

Date Adopted: Fall 1984

Date Reviewed: 1986, 1987, 1989, 1990, 1996, 1998, 2007

Date Revised: 1986, 1987, 1989, 1990, 1991, 1996, 1998, 2001, 2007

**Alabama**  
**Department of**  
**Postsecondary Education**  
**Representing Alabama's Public Two-Year College System**  
**Jefferson State Community College**

**ENG 102**  
**English Composition II**

**I. ENG 102 English Composition II – 3 Semester Hours**

**II. Course Description**

English Composition II provides instruction and practice in the writing of six formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

**III. Prerequisite**

A grade of “C” or better in ENG 101 or the equivalent.

**IV. Textbook**

Hodges' Harbrace handbook, Sixteenth Edition. Cheryl Glenn and Loretta Gray. US: Thomson/Wadsworth 2007.

Perrine's Literature, Harcourt Brace, current edition. Thomson/Wadsworth.

Supplementary material (instructor's option: such as paperbound dictionary, thesaurus)

**V. Course Objectives**

1. Develop and use strategies for writing essays from development of subject through revision of the essay.
2. Develop and use research skills for the completion of a research project using outside sources and/or references effectively and legally (e.g. documented essay).
3. Develop analytical and critical reading skills to be used as a basis for composition.

**VI. Course Outline of Topics**

Instruction in composition will include units on prewriting, composing, revising, and producing final drafts with concurrent instruction in reading and analytical skills.

**VII. General Course Competencies**

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, including poems and plays.
- B. The ability to respond to assigned readings by writing effective expository and multi-paragraph papers.
- C. The ability to use primary and secondary sources effectively and accurately.
- D. The ability to use electronic resources.

### **VIII. Course Objectives Stated in Performance Terms**

During the course, the student will do the following under the guidance of the instructor:

- A. Analyze in oral and/or written discussions assigned poems and plays
  - 1. Use the language of the genre being studied
  - 2. Use evidence from assigned readings to support points in analyses
  - 3. Use strategies for writing essays for development of subject through revision of the essay
  
- B. Plan and write at least six multi-paragraph papers (of approximately 500 words each), the majority in class, in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary)
  - 1. Write a paper that reflects the following structure
    - a. An introductory paragraph that
      - (1) Begins effectively
      - (2) Contains a thesis statement
        - (a) To restrict the topic sufficiently for detailed development
        - (b) To express clearly the student's purpose in writing the paper
    - b. Body paragraphs, each of which
      - (1) Contains a topic sentence
        - (a) To express clearly one aspect of the thesis statement
        - (b) To indicate logical development of the thesis statement
        - (c) To control the size and scope of the respective paragraphs
      - (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
    - c. An effective concluding paragraph
  - 2. Write a paper that displays the following attributes
    - a. Clear, logical organization
    - b. Clear sentence structure
    - c. Correct punctuation
    - d. Consistent point of view
    - e. Variety in sentence structure
    - f. Appropriate diction
  - 3. Write a paper that is free of the following major errors
    - a. Sentence fragment
    - b. Comma splice
    - c. Fused sentence
    - d. Disagreement of subject and verb
    - e. Pronoun error (case, agreement, reference)
    - f. Verb error (principal part, tense, shift)

g. Misspelled words

\*NOTE: Even though the organization and content of the paper are acceptable, 3 of these major errors will cause it to be assigned an F.

**IX. Class Activities**

- A. Read assignments
- B. Listen to lectures
- C. Participate in discussions
- D. Plan papers
- E. Write papers
- F. Revise papers

**X. Evaluation and Assessment**

Each student must write at least six extended compositions or equivalent assignments. English Composition I should be taught with 25 or fewer students per section in compliance with National Council of Teachers of English standards. Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

**XI. Attendance**

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

**XII. Statement on Discrimination/Harassment**

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

**XIII. Americans with Disabilities**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. The ADA Accommodations office is located in FSC 300 (205-856-7731).