

**Upper Iowa University**  
**External Degree Program**  
**ENG 102-05 English Composition II**

**COURSE DESCRIPTION:**

A further study and practice of expository writing, with emphasis on research technique, persuasion and explanation. A formal research paper is required. Prerequisite: ENG 101.

**COURSE OBJECTIVES:**

1. Employ primary and secondary (including library and internet) research strategies that result in a focused, persuasive essay
2. Utilize the strategies of the process approach to formal writing
3. Evaluate evidence for bias
4. Assemble outside sources into the flow of the learner's thinking
5. Demonstrate in writing the validity of the learner's insight's and conclusions
6. Demonstrate the techniques for effective introductions and conclusions
7. Apply the principles of accuracy, brevity, clarity, grammar, punctuation, and mechanics in the writing of Standard American English
8. Demonstrate an awareness of diction necessary for the university, business, and professional worlds
9. Recognize and avoid plagiarism
10. Apply APA documentation style

**REQUIRED TEXTS AND MATERIALS:**

Kennedy, X. J. et al. *The Bedford Guide for College Writers*. 7<sup>th</sup> edition

Any college level dictionary.

In addition to the texts, access to a public or college library is required.

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: [www.uiu.edu](http://www.uiu.edu). Click on the link called Resources for Center, External Degree and Online Program learners. Follow the link and select External Degree for your location.

**COURSE OVERVIEW:**

Composition II is divided into six units covering various genres of writing that require content analysis and the use of techniques of persuasion. You are first introduced to several techniques for reading, understanding and summarizing a text. This is followed by an exercise to help you understand and articulate your understanding of visual representations. There are then two units in which you will write persuasive documents and a unit on evaluating a literary text. Finally,

you are asked to write a research paper in which a question is posed and answered with an appropriate use of sources.

This course assumes you are already familiar with the fundamentals of writing. We will not cover sentence mechanics, punctuation, etc. Certain stylistic features unique to research papers (such as the use of quotations and parenthetical citations) will be addressed. I'm aware that early papers may be flawed in style and mechanics, and I will offer suggestions to improve your personal writing style. But papers will all be graded for style as well as for content. As you progress through the course, you will be held to higher standards of excellence.

We will not be able to cover all of the sections of our textbook. Chapters 4 through 8 of Part Two are generally covered in Composition I. Most of Part Four will not be assigned for this course, but these chapters contain valuable advice on the stages of the writing process which you should make use of. Finally, A Writer's Handbook is the grammar reference section, so the student should consult it on questions of grammar and mechanics.

In Unit 1, the student performs several analysis activities that will help in future assignments.

In Unit 2, the student learns to understand the subtleties of image manipulation and writes an analysis of a visual advertisement.

In Unit 3, the student learns the fundamentals of persuasive writing and demonstrates that understanding by writing a position paper.

In Unit 4, the student builds on the skills learned in Unit 3 to write a paper that proposes a solution.

In Unit 5, the student is asked to analyze and evaluate a literary text.

In Unit 6, the student completes a research project using APA documentation format.

Unit 6 will require the most time to complete, as it requires research, the compilation of an annotated bibliography, and the submission of a revised draft for evaluation and comment. You should bear this mind and pace your work accordingly. I would also suggest that early in the course you begin to consider a few research questions and do some early exploration of sources.

**I would recommend that you NOT submit a unit for grading until the previous unit has been returned.** This procedure allows you to incorporate my suggestions and corrections in future work.

NOTE: Where applicable, all work submitted for grading must be typed, double-spaced, with one inch margins. Label each writing effort (for example, in Unit 2, this is how you would title the writing exercise for Roman Numeral I: "Chiat #3") and for major essay, provide a relevant title.

## **SKILLS:**

Upon completion of this course, the student should have begun to satisfy several of the General Education Learning Outcomes. Students who successfully complete this course will be able to conduct a research project using a variety of resources. Certainly he or she will have had a chance to develop their reading and writing skills, but some of the activities in this course also require critical and qualitative thinking. In addition, the student should be more aware of how even ordinary writing requires a degree of imagination and creativity. The student will have an opportunity to write on subjects that touch on his or her academic major or business/career interests.

