

SHAW UNIVERSITY
Department of Humanities
College English and Composition II – ENG 11107
(3 credit hours)
Prerequisite: ENG 110 or Placement Test

Instructor: Dr. R.Jackson
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Mission Statement

The primary focus of the Bachelor of Arts in English Degree Program in the Department of Humanities is to prepare students for the world of work and graduate/professional school by promoting the competencies of critical-thinking, problem-solving, and effective writing skills; sharpening their analytical and research skills, and fostering an understanding of diverse human constructs as represented in written literature.

Program Goals

1. Developing students' competencies in reading, writing, speaking and listening
2. Enhancing students' abilities in writing and critical thinking, summarizing, analyzing, interpreting, synthesizing, and evaluating
3. Enabling students to conduct research and to use library resources and technology effectively
4. Preparing English majors to enter graduate programs and professional careers

- Offering faculty in all the disciplines the benefit of professional development.

Course Description

ENG 111 College English and Composition II (3) Prerequisite: Eng 110 or Placement Test

An introductory course in expository writing. It is designed to increase understanding of the demands of academic writing. It emphasizes the writing process, writing with clarity and purpose, developing and organizing ideas effectively, and using the conventions of edited English. Students practice writing expositions and arguments informed by short readings and also enhance their research skills.

Student Learning Outcomes

Student Learning Outcomes At the completion of this course, students will be able to	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to Program Learning Outcomes
1. explain the writing process	Exams and Papers	1,2,
2. write with clarity and purpose	Papers	1,2
3. develop and write well-organized papers	Papers	1,2,3
4. analyze readings: discuss topics in a critical and thoughtful manner	Exams and Papers	1,2,3
5. practice writing expositions and argument papers	Papers	1,2,3
6. explain the research process	Exams	1,2,3
7. edit papers using the conventions of English	Tests and Essays	1,2

NCATE STANDARDS & INDICATORS

- 1.0 Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.
- 1.1 Teachers select, evaluate and incorporate unbiased instructional materials.
- 1.2 Teachers use multiple strategies to address the needs of individual learners.
- 3.0 Teachers plan and design effective learning environments and experiences supported by technology.
- 3.1 Teachers understand how different forms of oral and written discourse can influence thought and action.
- 3.2 Teachers understand the importance of teaching grammar and usage in context.
- 3.3 Teachers understand composition theory.
- 6.1 Teachers organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.
- 6.3 Teachers promote active, personal engagement through reading, writing, and discussion.
- 8.2 Teachers engage students in making meaning from texts through personal response.

Required Texts

Hacker, Diana. *A Writer's Reference* (6th ed) New York: Bedford/St Martin's, 2008.

Muller, Gilbert. *The New World Reader: Thinking and Writing About the Global Community*. New York: Houghton Mifflin, 2008.

Nwosu, Patricia et al. *Practice for Writing Examinations*. Littleton, MA: Tapestry Press, 2008.

Recommended Text

A college-level dictionary.

Course Requirements

1. **Tests and Final Examination:** Examinations will be given during the semester covering material from the text, lectures, and other readings.

If a student fails to take an exam as scheduled, it is the student's responsibility to inform the instructor immediately. In order to qualify for a make up exam, the student must provide the instructor with documentation from Student Affairs, a medical professional, or an entity approved by Student Affairs. This is the only way a student will be allowed to take a make-up exam. There will be no exceptions. If the student cannot provide documentation, he/she will not be allowed to take the makeup exam and a zero will be given for the exam.

2. **Reading Assignments:** Each student is expected to read all assigned material **prior to class** and fully participate in class discussions and activities. Students may also be assigned readings from professional journals, newspapers, news magazines, periodicals or the Internet during the course of the semester.

3. **Papers:** Unless otherwise noted by the instructor, the following information should be used in preparing papers: Topics for the papers will be assigned during the semester. Papers will follow the guidelines from Modern Language Association (MLA). Papers will be typewritten and double-spaced. The papers will reflect your critical thinking and examination of assigned topics. Your final exam grade will be determined using the following: Content, Organization and Development, Expression, and Mechanics.

WRITTEN COMMUNICATION

LEVELS OF ACHIEVEMENT

CRITERIA	Level 1	Level 2	Level 3	Level 4	Level 5
Content	Student wrote a response but clearly misunderstood the assignment. Student wrote very little.	Vague or predictable. Stock or cliché responses. Confuses some significant concepts.	Adheres to conventional or one-dimensional attitudes. Misunderstands other points of view. General statements	Clear expression that tends towards summary rather than analysis. Above average and coherent content.	Sophisticated response to the prompt. Complex thinking. Understands the material and assignment. Where applicable, includes relevant details and quotes.
Organization and development	Incoherent and fragmentary. Student didn't write enough to judge.	Wandering, repetitive, and inconclusive.	Uneven, awkward, and missing transitions. Weakly unified.	Response has either a strong lead, a developed body, or a satisfying conclusion but not all three.	Essay is well balanced and well developed. It flows clearly.
Expression	Student used below college-level writing style. Student did not write enough to judge.	Too many confusing sentence structures. Many incorrectly used words. Limited range of available vocabulary.	Coherent but ordinary and bland. Average style of expression.	Generally good word choice and sentence structure. Some parts may be routine.	Words chosen are striking but appropriate. Descriptions include unusual but impressive adjectives and action verbs. Very good control of language.
Mechanics	Too many errors in spelling, capitalization, grammar, and	Many spelling, capitalization, grammar and punctuation	Occasional but noticeable errors in spelling, capitalization,	A few mechanical errors that do not interfere	Superior in its handling of mechanics. No mechanical

	punctuation. Student did not write enough to judge.	errors.	grammar, and punctuation.	with the reader's ability to follow the flow of the writing.	errors are detectable.
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4. Class Attendance: The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

5. Class Participation: Students are expected to actively participate in a positive manner in the learning process. Participation includes the following: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline's conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures.

Grade Evaluation

Assignments	Percentage of Final Course Grade
Midterm Exam	15%
Exam	20%
Participation/Other	10%
Papers	30%
Final Exam	25%
Total	100%

The following grading scale will be used: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

Course Plagiarizing/Cheating

Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress**). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

Class Schedule

Class Date	Student Learning Outcomes	Course Content or Unit	Readings	Mode of Instructional delivery	Related Assignment	Resources	Assessment Tool
Week 1		Introduction to Course	Syllabus	Discussion			

Week 2	1,2,3,7	Pre-test; The Writing Process; Grammar and Mechanics	<i>AWR</i> , pp 3-54	Lecture and Class Discussion	<i>PFWE</i> , Test 6, p. 26	Library and Blackboard	Exam and Paper
Week 3	1,2,3,7	The Writing Process: The Thesis; Grammar and Mechanics	<i>AWR</i> , pp 3-54 <i>NWR</i> , pp 488- 489	Lecture and Class Discussion	<i>PFWE</i> , Test 7, p. 31	Library and Blackboard	Exam and Paper
Week 4	1,2,3,7	The Writing Process: The Thesis and the Paragraph	<i>AWR</i> , pp 3-54 <i>NWR</i> , pp 488- 489	Lecture and Class Discussion	<i>PFWE</i> , Test 8, p. 36	Library and Blackboard	Exam and Paper
Week 5	1,2,3,7	The Writing Process: The Thesis, Outline, and Paragraph	<i>AWR</i> , pp 3-54 <i>NWR</i> , pp 488- 489; 496-497	Lecture and Class Discussion	<i>PFWE</i> , Test 9, p. 42	Library and Blackboard	Exam and Paper
Week 6	1,2,3,6	MLA Documentati on and Research	<i>NWR</i> , pp 485- 507	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 7	1,2,3,6	Midterm (covers weeks 2-6); MLA Documentati on and Research	<i>NWR</i> , pp 485- 507	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 8	1,2,3,4,5	The Descriptive Paper	<i>AWR</i> , p. 28 <i>NWR</i> : Lee, p. 126 <i>NWR</i> : Kincaid, p. 304	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 9	1,2,3,4,5	The Descriptive Paper	<i>AWR</i> , p. 28 <i>NWR</i> : Lee, p. 126 <i>NWR</i> : Kincaid, p. 304	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 10	1,2,3,4,5	Descriptive Paper Due; The Persuasive Paper	<i>NWR</i> , Schlesinger, p. 59 <i>NWR</i> , Gates, p. 284	Lecture and Class Discussion		Library and Blackboard	Exam and Paper

Week 11	1,2,3,4,5	The Persuasive Paper	<i>NWR</i> , Schlesinger, p. 59 <i>NWR</i> , Gates, p. 284	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 12	1,2,3,4,5	Persuasive Paper Due; The Narrative Paper	<i>AWR</i> , p. 27 <i>NWR</i> , Tan. P. 120 <i>NWR</i> , Rooney, p. 452	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 13	1,2,3,4,5	The Narrative Paper; Exam on weeks 8-12	<i>AWR</i> , p. 27 <i>NWR</i> , Tan. P. 120 <i>NWR</i> , Rooney, p. 452	Lecture and Class Discussion		Library and Blackboard	Exam and Paper
Week 14	1,2,3,4,5, 6,7	Narrative Paper Due; Participation /Other (To be defined/explained by instructor)		Lecture, Class Discussion/Participation			
Weeks 15-16	1,2,3,4,5, 6,7	Post-test; Final Review					Exam and Paper