J. Ruszkiewicz, and K. Walters
4) Criterion license
5) a college level dictionary (to be brought to class)
6) Paper, highlighters, pencils, pens, stapler.

All major papers must be typed. You can visit the English Computer Center in room 7117 to type your papers, or you can go to the Computer Courtyard in room 2201. All you need is a copy of your schedule. Please adhere to the MLA style format when typing your papers. You can find these guidelines in The Bedford Handbook.

Course Description:
ENC 1102, English Composition II, is the second required English core course for students pursuing an AA degree. It is a course in reading, writing and critical thinking which emphasizes composing persuasive essays, producing a documented paper based on research, and reading and writing about literature. The class will be conducted partly through lecture/discussion, partly through small group workshops and individual conferences to give you maximum practice in developing your critical thinking, reading, and writing skills.

Required Assignments:
1. In-class writing assignments
2. One research paper (with optional oral presentation)
3. Quizzes on the readings and course material
4. Homework/Participation in writing and discussion groups

Students must keep all course work organized in a folder, which may be turned in periodically for evaluation.

Late assignments: 10% points will be deducted for each calendar day an assignment is late (i.e., one day late = -10%, two days late = -20%, etc.). Research Papers are due by the end of class on the deadline date, and will not be accepted late (see “Grading Standards”).

All students needing further practice with Standard English will be strongly advised to
register for ENC 1113 (the writing lab) or for ENC 1112 (a grammar and proofreading class). A recommendation to attend the writing lab suggests that it is unlikely that you will be able to successfully fulfill the ENC 1102 course requirements without the additional help that these support courses provide.

**Grading Standards:**

Criteria used for grading are outlined below: Missed assignments, quizzes, outlines, tests, collaborative activities, etc. will receive grades of ZERO which will be computed in your final average.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>50%</td>
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<tr>
<td>Quizzes</td>
<td>30%</td>
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<tr>
<td>Group Work/Homework/Class Partic.</td>
<td>20%</td>
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*THE FINAL RESEARCH PAPER TAKES THE PLACE OF THE FINAL EXAM, SO YOU CANNOT PASS THIS CLASS IF YOU DO NOT TURN IN YOUR RESEARCH PAPER *

***RESEARCH PAPERS ARE DUE BY THE END OF CLASS ON THE DUE DATE ON THE SYLLABUS. PAPERS TURNED IN AFTER CLASS BUT BEFORE 5 P.M. ON THE DUE DATE WILL HAVE 5 POINTS DEDUCTED. PAPERS TURNED IN AFTER 5 P.M. ON THE DUE DATE WILL NOT BE ACCEPTED. ANY CHANGES TO THE DUE DATE/SYLLABUS WILL BE ANNOUNCED IN CLASS.***

**** FINAL RESEARCH PAPERS MAY ONLY BE SUBMITTED THE FOLLOWING WAYS:
1) HAND IN PAPER DURING CLASS; 2) EMAIL PAPER AS AN ATTACHMENT (IN MICROSOFT WORD 2003 OR LATER VERSION) FROM YOUR mymdc.net ACCOUNT TO knoonan@mdc.edu; 3) TIME/DATE STAMP YOUR PAPER IN ENGLISH DEPT KITCHEN AND PLACE IN MY MAILBOX. ****

**Make-Up Quizzes:** Missed quizzes will receive a zero score. There will be a chance near the end of term to make up ONE missed quiz.

**Temporary Grade of Incomplete:**

Incomplete grades will be assigned to students under extreme hardship, in good academic standing at the time of the incident nearing the end of the semester. Documentation of said hardship will be required and a contract will be signed by student and instructor. The incomplete contract must contain a description of the work to be done and a timetable. The department monitors each incomplete grade. If a change-grade form is not submitted by the completion date, the grade of I becomes an F. All agreed upon work must be concluded within the next major semester. This policy will be strictly adhered to.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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</table>
B  80-89%  
C  70-79%  
D  60-69%  
F  Below 60%

**Attendance:**

Attendance is mandatory. In order to receive a passing grade, you may not miss more than 4 class periods. This includes the first day of class. If you miss more than 4 class periods—even if you have a passing average in the class—you may not be eligible to receive a passing grade. You must also complete all writing assignments to receive a passing grade.

**Drop Date:** The student is responsible to officially drop this class within the allotted time. Please refer to the college’s Academic Calendar available at our website: http://www3.mdcc.edu/academic_calendar/calendar.pdf

**Course Policies:**

We have a limited amount of time in class, so please respect your classmates by not disrupting the class. Therefore:

* Please make sure ALL cell phones/pagers are turned off during class. You are not permitted to answer calls during class. If your cell phone or pager goes off more than once during the semester, this may lower your grade.
* No talking during tests, quizzes, or exams. Anyone talking during a test/quiz/exam will receive a grade of zero for that assignment.
* Be respectful of others’ opinions; feel free to disagree, but do so in a manner appropriate to the classroom (no swearing, no shouting, no insults, no interrupting)
* Arrive on time for class.
* Be prepared and keep up with assignments.
* Do not interrupt other students, or talk while they are speaking.
* Please dispose of trash properly.

