1. **COURSE TITLE\*: English Composition II**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*: ENGL 1102**
3. **PREREQUISITE(S)\*: Completion of ENGL 1101 with a C or better COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION/MODALITY: (*Course may meet in-person, as a hybrid, or entirely online.)***
5. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: 0 OBSERVATION HOURS\*: o**

1. **FACULTY CONTACT INFORMATION: *(Instructor will insert name, contact information and office hours here.)***
2. **COURSE DESCRIPTION\*:**

This course advances those skills acquired in English 1101, continuing to engage students in the clear and concise expression of ideas while emphasizing argumentation and research writing. Current MLA (or APA) documentation is required.

1. **LEARNING OUTCOMES\*:**

Students taking this course will meet the following outcomes.

1. **Rhetorical Knowledge:** show a continued understanding of those elements that define a rhetorical situation, such as purpose, audience, and tone; demonstrate an ability to analyze arguments and to use argumentation strategies in their own writings.
2. **Critical Thinking, Reading, and Writing:** show a continued ability to engage in reading and writing as inquiry and to analyze and produce a variety of texts by employing critical thinking strategies; demonstrate an ability to locate and determine the usefulness of various sources like academic journal articles obtained through library databases (print, electronic, etc.); synthesize and use information from scholarly sources to effectively develop and present ideas and arguments.
3. **Knowledge of Composing Processes:** show an increased understanding of writing as a process; demonstrate an ability to successfully engage in strategies for invention, drafting, revising, and editing; practice writing as a process while carrying out a research project.
4. **Collaboration:** participate in collaborative writing activities, peer review sessions, or conferences for the purpose of improving their writing.
5. **Knowledge of Conventions:** show continued competency in following current rules and conventions for formatting, style, and usage; demonstrate an ability to adhere to MLA or APA style guidelines when citing sources in the body of a paper and when formatting a research paper, a Works Cited or References page, and other research project assignments.
6. **Composing and Conducting Research in Electronic Environments:** show a continued understanding of opportunities to make use of media and technology when composing and publishing texts; identify and use SSCC library resources (like academic articles published in a peer-reviewed journal) in OPASS, OhioLINK, and on the internet, including catalogs, databases, indexes, bibliographies, and websites, adhering to guidelines for scholarly and unbiased sources.

**Minimal Course Requirement:** produce a minimum of 5,000 total words (roughly 20 total pages of written work); complete a variety of writing assignments for the purpose of addressing a variety of rhetorical situations; complete at least one research project, which should include, but need not be limited to, submission of a research proposal, an annotated bibliography, notes, an outline, a rough draft, and a final paper that has engaged in meaningful revision and that utilizes scholarly/academic sources and is 8-10 pages in length.

1. **ADOPTED TEXT(S)\*:**

*The Norton Field Guide to Writing with Readings*

7th Edition with *InQuizitive* and *Little Seagull* access codes

Richard Bullock, Deborah Bertsch, and Maureen Daly Goggin

W.W. Norton & Company, 2026

ISBN for Follett Inclusive Access: [Bookstore waiting on Follett]

ISBN: for students who do not want Inclusive Access: [insert new number] (Paperback)

ISBN:for students who do not want Inclusive Access**:** [insert new number] (Ebook and Learning Tools)

OR

OhioLink Second Year Writing Course

A Free Online Educational Resource from the Ohio Dept. of Higher Ed.

<https://ohiolink.oercommons.org/courseware/14>

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor. Note: Any textbook changes or additions must be approved by the English Department and the SSCC Curriculum Committee.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

A variety of assignments will be used to evaluate student learning. Types of assignments should include but need not be limited to those listed below. A recommended distribution of grades is also indicated.

