Division: Humanities                      Area: English
Course Number: 152         Course Name: Composition II
Prerequisites: English 151
Corequisite: NONE
Hours Required: Class: 45     Lab: 0      Credits: 3

Course Description/Purpose

The emphasis of this course is on research and writing the research paper. Writings include topics taken from a variety of selected readings. The course is a continuation of English 151.

Major Units

• Developing a thesis and mapping out a search strategy
• Building a working bibliography
• Evaluating sources
• Taking notes
• Integrating Notes in Writing
• Documentation styles
• Outlining the paper
• Preparing a final draft

Educational/Course Outcomes

Student learning will be assessed by a variety of methods, including, but not limited to, quizzes and tests, journals, essays, papers, projects, laboratory/clinical exercises and examinations, presentations, simulations, portfolios, homework assignments, and instructor observations.

Cognitive                  Each student will be expected to Identify/Recognize . . .

• the rules of grammar and punctuation for edited American English
• effective strategies for choosing and narrowing a topic suitable for research
• effective strategies for developing a tentative thesis
• effective strategies for creating a working bibliography
• effective strategies for doing focused research and evaluating material from print sources (books, magazines, journals, newspapers, etc.)
• effective strategies for doing focused research and evaluating material from non-print sources (Internet, CD-ROM, etc.)

• effective strategies for gathering material from primary sources (interviews, surveys, etc.)

• proper format for note taking—rules for writing summaries, paraphrases, quotes, and interviews

• effective strategies for avoiding plagiarism—acceptable practices for integrating quotations into one’s own writing without plagiarizing

• proper methods of MLA documentation (parenthetical references and works cited) and awareness of other documentation styles (APA, CBE, and Chicago)

• effective strategies for preparing a formal outline

• effective strategies for shaping the parts of the paper: introduction, body, conclusion

• effective strategies for revising drafts

• effective strategies for preparing a final draft following an acceptable manuscript style

Performance

Each student will be expected to Demonstrate/Practice...

• a basic understanding of the rules of edited American English by completing exercises and/or taking a series of quizzes and/or a final exam which demonstrate one’s knowledge or standard methods of research and documentation and the ability to edit for correct grammar, punctuation, style, sentence structure, and vocabulary

• the ability to combine all of his or her research, documentation, and composition skills (prewriting, research, writing, documentation, revising, and editing) into a capstone project in the assigned format

• the research writing capstone may take one or more of the following forms: 1) an extended report which combines research in a variety of areas into one 3,000-5,000 word document which organizes, analyzes, synthesizes, applies, and evaluates data so as to produce new, or additional, comprehension, insights, reasoning, or theory

• 2) two or three shorter (1,500-3,000 word) documents which organize, analyze, synthesize, apply, and evaluate data so as to produce new, or additional, comprehension, insights, reasoning, or theory

Attitudinal

Each student will be expected to Believe/Feel/Think...

• the writing, research, and proper documentation are essential academic skills and an integral part of his or her potential success in all disciplines

• that writing from research requires effective use of materials from a wide variety of sources and enhances one’s ability to organize, analyze, synthesize, apply and evaluate data
Critical Thinking

Each graduate of Monroe County Community College must demonstrate the ability to think critically in a variety of contexts. Critical thinking is a self-regulated evaluative process employed to consider any information, beliefs, problems, and/or courses of action encountered.

Intended Student Outcomes

• Each graduate will demonstrate the ability to obtain, comprehend, and evaluate data sources.
• Each graduate will demonstrate the ability to consider a variety of viewpoints, draw inferences, make judgments, and be able to identify conclusions, reasons, and assumptions.
• Each graduate will demonstrate the ability to organize thoughts, words, and ideas into coherent structures that result in logical and/or reasonable conclusions.

10/97—JH/pf