



Syllabus

ENG 103 - Composition II

General Information

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Department Humanities

Course Prefix ENG

Course Number 103

Course Title Composition II

Course Information

Catalog Description Composition II focuses on the rhetorical concerns of argument. The course provides students with increased practice (begun in Composition I) in research, analysis, and genres of writing and explicit instruction in independent student-generated research. The course emphasizes academic research-based reading and writing done throughout college as well as the transfer of these skills into the professional realm.

Credit Hours 3

Lecture Contact Hours 3

Lab Contact Hours 0

Other Contact Hours 0

Grading Scheme Letter

Prerequisites

ENG 101

Co-requisites

None

First Year Experience/Capstone Designation

This course **DOES NOT** satisfy the outcomes applicable for status as a FYE or Capstone.

SUNY General Education

This course is designated as satisfying a requirement in the following SUNY Gen Ed category

Communication - Written

FLCC Values

Institutional Learning Outcomes Addressed by the Course

Inquiry, Perseverance, and Interconnectedness

Course Learning Outcomes

Course Learning Outcomes

1. Rhetorical Knowledge - read and compose a variety of texts by evaluating purpose, audience, genre, and context for different situations.
2. Critical Thinking, Reading, and Writing - evaluate and synthesize ideas, information, situations, and texts in order to enhance their reading and writing abilities.
3. Processes - use flexible and recursive composing and research processes adapted to different contexts and situations.
4. Knowledge of Conventions - apply and analyze genres' conventions (grammar, punctuation, paragraphing, tone, mechanics, etc.) in response to different writing situations in order to create readable texts.

Outline of Topics Covered

Rhetorical Reading and Writing

- audience
- purpose
- subject
- context
- genre

Writing Strategies for Genres such as:

- research proposals
- annotated bibliographies
- synthesis documents

- researched-based academic essays

Reading Strategies

- identifying key terms
- evaluating
- summarizing
- annotating
- responding to texts

Joining an Academic Conversation

- posing inquiry-based questions
- framing an issue or concern
- arriving at an independent conclusion
- adding an independent contribution

Integrating Sources

- Evaluating for Relevance
- Evaluating for Authority
- Popular Sources
- Scholarly Sources
- Quotation, Paraphrase, and Summary
- Citation Systems such as
 - MLA
 - APA
 - CSE
- In-text Citation Format
- End-of-text Citation Format

Recursive Writing and Research Process

- generating
- drafting
- peer reviewing
- revising

Reflective Writing

- self-evaluate before, during and after a writing project
- see growth in critical thinking
- examine change in perspective before, during and after reading research
- transfer writing and research strategies to other contexts

Minimum Standard Requirements:

Annotated Bibliographies totaling at least 2k words as process work.

An Argumentative Essay of at least 2500 words integrating at least six sources should be assigned during the semester.

A Reflection Essay totaling 750-1k words.

Students should expect to generate a minimum of 10-15 pages of polished work that has undergone a significant revision process during the semester.