

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Summer 2014

Type of Action:

New
X Modification
 Cancellation

Course Alpha and Number: EN 202

Course Title: English Composition II

Reason for initiating, revising, or canceling:

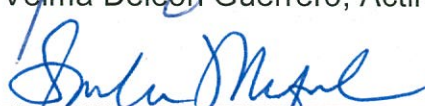
The three reasons for modifying this course include: (1) implementation of periodic course review as part of the program review cycle (the previous revision was made in summer 2011 for a purpose other than reviewing the course objectives; the current revision was based in part on data from the Form 1 report for EN202 submitted Dec. 30, 2013); (2) addition of updated textbooks and style guides so that the course guide now recommends several texts matched to the course content for the instructor to choose from, rather than requiring a single text; and (3) broadening of course objectives to more completely represent the instructional components of the course's three main content areas as these are taught in counterpart courses at institutions with which NMC holds articulation agreements: writing for a variety of academic purposes, argumentation, and research writing.

5/8/2014

Stephanie Farrier, Proposer Date

5/8/2014

Velma Deleon Guerrero, Acting Department Chair Date

5.8.14

Barbara Merfalen, Dean of Academic Programs and Services Date

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Course: EN 202 English Composition II

1. Department

Languages and Humanities

2. Purpose

This course completes the sequence of skill instruction begun in English 101 to prepare students for the demands of academic and professional writing. Students will consolidate their abilities (1) to use the composing process (prewriting, drafting, and revising) as a recursive process for developing clear, precise and accurate prose; (2) to effectively employ and combine academic writing forms to serve a variety of academic writing purposes through the composition of three to six shorter academic papers; (3) to construct analytical, rigorous, and source-supported arguments; and (4) to employ research techniques, including locating, critically reading, synthesizing, and documenting sources with MLA or APA formatting, in planning and writing a substantial academic research paper of 10-12 pages.

3. Description

A. Recommended Textbook(s) and Related Materials

One textbook and one style guide from the following:

Textbooks:

Axelrod, Rise B. and Charles R. Cooper. *Axelrod & Cooper's Concise Guide to Writing*. 6th ed. Bedford/St. Martin's, 2012.

Readability level: Grade 13.3 (Flesch-Kincaid Grade Level Score)

Rosenwasser, David and Jill Stephen. *Writing Analytically*. 7th ed.

Cengage: 2014. Readability level: Grade 13.3 (Flesch-Kincaid Grade Level Score)

Smalley, Regina, Mary Ruetten, and Joann Kozyrev. *Refining Composition Skills: Rhetoric and Grammar*. 6th ed. Heinle & Heinle, 2011

Readability level: Grade 13.2 (Flesch-Kincaid Grade Level Score)

Style Guides:

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Bedford/St. Martin's, 2011. (includes MLA and APA style)

Concise Rules of APA Style. 6th ed. American Psychological Association, 2009.

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America, 2009.

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B. Contact Hours

1. **Lecture:** 3 hours per week / 45 per semester
2. **Lab:** None
3. **Other:** None

C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

D. Catalogue Course Description

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E. Degree or Certificate Requirements Met by Course

This course meets degree requirements for the B.S. degree in Elementary Education, the B.S. degree in Business, the A.A. degree in Liberal Arts, the A.A. degree in Business, and fulfills an elective requirement for other associate's degrees.

F. Course Activities and Design

1. Students will practice writing within three main skill areas: composition in a variety of academic discourse modes; employing elements of argument to compose persuasive and well-considered argument (position) papers; and the processes, strategies, and conventions associated with composing a college level research paper.
2. The instructor may create four to seven instructional units (including the research paper unit) around a variety of writing prompts. These units will support students in acquiring skills in developing, organizing and presenting their ideas in academic writing. Writing prompts may involve discourse modes appropriate to the types of academic papers students

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will write at the 200 level and beyond. Each unit will include instruction in any or all of the following: the writing process (invention or prewriting; drafting; and revising, editing, and proofreading); traits of good writing (unity, coherence, and development); reading skills associated with analytical writing and research tasks (such as critical reading strategies and summarizing); and research writing strategies, including formulating an academic research question, developing an appropriate thesis statement, conducting secondary and, where appropriate, primary research, synthesizing sources, and documenting and citing sources. Instructional activities will include writing; reading and analyzing model essays; guided discussion; examining student work in a group setting to focus on areas of common difficulty or to highlight successful examples; and incorporating peer and instructor feedback.

3. Students will approach the writing process as a recursive (cyclical) rather than a linear process, learning, for example, to outline previously written work in order to better organize it, to return to the prewriting stage when additional brainstorming is needed, or to revise at multiple points in the writing process.
4. Students will approach writing as a means of thought and discovery, learning, for example, to explore both sides of an issue before creating an arguable assertion, to revise a tentative research thesis based on the results of the research process, or to develop ideas during the writing and revising stages, as well as during the planning stage.
5. Students will practice the research process extensively and in-depth. They will practice methods of conducting research; using primary and secondary sources; locating and evaluating sources; distinguishing between peer-reviewed and non-peer reviewed sources; citing and documenting research sources; and summarizing and paraphrasing. Students will distinguish between and use both non-research academic writing and academic research writing techniques.

