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ENGL 202 Composition II

Overview of changes from syllabus of record approved in 1989 – updating to new curriculum*

Course Description

The course description now clearly identifies ENGL202 Composition II as a bridge course in

Composition I by extending students' abilities to incorporate others' texts with their own and by fully immersing them in inquiry. Likewise the general approach to inquiry/research in ENGL 202

I. Catalog Description

ENGL202 English Composition II

3 credits
3 lecture hours
0 lab hours
(3c-001-3cr)

Prerequisite: ENGL 101 and English as a Second Language

To complete a successful account of the ...

[The remainder of the page is obscured by heavy horizontal black bars, likely representing redaction or severe scanning artifacts.]

- Peer response to drafts
- Finished copy of an essay, including bibliography

Unit 1 Weeks 1-3: Beginning the Research Journey

order to begin their first research project.

Reading: Students read Frederick Douglass's *Narrative of the Life of Frederick Douglass, An*

Students now have the second half of the semester to pursue their own writing topics, which may be related to their disciplines. They follow a process similar to the first research process, but focus more intensely on identifying current, credible, authoritative sources from the library databases and other sources. Again, the IUP Instructional Librarians and the Writing Center assist with this process.

Readings: Review of several chapters from *The Bedford Researcher*: 3 (forming a research question and working thesis), 4-6 (finding and evaluating sources, taking notes), 8-10 (searching for further information), 19 (documenting source material), 15 (integrating sources). Students

Discussion topics: In focus groups, students work together to develop their new topics through

discussion of in-class journal responses to research findings, and they workshop their new research questions and working thesis statements

Discussion topics: Students work in small groups to review, critique, and design revision plans for drafts.

Speaking: Students meet individually with instructor to work on drafts, focusing on organization, clarity, and purpose.

Writing Activities: Students create rough drafts and a final research paper. They review samples of reflective cover letters to prepare for portfolio submission at the final exam.

Final Exam: At the designated final exam students submit a portfolio demonstrating reflection on semester work as per LSE guidelines. Students will submit the portfolio and reflect on their

is 20% of the course grade.

The LSE portfolio includes these elements:

- an important document from the research process (selected for reasons each student determines and explains in his or her reflective cover letter),
- a draft of a research essay and a selection of feedback received (the basis for discussion in the cover letter of student's own writing and revision process)

Final Portfolio: 20% of overall grade

Participation: 5% of overall grade

Individual faculty will handle participation points differently. In this section, some

participation points are integrated into the unit portfolios, particularly when unit work includes oral presentations and reading or writing responses produced for or during peer workshops. This 5% participation grade rates overall participation as determined by timely completion of assignments and contribution to workshop goals (small group note takers—a rotating role—prepare, submit workshop logs):

5% *Consistently* completes assignments on time, contributes to workshop goals.

4% *Frequently* completes assignments on time, contributes to workshop goals.

3% *Sporadically* completes assignments on time, contributes to workshop goals.

1% *Rarely* completes assignments on time, contributes to workshop goals.

Writing Scale

None

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C... L... M... N... O... P... Q... R... S... T... U... V... W... X... Y... Z... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... *

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Standard Model - C. T. ... K. ... T. ... A. ... P. ... J. ... C. ... H. ... W. ... L. ...

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Unit II Research Essay #1: Write an Explanatory Synthesis Essay

Unit II Research Essay #1: Write an Explanatory Synthesis Essay

The purpose of this first essay is to give you immersion in a small-scale version of the “composition” that

research writing is—a “synthesis” of materials (also called sources) linked together.