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| A Research Project: Research Project assignments should include a proposal, an annotated bibliography, notes, a formal outline, a rough draft, and a final paper. Scholarly/academic sources must be used in this 8-10 page paper. | 400 | 40% |
| Quizzes/Exams: i.e. reading quizzes and tests. | 100 | 10% |
| Essays: Essay assignments must engage students in argumentation as well as other rhetorical modes. At least one essay assignment must require the use of scholarly/academic sources | 400 | 40% |
| Presentations: Presentations may include activities such as group or individual in-class reports to share research findings. | 100 | 10% |
| Total | 1000 | 100% |

When evaluating student writing, instructors will use the English Department’s Essay Evaluation Scale (<https://www.sscc.edu/syllabi/assets/English%20Rubric.pdf>). Writing assignments should determine at least 80% of a student’s final grade.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

**Face-to-face** classes may consist of lectures, class discussions, small group projects, videos, outside assignments, informal and formal writing assignments, and supplemental materials. Interactive class discussion is encouraged and staying current on reading assignments necessary to be able to actively participate in class discussions. Quizzes and exams may be required. This course may require accessing and submitting assignments to a supplemental course on the college’s LMS (learning management system).

**Hybrid and/or Online** version of this course may consist of any of the above types of methods and assignments and may include recorded lectures and supplemental materials, discussion board posts and responses, video viewing, various types of quizzes and exams, various informal and formal writing assignments. Students will be required to access and complete course work on the college’s LMS (learning management system).

1. **COURSE OUTLINE:**

**ENGLISH 1102**

**SAMPLE COURSE OUTLINES**

***Norton Field Guide to Writing***

**Week 1 (LO#s: 1, 3, 4)**

1. Course overview.
2. Review of English 1101 fundamentals.
3. Introduction to the *Response Essay Assignment* (in class activities to define the rhetorical situation and to analyze a sample response).

Readings: Chapters 7-11 (Rhetorical Situations); Chapter 28 (Writing as Inquiry); Chapter 29 (Generating Ideas and Texts); Chapter 30 (Organizing your Writing, Guiding your Readers); Chapter 3 (Summarizing and Responding: Where Reading Meets Writing).

**Week 2 (LO#s: 1, 3, 4, 5, 7)**

In class activities and pre-writings to address the *Response Essay Assignment*.

1. *Response Essay Rough Draft Due* (peer review workshop).
2. Fields of Study – Reading and Writing

Readings: Chapter 31 (Drafting); Chapter 32 (Assessing Your Own Writing); Chapter 33 (Getting Response and Revising); Chapter 34 (Editing and Proofreading); Chapter 24 (Fields of Study); Chapter 25 (Reading across Fields of Study).

**Week 3 (LO#s: 2, 3, 4, 6, 7)**

1. Revision strategies discussed and demonstrated.
2. *Response Essay Assignment* due.
3. Introduction to the *Argumentative Essay Assignment* (the elements of argumentation and using sources to support an argument).
4. Introduction to the OhioLINK database, *Academic Search Complete*.
5. Conducting a basic keyword search.

Readings: Chapter 15 (Arguing a Position); Chapter 38 (Arguing); Chapter 26 (Writing in Academic Fields of Study).

**Week 4 (LO#s: 1, 2, 3, 5, 6)**

1. Analyzing an argument (in class examination of a sample argument).
2. In class activities and pre-writings to address the *Argumentative Essay Assignment*.
3. Introduction to the OhioLink *Library Catalog* and an OhioLINK reference database.
4. Introduction to quoting, paraphrasing, and summarizing.

Readings: Chapter 48 (Finding Sources); Chapter 49 (Evaluating Sources); Chapter 51 (Quoting, Paraphrasing, and Summarizing).

**Week 5 (LO#s: 1, 2, 3, 5, 6, 7)**

1. *Argumentative Essay Rough Draft* due (peer review).
2. Revision strategies discussed and demonstrated.
3. Avoiding Plagiarism.
4. An introduction to MLA or APA style (formatting in-text citations and the Works Cited or References page).

Readings: Chapter 52 (Acknowledging Sources, Avoiding Plagiarism); Chapter 53 (Documentation); Chapter 54 (MLA Style) OR Chapter 55 (APA Style).

**Week 6 (LO#s: 2, 3, 5, 6)**

1. *Argumentative Essay Assignment* due.
2. Introduction to the *Research Project*. This project will require you to complete the following assignments: a *Research Proposal*, an *Annotated Bibliography*, *Notes*, a formal *Outline*, a *Rough Draft*, and a final *Research Paper*.
3. Looking for topics in likely (and unlikely) places: a discussion of assigned readings in our textbook.
4. Narrowing potential topics. (Group activity.)
5. Another – and more detailed – look at OhioLINK (identifying multiple databases appropriate to a research topic); locating sources on the web.

