

ENGLISH 102: ENGLISH COMPOSITION II

Required Texts

Crusius. *The Aims of Argument* (Selected Material). McGraw-Hill, 2005.*

Lunsford. *Everything's an Argument: With Readings*, 5th ed.. Bedford/St. Martin's, 2011.

Maimon. *A Writer's Resource: A Handbook for Writing and Research*. McGraw-Hill, 2009.

[Reynolds. *Portfolio Keeping: Guide for Students*. Bedford/St. Martins, 2006.]

*These readings are from chapters ten through sixteen of *The Aims of Argument*. Therefore, a copy of the complete *Aims of Argument* (fifth edition!) is an acceptable alternative.

Course Description

English Composition II prepares students to become better writers and readers at the college level. The course introduces students to the complex demands of academic literacy and trains students to respond to those demands successfully. Successful academic reading and writing requires the critical observation and production of personal and public knowledge. Students will study and perform such observation and production through (1) inquisitive reading and research, (2) the formulation of hypotheses and research designs and the use of these designs to test hypotheses, (3) the identification of new approaches to inquiry, and (4) the persuasive communication of discoveries. To ensure that students can contribute to this kind of academic discourse, English Composition II teaches students approaches to summary, paraphrase, analysis, interpretation, critical thinking, and documentation. Some class discussion and readings focus on the function and scope of language and communication in a variety of academic contexts.

Course Goals

English Composition II reinforces the rhetorical foundations that students acquired in English Composition I and uses these foundations to improve students' academic discourse. After taking English Composition II, students will be able to use an understanding of ethos, audience, subject matter, process, and context to identify and achieve complex rhetorical goals; engage in critical reading by applying various analytical techniques; conduct attentive and inquisitive library and field research; explain and employ the methods of argumentation and analysis valued in academic contexts; understand and use Edited American English and appropriate forms of documentation.

Coursework

- Four Writing Projects - 65%

Students will submit each writing project at the end of a course unit. In each unit, students will engage in a composition process that comprises invention, planning, drafting, peer-review, and revision and editing. Each writing project must be submitted to the instructor as a typed or computer-generated document and kept as an electronic document (in the file format that the instructor requests).

- Writer's Notebook - 20%

Students will regularly compose small texts and preliminary texts in class and out of class in order to improve their reading and writing and to prepare the four writing projects. The notebook may include responses to readings, practice with invention and style, peer responses, and other kinds of writing and research that exercise students' abilities to read and think critically and write clearly and analytically.

- One Exam - 15%

All students will take a two-hour final examination as required by the University. The topic will be announced by the instructor prior to the test, which will require students to employ the critical reading and writing strategies that they have developed in the course, to explain rhetorical concepts, and to evidence an understanding of the conventions of academic writing.