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**COURSE TITLE:** English Composition II

**COURSE NUMBER:** ENGL 1020

**INSTRUCTOR:** Alyson Blythe

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**COURSE DESCRIPTION:** ENGL 1020 – ENGLISH COMPOSITION II (3-3-0): Prerequisites: C or better in ENGL 1000 or 1010; or satisfactory score on placement test (See Appendix C). Continuation and further development of material and strategies introduced in English Composition I. Primary emphasis on composition, including research strategies, argumentative writing, evaluation, and analysis. Basic computer skills are required for this course. (Louisiana Common Course Number: CENL 1023). (230401)

**GENERAL EDUCATION** Upon completion of this course, the general education student will:

**LEARNING OUTCOME:** Employ critical thinking to make logical decisions and solve difficult problems.

**COURSE OBJECTIVES:** The objectives of English Composition II are to:

- Continue the development of writing processes related to invention, editing, organizing, drafting multiple drafts, reviewing and adjusting to the rhetorical context (audience, purpose, point of view). Particular emphasis will be placed on the more difficult approaches of revision and rhetorical context so that students exercise varied and complex rhetorical options.
- Continue to produce end products that reflect appropriate textual conventions, with a particular focus on generating longer texts for the academic community and other specific audiences.
- Continue to share writing and reading with each other to increase awareness of rhetorical options and practice critical reading. Some focus will be on readings from various secondary sources.
- Continue to develop critical thinking processes, with particular emphasis on primary and secondary research processes (how to find, evaluate, and integrate research).
- Utilize source information in text through quotations, summaries, and paraphrases.

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, the student will:

- Communicate effectively using standard written English demonstrating a proficient knowledge of sentence correctness.
- Write an effective introduction that establishes focus, purpose, main idea, and direction.
- Create a body to any writing assignment that is organized and unified.
- Create an effective conclusion that is comparable in depth and precision to the introduction
- Refine composing strategies that address the complete writing process, including developing and analyzing one's own ideas and support, analyzing specific audiences and situations, detailed outlining, developing one's thesis, drafting, and revising.
- Demonstrate a working knowledge of how rhetorical strategies and purposes are employed within different genres and media in academic situations, emphasizing argumentation and persuasion.
- Demonstrate a proficient knowledge of the research process and using research in writing, including evaluating sources, documenting sources through the appropriate style, and synthesizing those sources with the student's writing.

<b>MATERIALS:</b>	Flashdrive; OER: All materials posted to the course in Canvas
<b>STUDENT RESPONSIBILITIES:</b>	<p>Students are expected to check Canvas regularly (approximately 3 times per week). A detailed calendar is posted to Canvas. You should refer to this calendar often to ensure that you are keeping up with the class due dates.</p> <p>All grades are posted to Canvas. When you click Grades, you'll see your Assignments &amp; corresponding grades listed. If there's a <b>T</b> or file icon that means I haven't graded your submission yet. Once graded, you'll also see a dialogue bubble—click this to see <b>feedback on your submission</b>.</p>
<b>EVALUATION &amp; GRADING:</b>	<p><b>89.5% and above = A; 79.5% - 89.49% = B; 69.5% - 79.49% = C; 59.5% - 69.49% = D</b></p> <ul style="list-style-type: none"> <li>• Feedback Friday posts &amp; rough drafts graded on a 0-2 scale:</li> </ul> <p>0: no submission</p> <p>1: assignment submitted, but does not meet minimum requirements</p> <p>2: assignment meets minimum requirements</p> <p>Your combined grade on these assignments=10% of your total grade in the course.</p> <ul style="list-style-type: none"> <li>• Final Drafts of short research/writing assignments are 25 points each (approximately 225 points total).</li> <li>• Final Paper is 300 points.</li> </ul>
<b>ATTENDANCE:</b>	<p>Students who have not attended class for 2 consecutive weeks (Fall and Spring semester) or 1 week (Summer semester) will be withdrawn from the course by the instructor. An instructor may withdraw a student from the course in accordance with the instructor's attendance policy which is stated in his/her syllabus. It is the students' responsibility to maintain regular contact with their instructors. Students must be actively participating in the course to be considered making progress. Students will no longer be allowed to withdraw and instructors will not be allowed to withdraw students after the published drop date.</p>
<b>MAKE-UP POLICY:</b>	<ul style="list-style-type: none"> <li>• Assignments graded on a 0-2 scale—if posted late, highest score possible is a <b>1</b>.</li> </ul> <p>***You should still post, even with a point deduction, as you need feedback on these assignments to revise for your final submission.</p> <ul style="list-style-type: none"> <li>• For assignments worth 25+ points—if you cannot submit an assignment on time &amp; need an extension, contact me <b>in advance</b> of the assignment's deadline. Generally, an acceptable excuse will result in no penalty given as long as the graded assignment is made up in a reasonable amount of time.</li> <li>• Failure to contact the instructor will result in an automatic unexcused make up penalty of 5% grade deduction per day late.</li> </ul> <p>Finally, "My computer/internet crashed" is tantamount to "the dog ate my homework." In other words, it's not an acceptable excuse—don't wait until the last minute to complete and post assignments!</p>
<b>CLASSROOM POLICIES:</b>	Food & drinks are <b>NOT</b> allowed in computer classrooms.
<b>COURSE TRANSFERABILITY:</b>	<p>Numerous course transfer equivalency agreements exist among Louisiana's public colleges and universities. The decision to to accept a course for degree, general education, or elective credit belongs to the institution to which a student intends to transfer. To verify if a course's transferability has already been determined, a student can visit the Board of Regents' website (<a href="http://www.regents.la.gov">www.regents.la.gov</a>).</p> <p>***Courses that are excluded from the matrix, but are taught by instructors holding a master's degree may be transferable. Students should check with the receiving institution concerning these courses.</p>