

DR. HOUSENICK'S ADVANCED COMPOSITION ENGLISH 102-ONLINE COURSE SYLLABUS



Winter Intersession 2016/17

Course Title:	Advanced Composition	Instructor:	Dr. Housenick
Course/Section:	ENG 102-701	Office Room:	#924-W
Department:	English	Office Phone:	740-0618
Credits:	3	Office Hours:	M-F (11:00-12:00) <i>online in Learn</i>
WebCT:	http://learn.luzerne.edu	e-mail:	use the Learn mail
Web site (backup):	http://academic.luzerne.edu/shousenick	e-mail (backup):	shousenick@luzerne.edu

I. PREREQUISITES: Completion of ENG 101 (English Composition)

II. COURSE DESCRIPTION:

Students will develop **writing, research, and critical thinking skills** through diverse reading assignments, writing assignments, and class discussion in this *reading-, writing-, and thinking-intensive* course. The methods of **analogy, cause/effect, and argument/persuasion** will be discussed and employed, culminating in an extended paper that employs multiple patterns and utilizes secondary sources. Students will support their analyses and assert their conclusions through careful and well-documented research using Modern Language Association (**MLA**) citation methods.

III. COURSE GOALS:

This course provides students the opportunity to:

1. create a written document using writing-as-process methods;
2. recognize and use such methods of development as cause/effect, analogy, and argument;
3. employ proofreading techniques to produce papers which conform to standard English grammar, punctuation, and spelling;
4. be able to use the major facilities, services, and tools of the college library;
5. become familiar with and use the current MLA method of documentation by integrating sources in an extended paper.

IV. STUDENT LEARNING OBJECTIVES or OUTCOMES:

Upon successful completion of this course, students will be able to:

Goal 1:

- 1a.** translate a specific topic into a thesis statement within an appropriate developmental method;
- 1b.** plan a unified, coherent, and effective development of the thesis within an appropriate developmental method;
- 1c.** support that thesis using specific evidence and concrete detail.

Goal 2:

- 2a.** read non-fiction selections from essays, biographies, autobiographies, editorials, and news articles;
- 2b.** identify rhetorical patterns used in readings;
- 2c.** utilize several different rhetorical patterns of development to support a thesis.

Goal 3:

- 3a.** revise a multiparagraph essay to include complete and correct sentence structure;
- 3b.** revise a multiparagraph essay to include appropriate and correct punctuation;
- 3c.** revise a multiparagraph essay to include correct mechanical usage.

Goal 4:

- 4a.** search for supporting materials to include in writing assignments for the classroom from library holdings;
- 4b.** use non-print indexes to locate articles for use in writing;
- 4c.** use search engines and online databases to locate electronic sources for use in writing.

Goal 5:

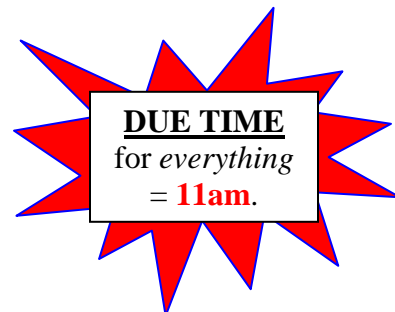
- 5a.** document resources utilizing current MLA guidelines.

V. WEEKLY FORECAST:

- ❖ Consult the **Class Schedule** for specific dates, readings, and assignments.
- ❖ Always check the **Due Date** AND the **Due Time** for each graded assignment.

**** ALL essays have DUE DATES and DUE TIMES, so please check both.**
**** ALL essays will be submitted to LEARN.**
**** ALL essays will also be scanned by BbL's Safe Assign, to guarantee authenticity.**
**** NO work will be accepted after its due date.**
**** NO work will be accepted after the final day of "class."**

- **WEEK #1:** Commencement; Argument/Persuasion (IOE); Critical Reading (Methods, LPE)
- **WEEK #2:** Paradox & Refutation; Analogy; Documentation
- **WEEK #3:** Documentation; C&E; Final Research Paper
- **WEEK #4:** Final Research Paper: Abstracts & Essay



VI. ASSESSMENT and GRADING:

The following are acceptable assessment methods for this course:

1. minimum – 1 **Analogy Essay** (3-4 pages), 1 **Causes/Effects Essay** with Works Cited page (4-6 pages), **Annotated Bibliographies** (3-5 pages), 1 **Research Essay** with Works Cited (8-10 pages).
2. presentations
3. drafts, **outlines**, **templates**
4. **quizzes**
5. tests
6. journals/**discussions**
7. group and individual projects
8. participation
9. portfolio
10. conferences

VII. GRADING SCALE:

<u>Grading Scale:</u> (course)	<u>Grading Scale:</u> (course)	<u>Grading Scale:</u> (papers) (50 pts. X 2=grade)
A = 90-100	(sorry, no A+ grades)	Works Consulted (1-10)
B+ = 87-89	B = 80-86	Documentation (1-10)
C+ = 77-79	C = 70-76	Organization (1-10)
D+ = 67-69	D = 60-66	Grammar (1-10)
F = 0-60		Set Up, Title (1-10)

FINAL GRADE SHEET:

- Average Quizzes. Then average “test” grades (quiz average + DG posts; divided by 2). (**A**)
- Average “essay” grades. (**B**)
- Add **A+B (./. by 2) = C** (final average).

VIII. REFERENCE, RESOURCES, and LEARNING MATERIALS:

- ❖ <<http://learn.luzerne.edu>>
- ❖ Bullock, Richard, and Francine Weinberg. *The Little Seagull Handbook*. New York: Norton, 2014. Print.

IX. ADDITIONAL REFERENCES:

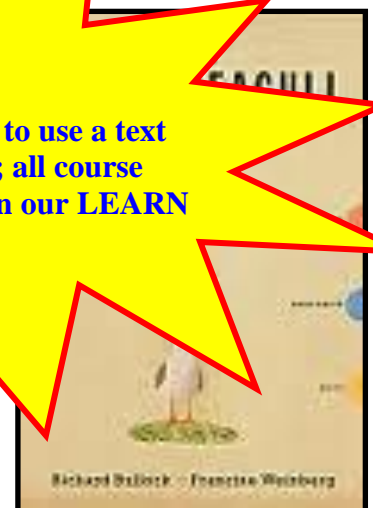
Additional References:

- **Dictionary** (current edition)
- **Thesaurus** (current edition)

Required Equipment:

- storage device (**USB**, **cloud drives**)
- **reliable** Computer & Internet access
- Microsoft **Word**, **PPT**; Adobe **Reader**

We've decided NOT to use a text book this semester; all course material is available on our LEARN



****SAVE EVERYTHING on USB****