EASTERN ARIZONA COLLEGE
Written Communications II
Course Design
2016-2017

Course Information
Division
Communicative Arts
Course Number
ENG 102 (SUN# ENG1102)
Title
Written Communications II
Credits
3
Developed by
Dr. Pete Chidester
Lecture/Lab Ratio
3 Lecture/0 Lab
Transfer Status

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>ENG Departmental Elective also partially satisfies: Foundation Requirement [FNRQ]</td>
<td>ENGL102</td>
<td></td>
</tr>
</tbody>
</table>

Activity Course
No
CIP Code
23.1301
Assessment Mode
Portfolio (Capstone Research Essay and Essay Examination)
Semester Taught
Fall and Spring
GE Category
English
Separate Lab
No
Awareness Course
No
Intensive Writing Course
No

Prerequisites
ENG 101 with a grade of "C" or higher and reading placement test score as established by District policy or ENG 091 with a grade of "C" or higher

Educational Value
Fulfills general education requirements, serves as transfer credit, and develops the student's skills and awareness needed in making wise life-choices.

Description
Continues development of skills and concepts taught in ENG 101. Emphasizes research and critical reading and writing. Students generate a minimum of 7,000 words including revisions throughout the semester.
Supplies
American Heritage Dictionary, access to computer or word processor, flash drive

Competencies and Performance Standards
1. Write a 2,500-word argumentative research paper stating and supporting a thesis.

Learning objectives
What you will learn as you master the competency:

a. Locate, read, and comprehend diverse source materials utilizing EAC Library holdings and other potential sources.
b. Develop the ability to evaluate sources and identify reliable relevant material.
c. Develop annotation skills by accurately paraphrasing and summarizing source material and identifying material appropriate for quotation.
d. Document research by preparing a working and/or annotated bibliography and demonstrating the ability to identify and restate source material while avoiding plagiarism.
e. Limit general subject to a topic appropriate to a 2,500 word paper.
f. Formulate an assertive thesis or claim representing the research conclusions.
g. Address complementary and contrary points of view represented by authors of source texts.
h. Organize materials driven by an arguable thesis into a coherent research schema or outline.
i. Submit an early draft and a revised draft of the research paper.
j. Use MLA formatting and documentation (APA, Chicago, CSE, or ACS with instructor approval).
k. Present finished manuscript with pertinent prewriting artifacts correctly using standard edited English.

Performance Standards
Competence will be demonstrated:

- by the timely submission of the completed document, and pertinent pre-writing artifacts, to meet an eight-week, pre-set deadline
- by completion of related activities, quizzes and examinations

Criteria - Performance will be satisfactory when:

- learner's research paper demonstrates the ability to accurately summarize, paraphrase, and quote source material as appropriate while avoiding plagiarism
- learner's research paper displays overall conceptual grasp of design through a relevant schema or outline
- learner's research paper displays competent structuring, coherence, and unity on both the paragraph and essay level
- learner writes a well-developed argument supported by a minimum of ten sources that is at least 2,500 words in length
- learner's research paper adheres to MLA formatting and documentation conventions (or APA or Chicago or CSE as permitted by instructor)
- learner submits an annotated bibliography citing and summarizing a minimum of ten sources
- learner's research paper assertively advances a clear arguable thesis without deviating
o learner’s research paper consistently uses correct grammar, usage, spelling, and structural conventions of standard edited English and employs vocabulary of appropriate formality and sophistication

o learner creates a thorough, logically consistent argument that is supported by sufficient and reliable source evidence

o learner’s research paper clearly identifies and effectively refutes counter arguments

This 2,500-word argumentative research paper will serve as a capstone assessment for ENG 102 and for the Eastern Arizona College English Composition Program. As such, the rubric below will be used to assess each student essay in order to generate quantitative data to assess student learning and to drive improvements in the Composition Program.

English 102 Capstone Research Essay Evaluation Rubric
1. ___/30 Presents a thorough, logically consistent argument that is supported by sufficient and reliable source evidence. The research essay clearly identifies and effectively refutes counter arguments.
2. ___/30 Demonstrates the ability to accurately summarize, paraphrase, and quote source material as appropriate, while avoiding plagiarism.
3. ___/30 Displays competent structuring, coherence, and unity on both the paragraph and essay level.
4. ___/30 Essay’s discussion is well developed, supported by a minimum of ten sources, and is at least 2500 words in length.
5. ___/20 Adheres to MLA formatting and documentation conventions (or APA, Chicago, CSE, or ACS as permitted by instructor).
6. ___/20 Persuasively advances a clear, arguable thesis without deviating from it.
7. ___/20 Consistently uses correct grammar, usage, spelling, and structural conventions of standard edited English and employs vocabulary of appropriate formality and sophistication.
8. ___/20 Essay fulfills the additional specific requirements of this assignment.
8. ___/200 Total Points

2. Write a 1,000-word critical essay on fiction.

Learning objectives
What you will learn as you master the competency:

a. Read with developing comprehension a selection of short stories from the course text.
b. Choose a short story as the focal text of the critical essay.
c. Analyze a story in terms of concepts and tactics provided by supportive texts and class lecture and work-shopping.
d. Develop a thesis for a focused essay.
e. Interpret the story in terms of its overall theme.
f. Organize observations of the story’s text in terms of elements of fiction into a coherent outline.
g. Develop a coherent essay manuscript in accord with commonly accepted standards of college English.
Performance Standards

Competence will be demonstrated:
- in quizzes and tests on fiction
- in completed essay

Criteria - Performance will be satisfactory when:
- learner reads with developing comprehension a selection of short stories from the course text
- learner chooses a short story as the focal text of the critical essay
- learner analyzes a story in terms of concepts and tactics provided by supportive texts and class lecture and work-shopping
- learner develops a thesis for a focused essay
- learner interprets the story in terms of its overall theme
- learner organizes observations of the story's text in terms of elements of fiction into a coherent outline
- learner develops a coherent essay in accord with commonly accepted standards of college English

3. Write a 1,000-word critical essay on poetry.

Learning objectives
What you will learn as you master the competency:

a. Read with developing comprehension a selection of poems from the course text.
b. Choose a poem as the focal text of the critical essay.
c. Analyze the poem in terms of concepts and tactics provided by supportive texts and class lecture and workshopping.
d. Develop a thesis for a focused essay.
e. Interpret the poem in terms of its overall theme.
f. Organize observations for the poem's text in terms of elements of poetry into a coherent outline.
g. Develop a coherent essay manuscript in accord with commonly accepted standards of college English.

Performance Standards

Competence will be demonstrated:
- in quizzes and tests relevant to poetry
- in completed essay

Criteria - Performance will be satisfactory when:
- learner reads with developing comprehension a selection of poems from the course text
- learner chooses a poem as the focal text of the critical essay
- learner analyzes the poem in terms of concepts and tactics provided by supportive texts and class lecture and work-shopping
- learner develops a thesis for a focused essay
- learner interprets the poem in terms of its overall theme
- learner organizes observations for the poem's text in terms of elements of poetry into a coherent outline
learner develops a coherent essay manuscript in accord with commonly accepted standards of college English

**Types of Instruction**

Classroom presentation
Group discussion
Peer editing
Individual oral reports
Video/audio presentation

**Grading Information**

**Course Grade Weighting**
Written assignments shall be weighted at 70% of the final grade, the final examination shall be weighted at 10% of the final grade, and other assignments, quizzes, and tests will account for the remaining 20% of the final grade.

**Grading Rationale**

The "A" essay is strong in all areas of composition—distinguished in content, with an interesting, original and fully developed thesis, and containing fresh and precise language. Organization is clear and logical, usage and mechanics show few deviations from standard usage and is mature in concept.

The "B" essay is solid in all areas, and distinguished by full development of topic and by strong, logical organization. The work shows few deviations from standard mechanics and diction is precise and appropriate.

The "C" essay is sound and characterized by a worthwhile thesis validated by sufficient treatment, and orderly in presentation of ideas, containing few deviations from standard English.

The "D" essay is weak in one or more areas, and difficult to understand because of poor organization, inadequate development, vague thesis, errors in grammar and frequent misuse of language.

The "F" essay is unacceptable in one or more areas of composition and may contain several serious grammatical errors, imprecise or misleading expressions, illogical organization, or negligible content.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>