

ENC 1102: English Composition 2
Summer 2019 • 3 Credits
TR 8:00AM-9:40AM • Wolfson Building 8, Room 8211-00

Instructor Information

Nandi Sims
Office Hour: Thursday 10 to 11

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Introduction

Welcome to ENC 1102! This required course will introduce you to academic writing for a variety of purposes. By the end of this course you will be able to write to inform, persuade, and critique. You will be writing four papers, working both in groups and individually, to accomplish these goals.

Prerequisites: ENC 1101 or equivalent with a grade of “C” or better.

Course Competencies:

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

1. choosing and limiting a subject that can be sufficiently developed within a given time, for a specific purpose and audience.
2. formulating a thesis reflecting the subject and purpose of the essay.
3. supporting the thesis with specific details and arranging them logically.
4. using appropriate transitional devices.
5. writing an effective conclusion.

The student will present writing that seeks to persuade an audience to accept a belief, attitude, value or course of action by

1. using logical, ethical, and/or emotional appeals appropriate to audience and purpose.
2. demonstrating logical reasoning.
3. providing sufficient evidence to support the thesis.
4. clearly acknowledging any sources by using a standard form of documentation.

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

1. reflecting a literal and critical comprehension of the reading.
2. providing suitable support and organization.
3. articulating the author’s point of view.

The student will write a documented research paper by

1. limiting a topic.
2. using library and electronic resources to fulfill research objectives.
3. taking notes, paraphrasing, summarizing, and quoting sources.
4. articulating a thesis that demonstrates a logical connection between research and argumentative techniques.
5. organizing the text to be congruent with the subject and purpose of the paper.
6. using sources in the text to substantiate the thesis.
7. using a standard form of documentation (APA, MLA, Chicago, etc.).

Required reading

- **A Writer's Reference 9th Edition** by Diana Hacker and Nancy Sommers

Other readings will be made available via Blackboard.

Classroom Policies

Materials: Every student should bring a pencil/pen, paper, and their textbook to each class.

Technology: It is highly recommended that students bring a laptop or tablet to class daily, if they have it. We will often have time in class to work on assignments and all major assignments will be submitted electronically.

It is up to the student to monitor their use of technology in classrooms. Keep in mind that the misuse of technology during class (texting, looking at Facebook, etc.) can be distracting to other students and distractions will result in a lowered participation grade for the day.

Attendance: Attendance is required for this course. Missed assignments from an absence may only be made up if clear evidence of a medical emergency is given, such as a signed doctor's note. **In-class activities cannot be made up.** Attendance is taken at the beginning of each class. If you are late, be sure to come to me at the end of class to be counted for attendance but note that you will still miss points for daily attendance and participation.

Assignments: Assignments are due by the **beginning of class** on the due date outlined at the end of this syllabus unless otherwise noted.

Late assignments are subject to one letter grade per day (24 hours) starting one minute after the time it is due. After the 5th day late the assignment will no longer be accepted. All requests for extensions must be discussed with me before the time it is due. The only assignment that may not be turned in late is the final paper. Keep this in mind while you are preparing your final paper! **Smaller assignments will not be given credit if submitted late.**

Original Assignments Policy: All assignments must be originally composed for this class. Assignments submitted from previous classes (including ENC 1102) or other current classes will receive a zero.

Assignments and Grading

| Assignment | Points |
|----------------------------------|---------------|
| Attendance and Participation | 100 |
| Essay 1: Writing to Inform | 150 |
| Essay 2: Writing to Persuade | 150 |
| Essay 3: Writing to Critique | 150 |
| Group Research Paper | 250 |
| Quizzes, Assignments, Final Exam | 200 |
| Total | 1000 |

Blackboard

You will receive a link through your school to join the class Blackboard page. Blackboard is an online learning management tool onto which I will publish all information relevant to the course. All your major assignments are expected to be turned in through there. We will discuss the expectations and how to use the site during the first week of class. mdc.blackboard.com

You are responsible for confirming every assignment submission in order to ensure it went through. If you experience a technological error when submitting, email the assignment to me as an attachment by the time and date it is due so you receive full credit.

Grading Scale

| | |
|--------|---|
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 0-59 | F |

In accordance with the department requirements, a final grade of D or below will result in failing the course.

Disability Services

Students who experience learning difficulties or have disabilities are urged to visit an Access advisor to determine if eligible for any special services. More information can be found at: www.mdc.edu/access

If you are an Access student or are a student with other special needs, please make an appointment with me so that we can discuss any accommodations you may need.

Writing Center

The Wolfson Campus Writing Center is located in Room 2301-3B which is located in the Learning SPOT. Walk-ins are welcome along with those who wish to make appointments. Their website is www.mdc.mywconline.com. I highly recommend using their services not only for this class, but for other classes you take in the future that require writing.

Semester Plan

| Introductory Unit | | |
|---|--|---|
| Date | In-Class Activities | Due Dates |
| Tue. May 14 | - Course Introduction - Syllabus - Diagnostic Essay | |
| Thur. May 16 | - Sources and plagiarism - Summarizing and paraphrasing | Read: A1a – c pp 57- 64 |
| <i>Last day to drop with refund or change courses without financial penalty</i> | | |
| Tue. May 21 | - Research questions | Quiz 1 Due Assignment 1 Due |
| Thur. May 23 | TBD: Using library resources and the writing center | Assignment 2 Due |
| Tue. May 28 | - Introduction to Group Project | |
| Essay 1: Writing to Inform | | |
| Date | In-Class Activities | Due Dates |
| Thur. May 30 | - Introduction to Essay 1: Writing to Inform - Primary vs secondary research | Assignment 3 Due |
| Group Project: Leader Meeting (Literature) | | |
| Tue. June 4 | - Conventions of informative essay - Observation Journals - Grammar Lesson 1 | Quiz 2 Due Group Project: Literature and References First Draft Due |
| Thur. June 6 | - Thesis Statements - Introduction, Body, and Conclusion | Read: C1c pp 7 – 10 Assignment 4 Due |
| Group Project: Leader Meeting (Literature) | | |
| Tue. June 11 | - Group project methods discussion - Grammar Lesson 2 | Quiz 3 Due Group Project: Literature and References Second Draft Due Read: TBD |
| Thur. June 13 | - Peer Review of Essay 1 First Draft - TBD: Social Science Research Ethics | Essay 1: First Draft Due Read: C3 pp 19 to 33 |
| Group Project: Leader Meeting (Methods) | | |
| Essay 2: Writing to Persuade | | |
| Date | In-Class Activities | Due Dates |
| Tue. June 18 | - Essay 1 wrap up and reflection - Introduction to Essay 2: Writing to Persuade | Quiz 4 Due Essay 1: Final Draft Due |
| Thur. June 20 | - Classical Argument structure - Rhetorical appeals - Argument theses | Assignment 5 Due Group Project: Methods and Analysis First Draft Due Read: A4 pp. 87- 94 |
| Group Project: Leader Meeting (Methods) | | |

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| Tue. June 25 | - Essay 2 thesis critique - Incorporation of literature into argument - Grammar Lesson 3 | Quiz 5 Due Assignment 6 Due Read: TBD |
| Thurs. June 27 | - Concession of claims - Logical fallacies | Group Project: Methods and Analysis Second Draft Due |
| Group Project: Leader Meeting (Results) | | |
| Tue. July 2 | - Peer review Essay 2 First Draft - Visual representations of data | Quiz 6 Due Essay 2: First Draft Due |
| Group Project: Leader Meeting (Results) | | |
| Thur. July 4 | *** NO CLASS: Independence Day *** | Group Project: Results and Discussion First Draft Due |
| Essay 3: Writing to Critique | | |
| Date | In-Class Activities | Due Dates |
| Tue. July 9 | - Essay 2 wrap up and reflection - Introduction to Essay 3: Writing to Critique - Grammar Lesson 4 | Quiz 7 Due Assignment 7 Due Essay 2: Final Draft Due Read: TBD |
| Thur. July 11 | - Conferences and Abstracts - Choose articles for essay 3 - Strong response | Assignment 8 Due Group Project: Results and Discussion Final Draft Due Read: A3 pp. 79 - 86 |
| Group Project: Leader Meeting (AIC) | | |
| Tue. July 16 | - Style and genre - Grammar Lesson 5 | Quiz 8 Due Group Project: Abstract, Introduction, and Conclusion Draft Due Read: TBD |
| Thur. July 18 | - Essay 3 Peer review - Group Project: Leader Meeting (AIC) | Assignment 9 Due Essay 3: First Draft Due |
| Tue. July 23 | - Group Project Reflection - How to give presentations about research | Quiz 9 Due Group Project: Final Research Paper due by 11:59 pm Read: A5 pp. 100 - 105 |
| Thur. July 25 | - Essay 3 Reflection - Writing and research in other disciplines | Essay 3: Final Draft Due Read: A6 pp 106 - 108 |
| Tues. July 30 | *** In- Class Final Exam *** | |
| Thurs. Aug 1 | - Semester Wrap up | |