

ENGL 1120 English Composition II

3 Credit hours

Prerequisite: ENGL 1110 or ENGL 1111

Courses Affected: Arts and Humanities and Social Sciences

Fields and Majors Served by This Course:

(Note: All fields and majors are served by this course, but the course emphasis is most appropriate for the following fields and majors.)

Arts and Humanities

Education majors

Health Technologies

Social Sciences

Transfer students

How ENGL 1120 Differs from ENGL 1121:

English 1120 offers the same course work, requirements, and transferability as English 1121. However, the focus in English 1120 is on subject matter related to fields traditionally associated with the social sciences and the humanities.

Course Description:

Students enrolled in this course analyze argumentative strategies, consider models and examples of various argumentative papers, and construct texts using Modern Language Association (MLA) documentation style and a research paper format. The course focuses on the research process: Identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research materials into an end-of-semester project. The course culminates in the production of a fully documented argumentative research report or proposal/feasibility report of 8-12 pages, using a minimum of ten sources distributed across a spectrum of resources (books, magazines and journals, electronic databases, and so forth).

Goals and Objectives:

General course goals and objectives include further developing writing skills acquired in previous English and other courses; further developing critical thinking, problem-solving, and communication skills; and supporting research skills with technology through electronic media. Students will acquire skills in writing at least one short opinion/argumentative report, an 8-12 page argumentative research report, and possibly a research notebook. Other skills include developing an effective thesis/proposal; using electronic research tools, including OhioLink; analyzing for suitability, and fairly, accurately, and effectively using source materials; and effectively using a standard documentation style (MLA).

Sample Course Outline: (Condensed Form)

- I. Analyze and Construct Argumentative Texts in Professional Fields (using the following critical thinking skills):**
 - A. Identifying underlying assumptions, ethical dimensions, and logical fallacies.**
 - B. Analyzing, interpreting, evaluating, and synthesizing information.**
 - C. Supporting a thesis.**
 - D. Drawing inferences and conclusions.**

- II. Use Research Tools and Strategies (Information Literacy)**
 - A. Locating and using library resources based upon a library orientation.**
 - B. Using non-library sources.**
 - C. Analyzing secondary sources for suitability.**
 - D. Learning principles of effective note taking and documenting of sources.**
 - E. Using a documentation style (MLA) to construct a bibliography.**

- III. Understand the Argumentative Research Report or Proposal/Feasibility Report Process**
 - A. Employing effective organizational strategies.**
 - B. Smoothly incorporating and parenthetically documenting research sources.**
 - C. Synthesizing source materials in a research paper.**
 - D. Effectively and correctly using grammar, mechanics, usage, and style.**

Instructors' Topic Preferences:

Individual instructors may have differing emphases on topics. Generally, instructors use either of two approaches—either students write upon some current social issue or students analytically and critically respond to works of imaginative literature. All instructors, however, involve students in developing and applying critical thinking and analytical skills so students may logically and effectively articulate a thesis with adequate support.

Course Grading Procedures:

In English 1120 instructors evaluate students' performance primarily through the steps taken to complete an 8-12 fully researched and documented paper. Students' efforts at planning, shaping, drafting, revising, and proofreading and editing of a research paper are taken into account. Students may also be evaluated on class participation (individual and group), prewriting activities, in-class writing, journal writing, collaborative writing, workshop participation, teacher/student conferences, homework assignments, oral presentations, quizzes, portfolios, and by other means

deemed appropriate by an individual instructor, and in accord with departmental and college-wide policies. In Comp II the emphasis in grading is placed on students' effectively employing analytical and critical thinking skills in writing, in applying the basics of standard, edited English (much like what would be used in formal television, newspaper, and magazine journalism), in students' identifying, evaluating, and marshaling researched sources, and in students' developing an ability to write concisely, clearly, and cogently.