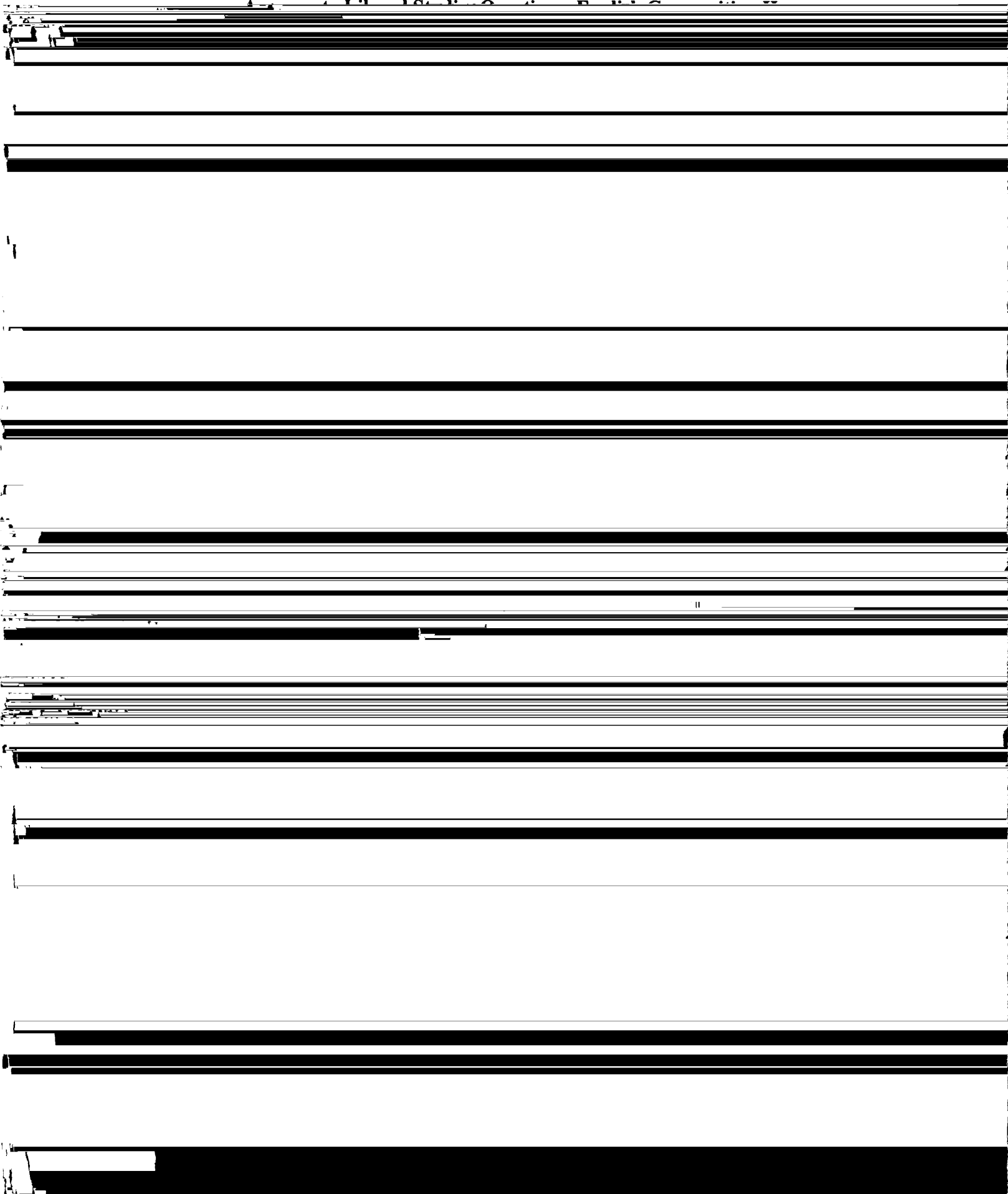
paraphrase, and follow-up discussion of your evidence to explain it (Think about the explanations and critiques you have already done for your reading group). Your assertions must be backed up.

DRAFT DUE TBA (50 points)

ESSAY DUE TBA (90 points)

Research Essay #1: Grading Criteria

FOCUS (10) refers to your identification and sustained treatment of a major idea or thesis. A



Appendix A

Old Syllabus of Record (1989)

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curricular Committee

LSC Use Only
Number <u>LS-72</u>
Action <u>A</u>
Date <u>2-2-89</u>

UWCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE Research Writing (Second English Composition Course)
 COURSE/PROGRAM TITLE English Department
 DEPARTMENT Ronald Americk
 CONTACT PERSON

THIS COURSE IS BEING PROPOSED FOR:

