

Central Community College
ENGLISH 1020 English Composition II
Course Outcome Summary

Course Information

Description Focuses on extended source-based writing and/or projects, including a required research paper. Emphasizes organizational strategies for research, the integration of multiple sources, and the ethical use of information source. (45/0/00)

Homework Expectations:

For each hour of classroom time, typically students can expect two hours of homework per week (3 hour course—6 hours of homework per week.).

Total Credits: 3

Total Hours: 45

Course History:

Purpose/Goals

This course will provide opportunities to expand rhetorical knowledge; emphasize techniques of effective argumentation; promote information literacy; provide practice in reading, thinking, and writing critically; reinforce application of the writing process; expand knowledge of academic writing conventions.

Nebraska Transfer Initiative (NTI) Competencies

Target Population:

Students who need to know how to write academic and/or professional level papers using outside sources.

Pre/Corequisites:

Prerequisite ENGL 1010 -English Composition

Course Competencies

1. Identify an academic research topic.

<i>Domain.</i>	<i>Cognitive</i>	<i>Level</i>	<i>Analyzing</i>	<i>Status</i>	<i>Active</i>
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Learning Objectives

- 1.a. Collect background research.
- 1.b. Examine information to identify gaps in knowledge.
- 1.c. Construct a working thesis.

Criteria

Performance will meet expectations when the student:

- 1.1. explores general information sources to increase familiarity with topic.
- 1.2. identifies an issue.
- 1.3. creates a thesis in response to a research question. (NTI-S4)

2. Adapt research strategies to rhetorical situation.

Domain **Cognitive** **Level** **Applying** **Status** **Active**

Learning Objectives

- 2.a. Locate potential academic/professional sources.
- 2.b. Evaluate sources for academic/professional credibility.

Criteria

Performance will meet expectations when the student:

- 2.1. differentiates between primary and secondary sources; between popular and academic sources. (NTI-S10)
- 2.2. evaluates sources based on reliability, accuracy, authority, timeliness, and point-of-view/bias. (NTI-S7).

3. Comprehend academic/professional level sources appropriate to the rhetorical situation.

Domain **Cognitive** **Level** **Understanding** **Status** **Active**

Learning Objectives

- 3.a. Analyze the source's contribution to the issue.
- 3.b. Determine specific content from sources to support the rhetorical situation.

Criteria

Performance will meet expectations when the student:

- 3.1. identifies the thesis and the supporting arguments in the source. (NTI-S3) (NTI-S11)
- 3.2. paraphrases relevant content (NTI-S9)
- 3.3. selects appropriate, limited quotations. (NTI-S9)

4. Evaluate the evidence and/or methods used in academic/professional level sources. (NTI-S10)

Domain **Cognitive** **Level** **Evaluating** **Status** **Active**

Learning Objectives

- 4.a. Analyze a source's use of persuasive rhetoric.

Criteria

Performance will meet expectations when the student:

- 4.1. examines the structure of the source. (NTI-S1)
- 4.2. examines the source regarding concepts of ethos, pathos, and logos (NTI-S1)
- 4.3. examines the underlying and implied meaning(s) of the source.

5. Synthesize academic/professional level sources to argue a position.

Domain **Cognitive** **Level** **Creating** **Status** **Active**

Learning Objectives

- 5.a. Formulate a position on a topic/issue.
- 5.b. Develop the arguments necessary to present a position.
- 5.c. Organize an argument.
- 5.d. Integrate specific evidence from multiple sources to support each claim.

Criteria

Performance will meet expectations when the student:

- 5.1. revises a thesis statement (NTI-S4) (NTI-S13) (NTI-S14)
- 5.2. constructs a persuasive argument. (NTI-S2)
- 5.3. addresses opposing viewpoint(s). (NTI-S2) (NTI-S12)
- 5.4. writes a position into a coherent presentation. (NTI-S4) (NTI-S5)
- 5.5. supports the argument using college-level research from multiple sources. (NTI-S8) (NTI-S10)

6. Utilize citation style appropriate to the academic discipline. (NTI-S9) (NTI-S15)

Domain **Cognitive** **Level** **Applying** **Status** **Active**

Learning Objectives

- 6.a. Recognize multiple academic citation styles.
- 6.b. Document sources utilizing an academic citation style.

Criteria

Performance will meet expectations when the student:

- 6.1. selects the context-appropriate citation style.
- 6.2. incorporates the cited source materials into the texts using paraphrases and direct quotes.

Grading Information:

98-100 A+

90-97 A

87-89 B+

80-86 B

77-79 C+

70-76 C

67-69 D+

60-66 D

≤ 59 F

Attendance Policy: Attendance is an important factor in learning and meeting the requirements of any class. **More than five days absent** for any reason *other than a school activity* could result in an automatic failure (F) in the college portion of the class. No refund will be made for the tuition nor will the student be allowed to enroll for college credit in the 1020 English class.

Student Code of Conduct:

Central Community College (CCC) has established rules and regulations for student conduct and behavior, both inside and outside the classroom. These regulations are explained further within the *Student Handbook* which is available online www.cccneb.edu/StudentHandbook. The demonstration of appropriate behavior and conduct, which fosters a positive campus harmony and respect for others, provides a solid foundation for an excellent learning environment to exist and flourish. Student rules of conduct are provided to protect the rights of others in the campus community (i.e. students, faculty, staff, and administration). These rules generally pertain to conduct which adversely affects the rights of others and/or violates laws, professional ethics or integrity. The complete *Student Code of Conduct* including possible sanctions should a student be found responsible for violating the Code, are located in the Dean of Students or Associate Dean of Students' Offices or online www.cccneb.edu/StudentCodeOfConduct.

Commitment to Students with Disabilities (ADA Policy):

Reasonable accommodations in college programs and services (auxiliary aides and services and academic adjustments) enable qualified students with a disability to have equal access to college programs and equal opportunity to benefit from those programs and services.