



HLC Accreditation Evidence

Title: Syllabus: English 1206 - English Composition II

Office of Origin: Vice President of Instruction

**BARTON COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

Course Number: ENGL 1206
Course Title: English Composition II
Credit Hours: 3
Prerequisites: ENGL 1204 English Composition I with a grade of C or better
Division/Discipline: Academics Division/English
Course Description: This course builds on the skills mastered in the pre-requisite course and is a study of advanced problems in composition, emphasizing rhetorical and logical tools in argument development. A series of essays on controversial issues or problems, which lead to a final documented research essay, will train students both to interpret evidence well and to argue persuasively. The course will increase the student's ability to analyze and evaluate arguments and to express ideas clearly, concisely, logically and persuasively.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

English Composition II is an approved general education course at Barton, which can be used to fulfill degree requirements as a fundamental course acceptable as general education credit towards any degree (A.A., A.S., A.G.S., or A.A.S. degree).

This course transfers well and may be used to help fulfill credit and course requirements for general education at most if not all Kansas Regents' institutions. General education requirements vary among institutions, and perhaps even among departments, colleges or programs within an institution. Also,

these requirements may change from time to time and without notification. The students shall assume the responsibility to obtain relevant information from their intended transfer institutions during their tenure at Barton to ensure that they enroll in the most appropriate set of courses for the transfer program. Most will *not* accept this course unless the student earns a *C* or better.

<http://www.bartonccc.edu/careers/programsclasses/transfer/transferwebsites.html>

The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – http://kansasregents.org/transfer_articulation.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Demonstrate control of the writing process, specifically in paragraph development and essay construction.
 1. Demonstrate the ability to organize material for effective presentation.
- B. Read outside source material critically, for both its inherent meaning and its potential use in one's writing.
 1. Identify and omit irrelevant or insignificant information.
 2. Write an orderly, concise précis which reflects the principle content of the original material.
 3. Render a more difficult portion of literature into a simple paraphrase that states the author's ideas.
- C. Make reliable decisions regarding the most appropriate method for managing outside source material.
 1. In his own writing, distinguish the difference between effective use of outside source information and plagiarism.
- D. Effectively integrate outside source material into one's own writing.
 1. Effectively integrate direct and indirect quotes from literary selections into his compositions as minor levels of support.
 2. Use quotations from authorities to support his opinion, not as thesis or main points.
 3. Quote accurately and demonstrate the ability to smoothly work quotations into the essay through the use of transitional devices, explanation, and justification.
- E. Understand the need for documentation of outside source material.
 1. In his own writing, distinguish the difference between effective use of outside source information and plagiarism.
- F. Document outside source material accurately using the Modern Language Association style of documentation.
 1. Accurately use the Modern Language Association style of in-text citations.

2. Create an accurate Works Cited page of varied sources documenting outside sources he/she has incorporated into an essay.
- G. Utilize various computer writing and research tools.
1. Use the library, including electronic sources available there for finding research information.
- H. Evaluate whether an outside source is credible, verifiable, and authoritative.
1. In his own writing, distinguish the difference between effective use of outside source information and plagiarism.
- I. Utilize both library and field research (as appropriate).
1. Conduct interviews for the purpose of gathering research related to a topic.
- J. Recognize both sides of controversial issues, and consider opposing points of view in developing arguments.
- K. Employ logical reasoning in argument development.
- L. Write a fully developed, researched, and documented essay on a controversial issue or problem.
1. Demonstrate the ability to organize material for effective presentation.
 2. Accurately use the Modern Language Association style of in-text citations.
 3. Create an accurate Works Cited page of varied sources documenting outside sources he/she has incorporated into an essay.
- M. Evaluate one's own and others' writing for persuasiveness, fluency, coherence, style, and unity.
1. Edit and revise his own and others' writing to meet the needs of subject, audience, and purpose.
 2. Objectively evaluate his own and others' writing for quality of expression.
- N. Contribute to the revising process of another student's writing by offering constructive criticism.
1. Edit and revise his own and others' writing to meet the needs of subject, audience, and purpose.
 2. Objectively evaluate his own and others' writing for quality of expression.
- O. Develop one's understanding of writing processes, particularly through feedback and revision, so as to build on individual strengths and remedy weaknesses.
1. Edit and revise his own and others' writing to meet the needs of subject, audience, and purpose.
 2. Objectively evaluate his own and others' writing for quality of expression.

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE