

English 102
College Composition II
Fall 2024

Course Description:

English 102 will reinforce and expand the reading and writing activities taught in English 101 (academic writing demonstrating knowledge, understanding, analysis, and application of ideas). In addition to sustaining what has already been learned in other writing courses, EN 102 focuses on the academic “research” essay as a fundamental written form needed across the disciplines. At the heart of the course is academic inquiry, posing critical questions in order to construe and synthesize existing knowledge and to construct new connections from what has been learned. In keeping with the practice of maintaining a sustained reading of a single text (as is common for EN101 and, indeed, most liberal arts courses), students in EN 102 will also learn how to incorporate multiple sources and secondary materials (of different varieties) into fully developed essays that enter into a conversation with a key academic question. Through reading, textual analysis, and observation, students will write essays in which they responsibly manage, understand, and document their sources. Moreover, EN 102 is an *interdisciplinary* writing course in which students will be exposed to and/or practice interpretive methodologies and discursive practices in more than one area of knowledge.

Course Objectives:

EN 102 will provide:

1. An understanding of the principles of college-level research applied to a number of relevant academic and professional activities.
2. An understanding of research practices and approaches in fields such as literature, rhetoric, history, and philosophy.
3. An understanding and application of appropriate documentation styles and a recognition of the differences between them and when they should be used.
4. A critical understanding of social and cultural activity through reading, writing, and analysis.
5. An integration of existing knowledge to construct new ideas, approaches, and perspectives through writing.
6. A fuller understanding of the interdisciplinary nature of knowledge and intellectual inquiry.

Course Goals:

Students in EN 102 will build on the following course goals of EN 101:

1. Writing an analytic essay in response to both written and non-written texts.
2. Continuing to improve their written craft by developing a process of multiple drafting, revision, and editing.
3. Becoming increasingly cognizant of errors in their own writing by developing the confidence to correct them independently.
4. Distinguishing between summary and analysis or interpretation.
5. Integrating a quotation, paraphrase, or summary with sufficient context, explanation and analysis

Please note that MLA should be used as the documentation style for EN 101 and EN 102.

After successful completion of EN 102, students will be able to:

1. Write a researched academic essay that includes a structural and intellectual understanding of a thesis, of paragraphs that use specific examples or evidence, and of a conclusion.
2. Write an academic essay that engages with multiple modes of appropriately researched material.
3. Identify and respond appropriately to the rhetorical strategies of published and student texts.
4. Demonstrate an understanding of a range of rhetorical audiences and know how to write for them.
5. Demonstrate an understanding of the rhetorical stances of different authors and know how to read them.
6. Identify and synthesize researched ideas of value to the development of the student's own ideas.

General Education (GEOC) Reading and Writing Learning Outcomes

1. Proficient Use of Source Materials: Students will be able to identify, understand, and integrate outside materials effectively and appropriately.
2. Proficient in Application of MLA Documentation Skills: Students will be able to document their source materials properly, using the Modern Language Association (MLA) documentation style (e.g., they demonstrate understanding of how it works; avoid formatting mistakes).
3. Clear Controlling Idea in Academic Papers: Student papers will have thesis statements and the papers will follow the thesis throughout.
4. Ability to Contribute New Ideas to an Existing Debate: Students will see the arguments or position in an issue and will be able to summarize those positions fairly. They will be able to add their own insights to the argument, successfully constructing their own argument in favor of or opposed to certain ideas within the "critical conversation."

Grading Scale:

A: 100-94 A-: 93-90 B+: 89-87 B: 86-84 B-: 83-80 C+: 79-77 C: 76-74
 C-: 73-70 D+: 69-67 D: 66-64 D-: 63-60 F: 59-0

Sample Grading Breakdown:

(Based on 3 papers, a final **in-class project/activity, in-class writing activities, writing-process activities, and homework activities**):

Breakdown Sample:

Main projects: 35%

Minor projects: 15%

Homework/Discussion Boards: 15%

Misc. In-class activities: 5%

Rough Drafts/Process Activities: 15%

Final Exam Project & Course Meeting: 15%**General Policies:**

Late Papers: All papers and other class assignments are due at the beginning of class on the day listed in the syllabus. Late papers will be accepted, but only with a corresponding reduction in grade. Late papers and other class assignments will be reduced one third of a letter for each *day* (not class period) that they are late.

