

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.

9. **ADOPTED TEXT(S)*:**

The Norton Field Guide to Writing with Readings

6th Edition with *InQuizitive* and *Little Seagull* access codes

Richard Bullock, et al.

W.W. Norton & Company, 2022

ISBN for Follett Inclusive Access: 978-0-393-88437-1

ISBN: for students who do not want Inclusive Access: 978-0-393-88407-4 (Paperback)

ISBN: for students who do not want Inclusive Access: 978-0-393-88406-7 (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) *.**

10. **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 SSCC Curriculum Committee.

11. **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

12. 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.

<i>Category</i>	<u>EXAMPLE ONLY</u> <i>Total Points</i>	<i>% of Grade</i>
<u>A Research Project</u> : 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%
<u>Quizzes/Exams</u> : i.e. reading quizzes and tests.	100	10%
<u>Essays</u> : 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%
<u>Presentations</u> : 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.sccc.edu/syllabi/assets/English%20Rubric.pdf>). Writing assignments should determine at least 80% of a student’s final grade.

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

Face-to-face classes will 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).

14. COURSE OUTLINE:

ENGLISH 1102

SAMPLE COURSE CALENDAR

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 5-9 (Rhetorical Situations); Chapter 27 (Writing as Inquiry); Chapter 28 (Generating Ideas and Texts); Chapter 29 (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 30 (Drafting); Chapter 31 (Assessing Your Own Writing); Chapter 32 (Getting Response and Revising); Chapter 33 (Editing and Proofreading); Chapter 23 (Fields of Study); 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 13 (Arguing a Position); Chapter 37 (Arguing); Chapter 25 (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 47 (Finding Sources); Chapter 48 (Evaluating Sources); Chapter 50 (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 51 (Acknowledging Sources, Avoiding Plagiarism); Chapter 52 (Documentation); Chapter 53 (MLA Style) OR Chapter 54 (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 20 (Proposals); Chapter 15 (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 48 (Evaluating Sources); Chapter 50 (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 49 (Synthesizing Ideas); REVIEW: Chapter 29 (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 36 (Analyzing Causes and Effects); Chapter 38 (Classifying and Dividing); Chapter 39 (Comparing and Contrasting); Chapter 43 (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 30 (Drafting); Chapter 29 (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 31 (Assessing Your Own Writing); Chapter 32 (Getting Response and Revising); Chapter 51 (Acknowledging Sources, Avoiding Plagiarism); Chapter 52 (Documentation); Chapter 53 (MLA Style) or Chapter 54 (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 14 (Abstracts); Chapter 31 (Assessing Your Own Writing); Chapter 34 (Compiling a Portfolio – Sample Self-Assessment); REVIEW: Chapter 33 (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*.

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 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 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.