## **LIBRARY RESOURCES:**

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. For InfoTrac access information, please contact the library at library@uiu.edu.

## **EXAMINATION INFORMATION:**

Before you submit Unit 1, you will be required to provide a proctored essay specimen. This essay will be used to gauge your overall writing level and to provide a touchstone for future assignments. It will not be graded nor returned to the student.

Another proctored essay will be required at the end of the course. You will be given a list of topics from which you will choose one to write an essay on. The length will be 500 words. You will have up to three hours to write both a rough draft and a final draft. The final examination grade will be the equivalent of a unit grade. You may use your textbook and a dictionary for this essay.

## **COMPOSITION OF GRADE:**

**Writing assignments will be graded according to the following criteria:**

**A Paper.** An excellent paper that gives a strong sense of the writer's voice and holds the reader's interest. The writer seems always to keep in mind the paper's audience and purpose. The commitment is clear and fully met. The paper is well organized with good transitions, and the writer supports generalizations effectively, using vivid details and vivid examples. The writer keeps the scope of the paper narrow enough to handle. Language is vigorous. The writer has taken some risks and gotten away from formulas.

**B Paper.** A good paper that more than meets the assignment. It shows a strong sense of audience and purpose. The writer makes a clear commitment to the reader. The scope of the paper is narrow enough to be treated adequately. Generalizations are supported and examples are used. Language is sometimes used colorfully or imaginatively. The writer's voice or personality comes through. It has very few errors.

**C Paper.** A satisfactory paper that makes a routine response to the assignment. It shows some sense of audience and purpose. It makes a commitment to the reader and attempts to meet that commitment. It is adequately organized so that the reader can follow it. Generalizations are supported with specifics. There are few distracting errors in usage, punctuation or spelling. Language is used correctly.

**D Paper.** A below standard paper. It shows a poor sense of audience or purpose. The commitment to the reader is vague or blurred; the content is largely unsupported generalities. Points are inadequately developed, and there are few specific or concrete examples. It is poorly organized and difficult to follow. There are enough errors in usage and punctuation to distract the reader seriously. Language is used inaccurately and is sometime trite.

**F Paper.** Unsatisfactory. This paper shows three or more of the following characteristics: it shows no sense of audience or purpose. It does not make a commitment to the reader through theme or thesis. It is poorly organized with ideas jumbled together so that it is difficult to follow. The points it makes are primarily generalizations, not adequately supported with specific examples or details. It is marred by serious errors in punctuation or usage. Language is used inaccurately. It does not meet the requirements stipulated for the paper.

Each unit is given an overall letter grade based on these criteria. These grades are of equal weight in the determination of the final grade, and the final examination grade is weighted the same as a unit grade. Too, some allowance is made for student improvement over the term of the course. However, it is important to note that **UNDER NO CIRCUMSTANCES WILL A STUDENT BE GIVEN A PASSING GRADE ON THIS COURSE IF THE STUDENT RECEIVES AN “F” ON ANY OF THE UNITS OR THE FINAL EXAM.**

At the instructor’s discretion, and only under extraordinary circumstances, a student may be able to make one time resubmissions of a failing or incomplete unit. However, final exams cannot be retaken.

## **UPPER IOWA UNIVERSITY USES A STANDARD GRADING SYSTEM**

**A** = All work is excellent, shows exceptional understanding of materials; logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements.

**B** = Understanding material is good to very good, demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high.

**C** = Satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, displays an adequate understanding of all basic concepts.

**D** = Quality and quantity written and oral work is below average and barely acceptable.

**F** = Quality and quantity written and oral work is unacceptable.

## **CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:**

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service. External Degree Catalog 2005/06 page 87.

### **ATTENDANCE:**

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

**WITHDRAWAL:**

If you wish to withdraw prior to the last day of the enrollment period you must contact the External Degree office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

**SPECIAL NEEDS:**

If you require accommodation for special needs, please provide documentation to: Director of External Degree.

**This syllabus is tentative and subject to change.**