Grades: Letter or number grades will be given on all formal written assignments (that is, those that contribute to the overall grade for the course). The instructor has full authority and responsibility for how grades should be determined and distributed, but grades must be documented by the instructor and should be reported in a reasonable period to the student and the administrative bodies that require grading information (see the Monmouth University academic calendar for details).

Reading and Class Preparation Expectations: Students should come to class prepared and ready to complete the work assigned for that day. Time, work, or other academic obligations will not exempt a student from the requirements of the successful completion of EN102. Students should plan accordingly, make contact with instructor for known or anticipated absences, and recognize their own time limitations.

Writing Services: Please avail yourself of the Tutoring & Writing Services. Students may further develop their writing skills by voluntarily attending tutoring sessions at Writing Services (Center for Student Success, 732-571-7542). Some students may be asked by the instructor to attend tutoring sessions based on each student's individual needs and demonstrated progress toward fulfilling the course objectives. Students may schedule their own sessions on days and times convenient to them. To each session, students should bring their EN 102 assignments and current EN 102 coursework. Students who seek tutoring at Writing Services, especially early in the semester, are more likely to improve their writing assignments and course grades. It is there to assist you at all stages of your writing for any level of writer.

Office Hours: Note the office hours listed at the top of the EN 102 syllabus and avail yourself of them. These hours are specifically set aside for student consultation, and judicious use of them can and should be an indispensable component of your studies. If the hours listed conflict with other aspects of your schedule, and you would like to arrange a meeting, **email** your professor to discuss an appointment at another time.

Electronic Submission of Assignments: In general, professors have full discretion regarding the use of technology, but must be aware of their own and the institution's technical access and constraints when agreeing to accept electronic submission of assignments.

Plagiarism: See the English Department policy on plagiarism and academic honesty and familiarize yourself with both course- and university-level consequences. When in doubt, ask your professor.

Writing and Technology Statement: College Composition I and II present rare opportunities in life: to think about expression, talk about writing, and to *write* itself, mostly to explore and discover. Much of life outside this class doesn't give us time for these things, so we urge you to make the most of it here. There is more to "good" writing beyond correctness and summary, and this class seeks out opportunities for you, as students, to experience the fullness of those possibilities. You will certainly learn what you need to for the rest of college (and beyond), but how much you learn depends on your belief that you *can* grow and your willingness to take risks along the way. In this program, instructors do not expect perfection: they expect mistakes.

Technology has been important to writing since its ancient invention, but the constant has been (and will be) the human imagination and the conversation of humanity that drives us to seek technology to accomplish our ambitions. Therefore, technology offers shortcuts and efficiency, but it is nothing without the creative and passionate human impulse behind it. This class fosters that creative, passionate, and self-actualized intellectualism that fuels critical thinking and success in your chosen pursuits.

To these ends, prepare for the following:

- Saving drafts of your work as separate files that can chart your progress
- Writing in a mixture of digital documents and on paper both in and out of class
- Reflecting on your writing, both at intervals during the semester and at the end as part of forming a portfolio of your growth and work
- Conversation with your classmates about your and their writing, in the spirit of assisting and influencing one another as writers
- Conversation with your instructor about your writing, expressing both strengths and weaknesses, your thought processes behind given pieces of writing, and advice to you as a writer responding to your work
- Learning about various tools and technologies, both digital and not, that enable writing and communication, including their limitations, who made them and why, and their social and environmental impact
- Learning about how we use technology while forming opinions and knowledge, both as research tools and for communicating with other people.
- Adhering to University level policies and the student code of conduct regarding disclosure of all AI usage in classwork

Overall, your instructor in this class will assume your writing is an indicator of your interests, creativity, and awareness of your own thought process. In turn, your instructor will respond with the same, and support your growth as an individual and member of the class's community.

Evidence of using technology to circumvent the purpose of this course (i.e. "Course Description" and "Pedagogical Rationale") will be cause for concern because it means you are denying yourself opportunities for the critical thinking instructors across the University and future employers will expect you to have regardless of the technology available. If your instructor is concerned, you can expect requests to talk about your writing, required revisions, or negative impacts to your grade.

Library Instruction: The Library encourages all EN 102 instructors to schedule a 75-minute formal instructional session for their classes. Instructors may also schedule follow-up or standalone “supervised research sessions.” For formal instructional sessions, the librarian tailors library instruction specifically to the research project assigned; an assignment-specific LibGuide (an online, electronic guide to research) can also be provided at the instructor’s request. For supervised research sessions, in lieu of a formal presentation, the librarian works one-on-one with students in the library instruction lab. Both types of sessions are offered in the library instructional lab, located in the basement of the library. Finally, the library offers a 20-minute tour that simply provides students with an overview of library services. Instructors are asked to place schedule tours at least 2 weeks before the requested date. Instructors must accompany their classes.

To arrange for a formal instructional session or supervised research session, contact Christine Forbes, the Library’s Instructional Coordinator via the online submission request form: http://library.monmouth.edu/services/Instruction_req.php or by phone at 732-571-4404.

Attendance Policy of the English Department: Students are expected to attend all scheduled class meetings, including the one during final examination week. Attendance enables better performance on specific course requirements and in the course, resulting in higher grades. Absences will negatively affect grades on course requirements and therefore the final course grade.

After missing the equivalent of one semester-week of class meetings, students may have absences excused only at the discretion of the instructor, who will supplement this departmental policy in his/her syllabus.

Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

Attendance Policy of the Composition Program

The following policy applies for classes meeting in Fall and Spring terms of the regular academic year.

Composition classes are special: they prepare you for the social elements of writing in addition to other concerns (i.e. writing with and for other real people). As the Attendance Policy of the English Department states, your instructor will have a supplemental policy on how absences are determined, tracked, and affect your grade. In addition, **after eight (8) total absences (excused OR unexcused), a penalty of 3 full grade ranges will be subtracted from your final grade (i.e. an A- becomes a D- and so on).** Attendance does not guarantee a passing grade; attendance makes you part of EN 101 and 102’s social elements that cannot be made up or recreated as they happen in class and that support the work and mission of the class (see “Pedagogy and Rationale”).

Recommended AddendumWhen you miss class:

1. If you know ahead of time that you're going to miss a class, if you are ill, or if an emergency occurs, you may email your professor to alert them.
 - a. Apologizing is good manners, but you do not need to explain to your professor why you are absent.
 - b. Your professor cannot re-teach or recap the whole class session for you.
 - c. Attendance policies apply regardless.
2. Talk to 2-3 people from class who were present to get a recap. Take notes.
3. Look on eCampus **and** the Syllabus/Schedule for: calendar/updates, assignment descriptions, due dates, etc.
4. Come to the next class meeting prepared (having completed homework/activities).
5. If you have questions about your classmates' recap, schedule a time to meet your professor and ask specific questions/concerns (make a list and bring them to the meeting).
 - a. Take notes during the meeting.

Cell Phones and Personal Technology: All such technology must be turned off or silenced during class. Texting and phone calls during class are strictly prohibited. Laptop computers are allowed only with the permission of the instructor.

General Classroom Decorum: As adults, all college students are expected to observe common sense and basic courtesy during class. Respect for your instructor and fellow students is an absolute must for a healthy learning environment. The instructor reserves the right to dismiss any disruptive student from the class when such behavior interferes with the learning progress of others.

Special Student Needs: Any student who has a physical or learning disability must register with Student Disability Services and provide appropriate documentation to that office before special accommodations can be arranged. If you have a disability that you want to make the professor aware of, please do so at the end of the first day of class.

Note: The last day to withdraw from courses with an automatic assignment of the grade of "W" is Thursday, October 31.