Additionally, you are expected to behave properly at all times. Please refer to the college’s Code of Conduct which can be accessed at: http://www.mdcc.edu/pdf/procedures/4071.pdf

**If anything is not clear to you (a policy, a reading, etc.), please ask!** If you have an emergency which affects your attendance or your work for class, please let me know as soon as possible.**

**Academic dishonesty:**

Do not represent someone else’s work as your own. This includes copying from another student, as well as using someone else’s words or ideas without giving proper credit to the author.

Plagiarism policy: plagiarizing any part of an assignment, including the final research paper, will earn you an 'F' for the course.

We will adhere to the rules and guidelines delineated in Miami-Dade College Student
Handbook Procedure No. 4074 in dealing with academic dishonesty. The ramifications for cheating or any other form of academic dishonesty may include: a grade of 'F' for the course, a student being placed on academic probation, suspension, or dismissal from the college. We encourage you to familiarize yourself with this document. The College policy for dealing with Academic Dishonesty is located at http://www.mdcc.edu/pdf/procedures/4074.pdf

Other:
You may wish to visit the following websites for useful information on writing:

OWL (Online Writing Lab) at Purdue University
http://owl.english.purdue.edu/

Duke University’s Library - Plagiarism vs. Paraphrasing
http://library.duke.edu/research/plagiarism/cite/paraphrase.html

Recommended book:
This book has useful tips for writing college-level essays and papers. It is NOT required, but may be a helpful additional reference for writing.
The Elements of Style (4th ed.); William Strunk, Jr. & E.B. White; Longman; 2000

Course Competencies:

Miami-Dade Community College
ENC 1102 - English Composition 2

Catalog Description:
This is the second required general core course in college-level writing. Observing the conventions of standard edited American English, students will compose informative and persuasive essays, write responses to a variety of literary genres and/or non-fiction, and produce a documented paper based on research. 3 Credits
Note: This course must be completed with a grade of “C” or better.
Prerequisites: ENC 1101 or equivalent with a grade of “C” or better.

The student will compose essays that explain an idea, belief, or attitude by Competency 1:

a. choosing and limiting a subject that can be sufficiently developed within a given time, for a specific purpose and audience.
b. developing and refining pre-writing and planning skills.
c. formulating the main point to reflect the subject and purpose of the writing.
d. supporting the main point with specific details and arranging them logically.
e. using appropriate transitional devices.
f. writing an effective conclusion.

The student will write well-developed essays by
Competency 2:

a. writing an introductory paragraph.
b. constructing a thesis statement.
c. developing the thesis by
   · providing adequate support that reflects the ability to distinguish between generalized and concrete evidence.
   · arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus. Patterns may include descriptive, narrative, and evaluative writing, process analysis, comparison and contrast, cause and effect, exemplification, and others.
   · writing unified prose in which all supporting material is relevant to the thesis.
   · writing coherent prose and providing effective transitional devices.
d. writing a concluding paragraph.

The student will write responses to a variety of literary genres and/or non-fiction by

Competency 3:

a. recognizing and correcting errors in unity and coherence.
b. using conventional sentence structure and correcting sentence errors such as fragments, run-ons, comma splices, misplaced modifiers, and faulty parallelism.
d. recognizing and correcting errors in utilizing the conventions of standard edited American English including:
   · using standard verb forms and consistent tense.
   · maintaining agreement between subject and verb, and between pronoun and antecedent.
   · using correct subjective, objective, and possessive case pronouns.
   · maintaining consistency in point of view.
   · using standard spelling, punctuation, and capitalization.
   · selecting vocabulary appropriate to audience, purpose, and occasion.

The student will read and respond to selections by

Competency 4:

a. identifying main ideas, purpose, overall organizational patterns, supporting details, and elements of coherence in assigned readings.
b. distinguishing fact from opinion.
c. summarizing and/or paraphrasing passages.

The student will conduct research by

Competency 5:

a. assembling sources on a designated subject.
b. taking effective notes from sources.
c. recognizing when and how to document sources.

Approved 04/30/2001
MDC’s Learning Outcomes (adapted from Prof. Perez-Mirabal)

As part of its curricular review and after two years of discussion, Miami Dade has determined that by the time you graduate, you should demonstrate a set of learning outcomes. The knowledge and skills that these outcomes represent mark you as an educated individual capable of meaningfully contributing to your field and to your community.

The college’s official statement of purpose regarding Learning Outcomes reads as follows:

Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

Look at the MDC web page for further information: www.mdc.edu/gened

Through our reading, writing, and class learning activities, our course addresses the ten MDC Learning Outcomes. Below is a chart listing each outcome, the emphasis it receives in our ENC 1102 course (light/introductory, reinforced, or emphasized), and the activities which address each outcome.

<table>
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<tr>
<th>Outcome</th>
<th>Emphasis of Coverage</th>
<th>Course Content and Activities</th>
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<tbody>
<tr>
<td>1. Communicate effectively using listening, speaking, reading, and writing skills.</td>
<td>emphasized/focus of course</td>
<td>writing assignments; oral presentations; group discussions; reading comprehension quizzes</td>
</tr>
<tr>
<td>3. Solve problems using critical and creative thinking and scientific reasoning.</td>
<td>emphasized/focus of course</td>
<td>study of argument and persuasion; class debates; writing that provides specific, coherent, and logical support for ideas</td>
</tr>
<tr>
<td>4. Formulate strategies to locate, evaluate, and apply information</td>
<td>emphasized/focus of course</td>
<td>locating electronic and print research sources; evaluating research sources; understanding how to read and develop charts, graphs, and diagrams for research writing purposes</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.</td>
<td>reinforced</td>
<td>multicultural and global reading selections; analysis of current issues using historical and cultural context;</td>
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</tbody>
</table>
Course Outline: (Subject to change- any changes will be announced in class)

Week 1
1/05-1/07 Syllabus/ Diagnostic Review Essay Basics
Homework for 1/14: Reading #1 = "The Culture of Thin Bites Fiji", EaA, p. 589-590

Week 2
1/12-1/14 Plagiarism / Citing sources Quiz: Reading # 1 Intro to Rhetorical Modes(Ethos,Pathos,Logos)

Week 3
1/19-1/21 Library Research Orientation: 2 pts, in class Tips for Sources
Ethos (Ch. 4, Everything's an Argument = EaA)

Week 4
1/26-28 Ethos: endorsement assignment due 1/26 written article summary: 3 pts, due 1/28
They Say/ I Say Chap. 1 (Starting With What Others ....)

Week 5
2/02-2/04 Pathos (EaA) Reading #2: "The 'F' Word", EaA p. 787-790 'What's in a Name?' discussion
start Ethos/Pathos speech assignment(group)

Week 6
presentation: Ethos/Pathos speech assignment(group)

Week 7
2/16-2/18 Logos (EaA) "Among Wealthy Nations..., U.S. Stands Alone in Its Embrace of Religion", EaA, p. 851-852
They Say/ I Say Chap. 2 (Summarizing)
They Say/ I Say Chap. 3 (The Art of Quoting)
Ethos/Pathos speech write-up due 2/16 (individual)

Week 8
2/23-2/25 Thinking Rhetorically (EaA, Chap 5.) They Say/ I Say Chap. 7 (Saying Why It Matters)
They Say/ I Say Chap. 8 (Connecting the Parts)
start Preliminary Analysis
Week 9  They Say/I Say  Chap. 9 (…your own voice)
3/02-3/04  discussion: paper progress
           preliminary analysis/outline workshop 03/02
           preliminary analysis/outline: 3 pts, due 3/04

Week 10  Mini Rhetorical Analysis (in class)
3/09-3/11  historical, social, cultural context
           (prelim analysis/outlines returned 3/11)

Week 11  Group Debates - pick group/topic
3/16-3/18  rehearse for debates
           Rough Draft workshop 3/16
           Rough Draft: 3 pts, due 3/18

Week 12  present Group Debates
3/23-3/25  write-up assignment for Debates (individual)

Week 13  final paper workshop
3/30-4/01  peer discussion of article/research

Week 14  Rough Drafts returned
4/06-4/08  Final Checklist distributed

Week 15  revised research paper: 40 pts, due 4/15
4/13-4/15  **Extra credit (5pts) for final papers submitted
           Mon, 4/12- Wed, 4/14 [see paper submission rules below]**

Week 16  Oral Presentations of Papers
4/20-4/22

Finals Week  Final Grades
**PAPER SUBMISSION RULES -- THESE RULES APPLY TO THE FINAL VERSION OF YOUR RESEARCH PAPER, FOR EARLY OR REGULAR SUBMISSION:

1) RESEARCH PAPERS ARE **DUE BY THE END OF CLASS ON** THURSDAY, APRIL 15, 2009.

2) PAPERS TURNED IN AFTER CLASS BUT BEFORE 5 P.M. ON THE DUE DATE WILL HAVE 5 POINTS DEDUCTED.

3) PAPERS TURNED IN AFTER 5 P.M. ON THE DUE DATE WILL NOT BE ACCEPTED. ANY CHANGES TO THE DUE DATE/SYLLABUS WILL BE ANNOUNCED IN CLASS.

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   c) TIME/DATE STAMP YOUR PAPER IN ENGLISH DEPT KITCHEN AND PLACE IT IN MY MAILBOX.

Early submission (extra credit 4 pts) is Mon, Apr 12 – Wed, Apr 14.

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Research Paper Breakdown:(How I grade your final paper)
Final paper = 35 pts = analysis (20), MLA format [in-text and Works Cited page] (5), intro (2.5), summary(5), concln(2.5)

RP Prep Work = 15 pts =library orientation (2), summary (3), sources (2), prelim analysis/outline (3), rough draft (3), Works Cited page in MLA format(2)

RP Extra Credit= max 6 pts = early submission(4 pts), 4th/5th source (2 pts each), oral presentation(2 pts)- you can only get a maximum of 6 pts Extra Credit