ENG 1100 COURSE SYLLABUS

COURSE NUMBER & NAME: ENG 1100 - English Composition II
TERM/YEAR: Fall 2017
DAY/TIME: [click here to add]
DEPARTMENT NAME: Arts & Sciences
TAG/OTM/CTAG COURSE #: OTM Approved: TME002
DELIVERY METHOD: □ Traditional □ Blended □ Online
CREDIT HOURS: 3
PREREQUISITE(s): ENG 1000 – English Composition I
INSTRUCTOR(s): [click here to add]
TELEPHONE: [click here to add] EMAIL/OTHER CONTACT INFO: [click here to add]
BLDG/OFFICE NO: [click here to add] OFFICE HOURS: (for student support) [click here to add]
IN CASE OF EMERGENCY: Dial 9-911 from any office or courtesy phone on-campus.

COURSE DESCRIPTION:
English Composition II. As a continuation of English Composition I, students will expand their knowledge through reading, thinking, and writing assignments. Through essay writing, students will demonstrate their ability to analyze and evaluate ideas and integrate those ideas into their own writing. Students will engage in writing both independently and collaboratively while participating in discussions and reading assigned literature. The course places emphasis on the research essay as a fundamental form of writing in which students will document sources while integrating research into their writing.

AUTHOR(s): Judith Nadell and John Langan
PUBLISHER: Pearson
OTHER RESOURCES/TEXTBOOK: Battle Hymn of the Tiger Mother
Author: Amy Chua

BOTH BOOKS ARE REQUIRED FOR THIS COURSE!

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Approved TAG and OTM courses carry the guarantee that the courses and their credits will transfer and apply toward the major at any of Ohio’s public institutions of higher education, provided they were taken when the courses were equivalent. Additional Ohio transfer information may be obtained at http://regents.ohio.gov/transfer/
MAJOR COURSE LEARNING OBJECTIVES

1. Clear and concise writing
2. Improve writing through collaboration and peer review
3. Critical and analytical skills, both oral and written
4. Properly document secondary sources
5. The ability to research and write an objective, coherent paper
6. The ability to research a topic, assimilate information, and write a clear, logical, well-developed paper
7. The ability to research an issue and organize a clear, logical argument
8. Understand the steps of the writing process
9. Recognize writing as a recursive process
10. Improve writing through successful revision
11. Find resource materials through electronic research
12. Find resource materials using various sources
13. Integrate ideas from a variety of sources
14. Recognize persuasive appeals
15. Analyze argument strategies
16. Employ argument strategies and persuasive appeals in writing
17. Locate, evaluate, organize, and use research material through library research including but not limited to using online databases
18. Cite sources correctly when quoting, paraphrasing, and summarizing

