



North Central State College
MASTER SYLLABUS
2019-2020

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1030 English Composition II
- D. Course Coordinator: Pat Herb
Assistant Dean: Dr. Steve Haynes

Instructor Information:

- Name: [Click here to enter text.](#)
- Office Location: [Click here to enter text.](#)
- Office Hours: [Click here to enter text.](#)
- Phone Number: [Click here to enter text.](#)
- E-Mail Address [Click here to enter text.](#)

- E. Credit Hours: 3
- F. Prerequisites: ENGL1010 (with a C- or better)
- G. Syllabus Effective: Fall, 2019
- H. Textbook(s) title:

Practical Argument Short Edition w/ Launchpad (bundle)

- ISBN: 9781319218805
- Publisher: Macmillan

The above bundle includes:

Practical Argument

- Author: Kirzner/Mandell
- Copyright Year: 2016
- Edition: 3rd
- ISBN: 9781319030193

Research and Documentation in the Digital Age

- Author: Hacker/Fister
- Copyright Year: 2016
- Edition: 7th
- ISBN: 9781319152437

Launchpad

- ISBN: 9781319056803

- I. Workbook(s) and/or Lab Manual: None

J. Course Description: This is a course in argument and research writing. Students read issue-based works and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in APA style, analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers. (OTM for Second Writing Course TME002)

K. College-Wide Learning Outcomes:

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric, Final Draft of the APA Research Paper, weeks 15-16
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	Information Literacy VALUE Rubric, APA Annotated Bibliography, week 10
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure—and use effective argumentative strategies and persuasive appeals.	Assigned papers (weeks 9 & 15), and summaries/analyses (weeks 3, 5, & 12), as well as final research presentation (week 16) and discussions of the readings throughout the semester
2. Demonstrate the relationship between critical thinking, reading, and writing techniques; find, evaluate, and use source material to support and develop ideas.	Close and thoughtful reading of assigned texts, and conducting research to find sources to support an argument in assigned papers (weeks 3, 5, 9, 12, & 15), class discussion throughout the semester, and a presentation on research process and findings (week 16)
3. Use a flexible, recursive process for writing.	Completion of successive writing stages in assigned papers—generating ideas, planning, drafting, revising and editing (weeks 6-9 & weeks 10-16)
4. Use collaborative techniques in the writing process.	Group discussion of reading and writing assignments, brainstorming, and collaboration on audience considerations related to topics (weeks 6, 8, & 10), peer review of drafts and analysis of review comments (weeks 8 and 14)
5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and APA citations.	Use of conventions in written papers throughout the semester

Outcomes	Assessments – How it is met & When it is met
6. Use electronic technology in the research and writing process, including library catalogs, databases, and Internet search tools.	Use of Internet tools for research, use of word processing and editing tools for composition and revision, and use of threaded discussions for review and collaboration (weeks 3, 5, 7, 9, 12, 13, 15, & 16)
7. Write a minimum of 24 pages of formal text.	Required minimum lengths on assignments throughout the semester

M. Topical Timeline (Subject to Change):

PLEASE NOTE: In order to reinforce skills, the teaching of writing uses a recursive process; therefore, tasks identified below are NOT intended to be viewed as sequential; rather, the assignment of these tasks must be handled with flexibility and must also be repeated (so that they can be reinforced) throughout the term.

- Argument and persuasion—styles, situations, and issues (Weeks 3 and 5)
- Types of claims, appeals and audience (Weeks 1-5 and 9)
- Fallacy and cultural context (Weeks 1-5 and 9)
- APA style (Weeks 9-16)
- Research methods (Weeks 3, 5, 7, 9, 12, 13, 15)
- Presentation of research (Week 16)

N. Course Assignments:

1. Responses (2-3 pages each)
2. Proposals (for both the argument and research papers)
3. Outlines (of both the argument and research papers)
4. Argument paper (8-10 pages)
5. Summary (2 pages) or Note Cards (26)
6. Research paper (8-10 pages)
7. Annotated bibliographies (MLA and APA)
8. Presentation

O. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00--59	F	0.00	Failure

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

Important information regarding College Procedures and Policies can be found on the [syllabus supplement](#) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>

The information can also be found Choose an item.