Readings: Chapter 47 (Getting Started on Research); Selections from READINGS: Arguments section of textbook; REVIEW: Chapter 48 (Finding Sources).

**Week 7 (LO#s: 2, 4, 5, 6)**

1. How to state a research topic as a question.
2. Using Boolean operators to conduct advanced searches.
3. Locating and using bibliographies.
4. In class activities and pre-writings to address the *Research Proposal Assignment*.
5. Introduction to the *Annotated Bibliography Assignment*.

Readings: Chapter 21 (Proposals); Chapter 16 (Annotated Bibliographies).

**Week 8 (LO#s: 2, 3, 4, 5, 6)**

1. *Research Proposal* due.
2. In class activities and pre-writings to address the *Annotated Bibliography Assignment*.
3. Read and analyze a source. (Group activity.)
4. Introduction to the *Notes Assignment*.
5. In class activities and pre-writings to address the *Notes Assignment*.

Readings: Chapter 2 (Reading in Academic Contexts); REVIEW: Chapter 49 (Evaluating Sources); Chapter 51 (Quoting, Paraphrasing, and Summarizing). NOTE: You should also be reading sources you are locating.

**Week 9 (LO#s: 1, 2, 4, 6, 7)**

1. *Annotated Bibliography* due.
2. Moving from a research question to a thesis statement.
3. Testing a thesis statement. (Group activity.)
4. What does it mean to synthesize ideas?

Readings: Chapter 50 (Synthesizing Ideas); REVIEW: Chapter 30 (Guiding Your Reader - Thesis Statements). NOTE: You should also be reading sources you are locating.

**Week 10 (LO#s: 1, 2, 3, 4, 5, 6, 7)**

1. *Notes Assignment* and *Thesis Statement* due.
2. An introduction to the *Outline Assignment*.
3. An overview of patterns of development: cause and effect, classify and divide, compare and contrast, and explain a process.
4. **Sign up for a conference.** Your *Outline Assignment* will be due at conference. Also, bring to conference your *Research* *Proposal*, *Annotated Bibliography*, *Notes*, and *Thesis Statement*.

NOTE: At your conference, we will discuss the progress you have made on your research project thus far, any necessary adjustments or modifications, and your plans for moving on to the drafting stage.

Readings: Chapter 37 (Analyzing Causes and Effects); Chapter 39 (Classifying and Dividing); Chapter 40 (Comparing and Contrasting); Chapter 44 (Explaining Processes).

**Week 11 (LO#s: 4, 7)**

Conferences: Your *Outline Assignment* is due at the time of your conference. Also, when you come to conference, bring your *Research Proposal*, *Annotated Bibliography*, *Notes*, and *Thesis Statement*.

NOTE: At student conference, we will discuss the progress student has made on research project thus far, any necessary adjustments or modifications, and plans for moving on to the drafting stage.

**Week 12 (LO#s: 2, 3, 4, 6, 7)**

1. Drafting strategies discussed and demonstrated.
2. Creating a drafting checklist. (Group activity.)
3. In-class activities and pre-writings to address the *Rough Draft Assignment*. Be prepared to discuss your chosen pattern development, and be prepared to get started on your draft by writing an introduction and at least one body paragraph in class.

Readings:REVIEW: Chapter 31 (Drafting); Chapter 30 (Organizing your Writing, Guiding your Readers).

**Week 13 (LO#s: 1, 3, 4, 5, 6, 7)**

1. *Research Paper Rough Draft due* (peer review workshop).
2. Revision strategies discussed and demonstrated.
3. Creating a revising checklist. (Group activity.)
4. Review: MLA or APA documentation, in-text citations, the Works Cited or References page, and avoiding plagiarism.

Readings: REVIEW: Chapter 32 (Assessing Your Own Writing); Chapter 33 (Getting Response and Revising);Chapter 52 (Acknowledging Sources, Avoiding Plagiarism); Chapter 53 (Documentation); Chapter 54 (MLA Style) or Chapter 55 (APA Style).

**Week 14 (LO#s: 1, 2, 3, 4, 5, 6, 7)**

1. Analyze a body paragraph from a sample research paper.
2. Review a sample research paper.
3. Introduction to the *Abstract Assignment*.
4. Introduction to the *Self-Assessment Assignment*.
5. In class activities and pre-writings to address the *Abstract Assignment* and the *Self-Assessment Assignment*.
6. Sign up for research presentations.

Readings: Chapter 32 (Assessing Your Own Writing); Chapter 35 (Compiling a Portfolio – Sample Self-Assessment); REVIEW: Chapter 34 (Editing and Proofreading).

**Week 15 (LO#s: 4, 5, 6, 7)**

1. *Abstract Assignment* due.
2. Research presentations conducted.
3. *Self-Assessment Assignment* due: This assignment will be completed and submitted in class.

**Week 16 ~~-~~** Finals Week (**LO#s:** 1, 2, 3, 5, 6, 7)

1. *Research Paper* due.

***Open Educational Resources***

**ENGLISH 1102 OER Schedule**

**Week 1 / Learning Outcomes Met: 1, 2, 3, 5, and 6**

* Introductions
* Reading about resumes, cover letters, and job/internship research
* Conducting online job research and writing a resume and letter

**Week 2 /** **Learning Outcomes Met: 1, 2, 3, 4, and 5**

* Reading and studying plagiarism
* Reviewing MLA or APA rules
* Correcting plagiarized work by rewriting with correct MLA or APA style

**Week 3 / Learning Outcomes Met: 1, 2, 3, 5, and 6**

* Reviewing research methods
* Reviewing scholarly sources and library databases
* Selecting a topic with the appropriate scope for a semester long project
* Conducting research on library databases
* Making an annotated bibliography using MLA or APA style

**Week 4 / Learning Outcomes Met: 1, 2, 3, and 5**

* Writing an exploratory essay to examine all sides of a topic
* Reviewing basic rules for college level essay writing
* Reviewing MLA or APA formatting and citation style

**Week 5 / Learning Outcomes Met: 6**

* Conducting scholarly research on library databases

**Week 6 / Learning Outcomes Met: 1, 2, 3, 4 5, and 6**

* Writing a topic proposal
* Learning about audience
* Continuing scholarly research

**Week 7 / Learning Outcomes Met: 1, 2, 3, 5, and 6**

* Reading a sample persuasive argument
* Writing an opposition essay

**Week 8 / Learning Outcomes Met: 1, 2, 3, 4, 5, and 6**

* Peer reviewing writing for tone, audience, mechanics, and use of MLA or APA
* Revising work to hone skills

**Week 9 / Learning Outcomes Met: 3, 4, 5, and 6**

* Creating a presentation for the class

**Week 10 / Learning Outcomes Met: 3, 4, and 5**

* Peer reviewing presentations for tone, audience, medium, graphics, effectiveness, and use of MLA or APA

**Week 11 / Learning Outcomes Met: 1, 2, 3, 5, and 6**

* Creating an outline
* Selecting quotes, facts, and summaries
* Using a good blend of sources
* Using a good blend of quotes, facts, and summaries

**Week 12 / Learning Outcomes Met: 1, 2, 3, 4, 5, and 6**

* Starting the final essay
* Reviewing fake news and media bias
* Playing a video game with the objective of identifying real and fake news

**Week 13 / Learning Outcomes Met: 3, 4, and 5**

* Peer reviewing writing for tone, audience, mechanics, and use of MLA or APA

**Weeks 14 & 15 / Learning Outcomes Met: 1, 2, 3, 4, 5, and 6**

* Individual conferences with professor
* Individual essay feedback from a trusted source
* Knowing the difference between revising and proofing
* Correcting MLA or APA
* Finalizing the project

**Week 16 ~~-~~ Finals Week**

* *Research Paper* due.

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Instructors will inform students of policies on attendance, late-work or make-up, and plagiarism.

* Nominal enrollment in sections of English 1102 will be limited to 20 students.
* Students should have the opportunity to practice writing as a process, working through stages of invention, drafting, revising, and editing.
* A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work
* Essays should account for no less than 80% of a student’s final grade.
* Essays should be typed or computer-generated and adhere to basic MLA or APA style guidelines.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see students’ work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS:\***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.