COURSE POLICIES FOR ENG 1100

1. Papers used for this class cannot be recycled from another class. In other words, you cannot use a paper from ENG 1000 or any other class to fulfill a requirement for this course.
2. If you are repeating ENG 1100, then you may not use the same paper(s) used previously.
3. All major assignments must be submitted through Canvas. Individual instructors may require that papers be submitted as hard copies also. Every student enrolled in ENG 1100 must submit papers through Canvas.
4. All work must be properly documented using APA standards. Any assignment not using APA will automatically receive a “0” as the score.
5. Late work is only accepted when there is a documented emergency. All late work is automatically assessed a 10% penalty, regardless of reason. No work will be accepted that is more than two weeks late, regardless of reason for the absence. Students must notify instructors of the emergency situation before the due date of the assignment.
6. Problems with your home computer will not justify an extension on any assignment.
7. Children are not permitted in the classroom.
8. Use of tobacco and e-cigarettes are prohibited in the classroom.
9. Students using cell phones during class will be asked to leave.
10. Tutoring is available to you at no cost. To schedule tutoring, please contact Kathy Rice at 740-389-4636 or ricek@mtc.edu.
<table>
<thead>
<tr>
<th>Day</th>
<th>COURSE OUTLINE</th>
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<tbody>
<tr>
<td>1</td>
<td>Day 1 Review the syllabus In-class writing assignment Read chapter 19 before</td>
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<td>the next class</td>
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<td>2</td>
<td>Day 2 Review chapter 19 Discuss primary research</td>
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<td>3</td>
<td>Day 3 Continue review chapter 19 Discuss secondary research</td>
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<td>4</td>
<td>Day 4 Integrating research into writing Using quotation marks Paraphrasing</td>
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<td>5</td>
<td>Day 5 Library Visit</td>
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<td>6</td>
<td>Day 6 Discuss working bibliographies Begin work on a working bibliography</td>
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<td>7</td>
<td>Day 7 Discuss annotated bibliographies Discuss creating an APA References page</td>
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<td>8</td>
<td>Day 8 Continue work on an APA References page</td>
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<td>9</td>
<td>Day 9 Rough draft of annotated bibliography is due Peer review of annotated</td>
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<td>bibliographies Read “The Body Piercing Project” (pages 341-344) before the</td>
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<td>10</td>
<td>Day 10 Final draft of the annotated bibliography is due Discuss the</td>
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<td></td>
<td>cause/effect essay Read Chapter 16</td>
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<td>11</td>
<td>Day 11 Review Chapter 16 Read the first three chapters of <em>Battle Hymn of the</em></td>
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<td>Tiger Mother</td>
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<td>12</td>
<td>Day 12 Outline of cause/effect essay is due Read Chapter four of *Battle</td>
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<td>Hymn of the Tiger Mother*</td>
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<td>13</td>
<td>Day 13 Rough draft of cause/effect essay is due Read Chapter five of *Battle</td>
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<td>Hymn of the Tiger Mother*</td>
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<td>14</td>
<td>Day 14 Final draft of cause/effect essay is due In-class writing assignment</td>
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<td></td>
<td>Read Chapter 15 “Friending Ancient or Otherwise” beginning on p. 307</td>
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<td>Read Chapter six of <em>Battle Hymn of the Tiger Mother</em></td>
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<td>15</td>
<td>Day 15 Discuss compare/contrast essays Read Chapters seven and eight of *Battle</td>
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<td>Hymn of the Tiger Mother*</td>
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<td>16</td>
<td>Day 16 Continue working on cause/effect essays Read Chapter nine of *Battle</td>
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<td>Hymn of the Tiger Mother*</td>
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<td>17</td>
<td>Day 17 Outline of compare/contrast essay is due Read Chapters ten, eleven, and</td>
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<td>twelve of <em>Battle Hymn of the Tiger Mother</em></td>
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<tr>
<td>18</td>
<td>Day 18 Rough draft of compare/contrast essay is due Read Chapter 18 before the</td>
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<td>next class</td>
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<td>19</td>
<td>Day 19 Final draft of compare/contrast essay is due Discuss argument essays</td>
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<td>Read “Driving to the Funeral” beginning on page 417 before the next class</td>
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<td>20</td>
<td>Day 20 Continue discussing argument essays Read “In Praise of the ‘F’ Word”</td>
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<tr>
<td></td>
<td>beginning on page 421 before the next class Read Chapter 16 of *Battle Hymn of</td>
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<td>the Tiger Mother*</td>
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</table>
Day 21  Discuss theories of argument  
Read Chapters 17 and 18 of *Battle Hymn of the Tiger Mother*

Day 22  Continue working on argument essays  
Read Chapters 19, 20, and 21 of *Battle Hymn of the Tiger Mother*

Day 23  Outline of the argument essay is due  
Read Chapters 22, 23, and 24 of *Battle Hymn of the Tiger Mother*

Day 24  Rough draft of the argument essay is due  
Read Chapters 25 and 26 of *Battle Hymn of the Tiger Mother*

Day 25  Final draft of the argument essay is due  
Read Chapters 27, 28, and 29 of *Battle Hymn of the Tiger Mother*

Day 26  Begin work on the final essay – students may choose an organizational pattern  
Read the remainder of *Battle Hymn of the Tiger Mother*

Day 27  Outline of the final essay is due

Day 28  Rough draft of the final essay is due

Day 29  Final draft of the final essay is due

Day 30  Review for Final Exam

**Exam Week**

*NOTE:* This is a tentative schedule and subject to change at the discretion of the instructor.

If there is a need for reasonable accommodation or assistance because of mental, physical or learning disability, the student is requested to contact the instructor or if preferred, the Director of the Student Resource Center within the first two weeks of class.

**ADDITIONAL INFORMATION:**

Eating and drinking are not permitted in any computer classroom or lab. All copyright laws will be observed. It is illegal to copy software.

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### EVALUATION & GRADING PROCEDURES

**ATTENDANCE AND PARTICIPATION:**

Consistent with College Policy #520 – Class Attendance and as stated on Page 8 of the Student Handbook ([http://www.mtc.edu/adultstudent/pdfs/StudHdbk.pdf](http://www.mtc.edu/adultstudent/pdfs/StudHdbk.pdf)), the student is responsible for attending every class and for the material presented. If a student will not be attending a class, he or she is responsible to contact the instructor and to make sure all assignments are completed, prior to the scheduled class. Some departments have special provisions regarding missed work and absences. Please contact your instructor for additional information.

**ONLINE CLASS ATTENDANCE:**

Class attendance for online classes will be based on the completion of an assignment that will be due each week. If the assignment is not completed, then the student is considered absent.

**GRADING PROCEDURES:**

**Essays (50% of final grade)**

Cause/Effect Essay. (100 points) Using correctly cited research, students will explain and analyze the causes, the effects, or both of a process or an event. The goal of the assignment is to inform the reader without expressing the writer’s opinion.
Comparison and/or Contrast Essay. (100 points) Using correctly cited research, students will explain how things are alike or different, or how they were and have changed. The goal of the assignment is to provide clarity and insight through showing relationships and discussing comparisons and contrasts.