**4. Course Prerequisite(s); Concurrent Course Enrollment;
Required English/Mathematics Placement Level(s)**

Prerequisites: a grade of C or higher in EN 101

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit course, textbook and style guide.

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Cost to the College: Salary of instructor for 4 credits, which includes three (3) course credits as well as one (1) additional credit for teaching a writing course.

Instructional resources needed for this course include instructor text; copying facilities; blackboard/whiteboard and chalk/markers; digital overhead projector; classroom wireless or access to computer lab during class hours.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0
- B: Above average – grade points: 3.0
- C: Average – grade points: 2.0
- D: Below average – grade points: 1.0
- F: Failure – grade points: 0.0

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Review of Academic Writing

- 1.1 The purposes of academic writing
- 1.2 Appropriate diction for academic writing
- 1.3 Various functions of thesis statements
 - 1.3.1 Thesis statements as statements of topic plus controlling idea
 - 1.3.2 Forecasting statements
 - 1.3.3 Arguable assertions
 - 1.3.4 Research questions
- 1.4 Strategies for writing introductions
- 1.5 Strategies for supporting main subtopics
- 1.6 Creating organizational structures to fit the writer's purpose
 - 1.6.1 Structures specific to common forms of academic writing
 - 1.6.2 Structuring an argument
 - 1.6.3 Structuring a research paper
- 1.7 The use of examples in exposition
 - 1.7.1 Choosing representative examples
 - 1.7.2 Using a single, detailed example

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- 1.7.3 Using several, shorter representative examples
- 1.8 Strategies for writing conclusions
- 2.0 Elements of effective writing
 - 2.1 Unity/focus
 - 2.1.1 Relating all parts of a piece of writing to the thesis
 - 2.1.2 Relating all parts of a paragraph to the topic sentence
 - 2.1.3 Revising a thesis or piece of writing to create focus
 - 2.2 Coherence
 - 2.2.1 Concise, exact language
 - 2.2.2 Placing sentences within paragraphs in logical order
 - 2.2.3 Using paragraphing to cue the reader
 - 2.2.4 Using orienting statements to cue the reader
 - 2.2.5 Selecting logical structures to serve the needs of the subject
 - 2.2.6 Cohesive devices: pronouns, word repetition, sentence structure, repetition, parallel construction
 - 2.2.7 Transitions: Words, expressions, and sentences that provide logical, temporal, and spatial transition
 - 2.3 Development
 - 2.3.1 Selecting the appropriate type of support for subtopics: examples, anecdotes, statistics, studies, authorities, textual evidence
 - 2.3.2 Selecting representative support
 - 2.3.3 Providing sufficient support
 - 2.4 Writing conventions: Using syntax, grammar, punctuation, mechanics, and spelling to enhance the clarity of the writing
- 3.0 The writing process
 - 3.1 Understanding that writing is a recursive rather than linear process
 - 3.2 Using a variety of prewriting strategies
 - 3.3 Drafting techniques
 - 3.4 Revising strategies
 - 3.5 Proofreading strategies
- 4.0 Forms and patterns of academic writing: Understanding and using the conventions and organizational patterns associated with four to six forms of academic discourse, including, but not limited to: summarizing a source, analyzing a source, synthesizing multiple sources, explaining a concept, proposing a solution, justifying an evaluation, speculating about causes or effect, comparison and contrast, classification, and process analysis

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5.0 Argumentation

5.1 Basic elements of argument

5.1.1 Arguable assertions: assertions of opinion, policy, and evaluation

5.1.2 Aristotle's three types of appeals: logos, pathos, ethos

5.1.3 Types of support

5.1.4 Approaching arguments analytically

5.1.5 Counterargument

5.1.5.1 Conceding a point

5.1.5.2 Accommodating a concern

5.1.5.3 Refuting a point

5.1.6 Assumptions (Motivating Factors): values, principles, ideology, ideas, priorities, and agendas

5.1.7 Logical fallacies

5.1.8 Organizing an argument to fit the writer's purpose

5.2 Interpreting, evaluating, and integrating others' work into writing your own argument

5.2.1 Fairly and accurately representing and quoting sources

5.2.2 Summarizing

5.2.3 Analyzing

5.2.4 Synthesizing

6.0 Academic Research Writing

6.1 Selecting a research topic

6.1.1 Suitability for research

6.1.2 Scope

6.1.3 Writing a research proposal

6.2 Critical reading strategies

6.2.1 Annotating

6.2.2 Scratch and formal outlining

6.2.3 Summarizing

6.2.4 Synthesizing

6.2.5 Contextualizing

6.2.6 Looking for patterns of opposition

6.2.7 Reflecting on challenges to your beliefs

6.2.8 Evaluating the logic and credibility of an argument

6.3 Locating and using sources

6.3.1 NMC Library

6.3.1.1 Reference desk

6.3.1.2 Library catalog

6.3.1.3 Online services

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- 6.3.1.4 Periodical indexes
 - 6.3.1.5 NMC archives
 - 6.3.2 Strategies for research
 - 6.3.2.1 Field research, interviews and surveys
 - 6.3.2.2 The working bibliography
 - 6.3.2.3 Standard reference works
 - 6.3.2.3.1 Specialized encyclopedias
 - 6.3.2.3.2 Disciplinary guides
 - 6.3.2.3.3 Government resources
 - 6.3.2.3.4 Bibliographies
 - 6.3.2.4 Internet research
 - 6.3.2.4.1 Online databases
 - 6.3.2.4.2 Online indexes and bibliographies
 - 6.3.2.4.3 Listservs and discussion forums
 - 6.3.2.5 Advanced search techniques
 - 6.3.2.6 Evaluating sources according to credibility, authority, currency, purpose, viewpoint, and relevance
 - 6.3.3 Strategies for documentation
 - Note taking: using index cards, a notebook, or a computer
 - 6.3.3.1 Annotation
 - 6.3.3.2 Deciding whether to quote, paraphrase or summarize
 - 6.3.3.3 Incorporating and punctuating quotations
 - 6.3.3.4 Understanding and avoiding plagiarism
 - 6.3.3.5 Paraphrasing
 - 6.3.3.6 Summarizing
 - 6.3.3.7 Recording source information: MLA or APA style
 - 6.3.3.7.1 Bibliographic references
 - 6.3.3.7.2 Citations
 - 6.3.3.7.3 Using style guides
 - 6.3.4 Annotated bibliographies
- 6.4 Writing a research paper
- 6.4.1 Formal outlining
 - 6.4.2 Writing an annotated bibliography or literature review
 - 6.4.3 Writing an introduction and background information
 - 6.4.4 Supporting a research thesis
 - 6.4.4.1 Ordering material logically
 - 6.4.4.2 Creating cohesion
 - 6.4.4.3 Selecting and including complete, representative data
 - 6.4.4.4 Integrating research data from primary and secondary

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sources, which may include integrating original research

6.4.5 Writing a conclusion based on research findings

6.5 Formatting a research paper

6.5.1 Designing a document according to MLA or APA style

6.5.2 The abstract

6.5.3 Headings and subheadings

6.5.4 Formatting and citing charts, tables, and visual sources

6.5.5 Formatting a bibliography

7.0 Working within the structures and processes of the writing classroom

7.1 Analyzing and responding to writing prompts and rubrics

7.2 Incorporating instructor feedback

7.3 Incorporating peer feedback

7.4 Providing peer feedback

8. Instructional Goals

This course will reinforce students' ability to:

1.0 Develop and express ideas in writing to successfully complete written assignments and assessments in any college-level course;

2.0 Focus on a writing purpose;

3.0 Write in several forms of academic discourse;

4.0 Use conventions appropriate to a variety of academic writing forms;

5.0 Adopt appropriate voice, tone, and level of formality;

6.0 Use writing and reading for inquiry, learning, thinking, and communicating;

7.0 Use the understanding that it usually takes multiple drafts to develop and complete a piece of writing, and that returning to invention and revising takes place throughout the writing process;

8.0 Develop and demonstrate flexibility in generating ideas, drafting, and revising;

9.0 Meaningfully critique their own and others' written work;

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- 10.0 Choose appropriate research questions and formulate arguable theses;
- 11.0 Find, evaluate, analyze, and synthesize appropriate secondary and primary sources;
- 12.0 Distinguish between academic (peer-reviewed) and non-academic (non-peer-reviewed) sources;
- 13.0 Practice appropriate means of documenting sources;
- 14.0 Integrate their own ideas with those of sources;
- 15.0 Control surface features such as syntax, grammar, punctuation, and spelling; and
- 16.0 Write a research paper in an acceptable academic style.

9. Student Learning Outcomes

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

- 1.0 Write at a level of competence sufficient to successfully complete written assignments in any undergraduate course, as well as to respond effectively to essay questions on examinations;
- 2.0 Choose an appropriate research topic and formulate a thesis;
- 3.0 Gather and evaluate information from a variety of sources;
- 4.0 Summarize, paraphrase, quote, and document source material;
- 5.0 Demonstrate the ability to think analytically about problems and issues related to a research topic;
- 6.0 Organize and express thoughts in clear, concise, coherent prose;
- 7.0 Recognize good writing and the qualities that make it so;
- 8.0 Utilize, in three to six shorter essays, various academic writing modes; and

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- 9.0 Write a short research paper (10-12 pages), employing the techniques and formatting conventions of academic research writing and using either the MLA or APA format.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Quizzes and writing exercises
- 2.0 A variety of collaborative assignments
- 3.0 Weekly summary or reaction papers
- 4.0 Reading assignments
- 5.0 Three to six shorter essays
- 6.0 Annotated bibliographies
- 7.0 A research paper (10-12 pages) on an assigned topic or instructor-approved topic of the student's choosing.