Argument Essay. (100 points) Using correctly cited research, students will write a well-researched and documented argument paper.

Student’s Choice Essay. (100 points) Students will select whether to write a cause/effect, compare/contrast, or argument essay using *Battle Hymn of the Tiger Mother* as a primary resource. Secondary research is also required.

In-Class Essay. (100 points) Students will write a five paragraph essay in class. Detailed instructions will be provided by the instructor.

**Library Assignment (10% of final grade)** - This is a detailed library assignment in which you will find and evaluate material. For this assignment, both traditional and online research will be conducted.

**Annotated Bibliography (10% of final grade)** - Students will summarize research and cite this research using an annotated bibliography.

**Peer Reviews (10% of final grade)** – Throughout the course, students will participate in peer reviews of outlines and rough drafts. To earn credit for a peer review, the student must provide his or her outline or draft and participate in the review process.

**Class Participation (10% of final grade)** – Class participation points can only be earned by students who are present and actively participating in class discussion.

**Final Exam (10% of final grade)** - A comprehensive final examination will assess students’ understanding of course material. An essay will be included as part of the exam.

**GRADING SCALE:**

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>60% - 69%</td>
<td>D</td>
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<tr>
<td>0% - 59%</td>
<td>F</td>
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**MAKE-UP AND LATE POLICY:**

Make-up exams will be given only for excused absences as determined by the instructor. The instructor must be notified of the prospective absence prior to the time scheduled for the examination. The make-up exam may be a different exam than the exam given during the scheduled exam time. All late work is automatically assessed a 10% penalty, regardless of reason. No work will be accepted that is more than two weeks late, regardless of reason for the absence.

**CREDIT HOUR DEFINITION**

*Credit Hour:* Marion Technical College subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission that typically requires students to work on out-of-class assignments a *minimum* of twice the amount of time as the amount of formalized instruction.
Examples:

<table>
<thead>
<tr>
<th>Minimum Homework Hours Per Week for 3 Credit Course (16-Week Term)</th>
<th>Minimum Homework Hours Per Week for 3 Credit Course (8-Week Term)</th>
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</thead>
<tbody>
<tr>
<td>Delivery Format</td>
<td>Homework Per Week</td>
</tr>
<tr>
<td>Traditional</td>
<td>6 hours</td>
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<tr>
<td>Blended</td>
<td>6.75 – 8.25 hours</td>
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<tr>
<td>Online</td>
<td>9 hours</td>
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COMMUNICATIONS DEVICE USAGE

All personal communication devices, including cell phones, must be set to vibrate or off while in classrooms, labs and participating in other class-related activities, unless the use of such a device is specified in the official course syllabus. Infractions will result in warnings and, eventually, grade-related penalties. Exceptions must be approved in writing by the instructor.

Additionally, all personal communication devices, including cell phones, must be deactivated (turned completely off) during exams, quizzes or other evaluations. Any student found to be using a communication device during an exam will be given a grade of zero for the exam.

ACADEMIC MISCONDUCT

Examples of dishonest or unacceptable scholarly practice at Marion Technical College include but are not limited to:

A. Work copied verbatim from an original author; work copied practically verbatim with some words altered from the original without proper credit, i.e., reference citations, being given; a copyright explanation and more information is available at www.copyright.com.

B. Copying answers [and/or electronic data] from another’s test paper, quizzes, notes, book, etc.

C. Evidence of a deliberate and calculated plan to engage in a dishonest academic practice, such as gaining access to examinations prior to the time the exam was to be given or the extraction of information regarding an examination from other students.

D. Falsification of clinical, practicum, or laboratory records.

E. Plagiarism – using someone else’s ideas or words as your own. In an educational setting you can avoid plagiarism by providing appropriate source documentation. For more information on plagiarism, visit www.plagiarism.org.

Note: Please also see the Academic Misconduct section in the Student Handbook on the college website at http://www.mtc.edu/campusresources/pdfs/StudentHandbook.pdf

FINANCIAL AID ATTENDANCE REPORTING

Marion Technical College is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs (Federal grants and student loans) and/or who receive educational benefits through the Department of Veterans Affairs. It is the responsibility of the College to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported by each instructor, and can result in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.
Assessment begins with a clear understanding of what students are expected to learn. College Graduate Competencies (CGC’s) are common to all areas of study and apply to all students. The individual sub-skills defined in each CGC are taught, reinforced, and/or periodically measured in various courses throughout the curriculum. The six CGC areas and statements are:

1. **Communications:** Communicate effectively both written and orally.
2. **Mathematics:** Solve problems using mathematics.
3. **Problem-Solving:** Solve problems through analysis, creativity, and synthesis to make informed decisions.
4. **Professionalism:** Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.
5. **Technology:** Use technology tools efficiently and effectively to perform personal and professional tasks.
6. **Diversity:** Exhibit respect and sensitivity for individual and institutional differences.

**ADDENDUM(s)**

1. Student Resource Center Support Services and Tutoring addendum information is available on the college website at the following link: