General Principles for the Design of ENG 102 Classes

The English faculty recognizes that the volume and types of work expected of students should be similar in all sections of ENG 102. The English faculty also recognizes that each instructor of ENG 102 has the right to design his or her own course. To balance these two concerns, the English faculty endorses the following principles for the design of ENG 102 classes.

Goals

Students in ENG 102 will learn how to contribute to ongoing conversations in an academic community. In doing so, students will learn techniques for drafting and revising analytic and persuasive essays based on critical reading of nonfiction prose. Students will also learn methods for conducting library research and the details of at least one system of formal documentation.

Learning Outcomes

Students in ENG 102 will develop the following knowledge and skills:

1. The ability to use flexible composing processes that are well suited to the types of writing produced by professionals in academic fields,

2. An understanding of how the rhetorical relationships among writer, audience, and message should influence their writing,

3. The ability to use writing to sharpen their own analytic and critical-thinking skills,

4. The ability to participate in the written exchanges of a community of writers who share some common concerns, and, more specifically,

   a. The ability to draw on their reading and first-hand experiences in order to verify, critique, and extend the arguments offered by other members of the community,

   b. The ability to critique and refine their own ideas in light of new knowledge that they develop through their reading and other experiences in the course,

   c. The ability to construct reasonable and persuasive defenses of their positions when these positions are critiqued by advocates of other positions.
5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions, including
   a. The grammar, spelling, and punctuation conventions of standard American English,
   b. The conventions of unity, organization, and support that are common in analytic writing and academic research.

6. The ability to use effective processes for revising and improving their work, including
   a. Processes for evaluating responses from readers and for using those responses in revising an essay,
   b. Processes for proofreading an essay to ensure that it conforms to the conventions of standard American English.

7. An understanding of principles for integrating source materials into their writing, including
   a. The conventions for fair usage of sources and formal documentation detailed by the Modern Language Association (MLA), American Psychological Association (APA), or another entity considered authoritative in an academic discipline,
   b. Techniques for emphasizing their original ideas while also acknowledging how other writers have influenced their thinking.

8. An understanding of some basic methods for conducting library research using print and electronic resources.

9. The ability to use electronic environments for creating and sharing texts, including
   a. The ability to use electronic resources for composing and storing documents,
   b. The ability to use electronic resources for sharing documents,
   c. The ability to use online grammar guides, style guides, dictionaries, and other common electronic writing tools for writers.
Activities

Each instructor of ENGL 102 is free to choose the teaching strategies that s/he deems most effective. However, each instructor will adhere to the following principles:

1. Students in ENG 102 will be expected to write at least 30 pages of edited prose. The writing assignments should include at least three essays in which the students position their own ideas in relation to other writers' thoughts on a topic. These essays should employ formal documentation procedures detailed by the Modern Language Association (MLA), American Psychological Association (APA), or another entity considered authoritative in an academic discipline.

2. Students in ENG 102 will be expected to read at least one and no more than three full-length books (or the equivalent in shorter works). At least one book (or the equivalent in shorter works) should be nonfiction prose.

3. Each instructor will provide students with ongoing feedback concerning their progress in the course. This feedback will include regular written assessments and/or conferences for each student during the course of the semester.

4. Each instructor will devote attention to the processes of writing as well as the product. Instructors will use strategies that help students to identify topics, to draft their essays, and to revise their essays. Teachers are not obligated to allow students to revise already-graded essays in order to improve their grades; however, if teachers do not allow such revisions, they should provide opportunities for students to receive feedback and to revise before an assignment receives a grade. This policy applies to major assignments but not to homework exercises or other "minor" assignments.

5. Each instructor will create opportunities for students to become acquainted with and respond to other students' work. The most common technique to accomplish this goal is the use of peer-response groups; however, other techniques are acceptable.

6. Each instructor will devote some time to teaching students how to locate sources in books, periodicals, and online databases that are available in or through the Salem State College library.

7. Each instructor will be responsible for helping students resolve problems in the use of standard American English grammar, punctuation, spelling, and the elements of style. While grammar instruction should not occupy much classroom time in ENG 102, it is almost certain that some students will need assistance to resolve lingering problems. Teachers should address these problems on a case-by-case basis.

Assessment

Instructors will have broad discretion in determining how to grade students in ENG 102. However, it is recommended that instructors base at least 50% of the final grade on essays in which the student summarizes and analyzes sources that are cited using a formal
documentation system. It also is recommended that instructors base at least 50% of the final grade on essays that the student has had an opportunity to revise. Typically an instructor will allow multiple drafts of essays before assigning grades throughout the semester, and the instructor will base a significant portion of the student's grade on a portfolio of revised work submitted at the end of the semester. When instructors assign work, they will provide students with clear assessment criteria.

**Required Texts**

The following texts are required in ENG 102:

- A grammar handbook common to all sections of ENG 102. (This should be the same handbook required in ENG 101.) At present the common handbook is the following:


  Until the department reconsiders its selection, the common handbook will be the current edition of *The Brief Penguin Handbook*.

- In addition to the handbook, at least one and no more than three full-length books (or the equivalent in shorter texts), including at least one full-length book (or the equivalent) of nonfiction prose.

**Suggested Texts**

In selecting nonfiction prose for their courses, instructors may wish to consider the following options:

- A collection of nonfiction readings (or one that combines writing instruction with readings)--for example:


- A nonfiction book on a topic of interest to academics--for example:


Instructors may also wish to adopt a rhetoric or instructional text--for example:


Also, instructors might consider requiring a text by an author who will speak on campus during the semester.

**Schedule**

Instructors will have broad latitude in designing the schedule for their sections of ENG 102. However, a typical schedule would include the following units:

*Weeks 1-3: Exposition.* Students will review the basic principles of expository writing that were covered in ENG 101.

*Weeks 4-9: Analysis of Nonfiction Texts.* In this unit students will develop their abilities in critical reading and analytic writing. The unit will begin with an emphasis on summary and then move to writing assignments that involve analyzing, comparing, and evaluating nonfiction readings. While completing these assignments, students also will learn procedures for quoting, paraphrasing, and documenting sources. In addition, they will begin exploring how to locate materials in the college library.

*Weeks 10-15: Persuasion.* In this unit students will write persuasive essays in which they offer their own opinions concerning a topic and support their opinions with reasonable arguments and examples of their own and also with quotations and paraphrases drawn from their reading. In doing so they will learn how to foreground their own ideas while also acknowledging other writers’ views. Throughout the unit students will conduct research to locate sources that they will cite in their essays.
Example Syllabus

ENG 102: Composition II

NOTE: This example syllabus illustrates one course design that conforms to the general principles approved by the English Department. Other course designs may employ different reading and writing assignments.

Course Description

This course builds on the skills taught in ENG 101. Students will learn techniques for composing analytic and persuasive essays that contribute to ongoing discussions in an academic community. Extensive reading and evaluation of nonfiction texts will be required, and students will learn basic methods for conducting library research. At least one system of formal documentation will be discussed in detail.
Prerequisite: ENG 101, 101I, or 101E, or satisfactory completion of English Department placement procedure.

Objectives

As a student in ENG 102, you will learn how to contribute to some of the ongoing conversations in an academic community. In doing so, you will learn techniques for drafting and revising analytic and persuasive essays based on critical reading of nonfiction prose. You will also learn methods for conducting library research and the details of at least one system of formal documentation.

You have enrolled in a section of Composition II that focuses on the topic of gender in communication and education. All of the reading and writing assignments in this section will encourage you to reflect at length on how (if at all) gender figures in the ways that we speak, write, and learn.

Goals

As a student in ENG 102 you will develop the following knowledge and skills:

1. The ability to use flexible composing processes that are well suited to the types of writing produced by professionals in academic fields,

2. An understanding of how the rhetorical relationships among writer, audience, and message should influence your writing,

3. The ability to use writing to sharpen your analytic and critical-thinking skills,

4. The ability to participate in the written exchanges of a community of writers who share some common concerns,
5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions,

6. The ability to use effective processes for revising and improving your work,

7. An understanding of principles for integrating source materials into your writing,

8. An understanding of some basic methods for conducting library research using print and electronic resources.

Activities

1. Reading and Writing Assignments

As the semester progresses you will post some of your writing in threaded discussions at a course Web site on Nicenet (http://www.nicenet.org/), and you will submit other assignments in hard copy. The assignments are listed below, and I'll provide more information in class as the semester progresses.

1. Assignments to Be Posted on the Web Site:

   - **Summary of a Book Review.** To extend our analysis of the main text for this course, you will locate and summarize one review of Deborah Tannen's *You Just Don't Understand*.

   - **Summary and Analysis of an Article.** To extend our knowledge of gender in language and communication, you will locate and read an additional article or a chapter from a book. You then will prepare a summary and analysis of your reading.

   - **Responses to Assigned Readings.** To stimulate ideas for your own writing, you will write brief responses to many of the assigned readings. Each response will consist of one thought-provoking observation and one significant question concerning the assigned work. You also will respond to the observations and questions that other class members produce. Your observations and questions should be posted to the course Web site before class on each day that a reading is due. Due dates for some of the responses are listed in the schedule at the end of this syllabus. Other response assignments will be announced in class.

2. Assignments to Be Submitted in Hard Copy:

   - **Introductory Essay.** Early in the semester you will write an essay in which you will tell your classmates about an important experience in your life. (This assignment will not be graded, but it will provide important material to consider when you complete the analysis essay described below.)
• **Analysis Essay.** For this assignment you will analyze the introductory essays written by your classmates. In doing so you will begin to explore several important issues that will concern us throughout the semester.

• **Persuasive Essays.** You will write two essays in which you state and support your own opinion about important issues concerning gender and communication or education. As you offer your opinion, you will show how your ideas relate to those offered in some works that you have read during the semester.

• **Research Project.** Either working alone or in a group, you will conduct research to test a hypothesis concerning the relationship between gender and communication or education. You will prepare a formal report of your research.

• **Portfolio Assignment.** At the end of the semester, you will submit a portfolio containing several of the essays that you have written for the course. You probably will want to revise the earlier versions of these essays before including them in your portfolio.

2. **Conferences**

I will be available to meet with each of you at least twice during the semester. In those meetings we will discuss your progress in the course, and I will offer suggestions for revising your work. Be attentive in class for announcements concerning these conferences.

3. **Responses to Rough Drafts**

Several times during the semester you will post rough drafts of your work to a Web site that I have set up for this course. You will give and receive feedback on the drafts posted to this site. It is essential that you participate in this process, so be sure to note the due dates listed in the daily schedule at the end of this syllabus.

**Assessment**

1. **Points Available for Each Assignment**

   Work Posted to the Course Web Site:

   - Summary of a Book Review: 10 points
   - Summary and Analysis of an Article: 10 points
   - Responses to Assigned Readings: 15 points

   Work Submitted in Hard Copy:

   - Analysis Essay: 10 points
Persuasive Essay #1  10 points
Persuasive Essay #2  10 points
Research Project  15 points
Final Portfolio  20 points

2. Grade scale

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Note: I will grade individual assignments in half-point increments. If your final grade for the course ends in a fraction, I will round the final grade up to the nearest full point.

3. Attendance and Late Work

I expect you to attend class and be well prepared for each day’s activities, and I expect you to submit all written work on time. On most class days I will take attendance by circulating a sign-in sheet. Please sign the sheet before the class ends.

Regardless of whether you are present in class on a particular day, you are responsible for all assignments due and information presented on that day. If you do miss a class, you should see me as soon as possible to find out what you missed.

I will not penalize you for your first three absences. However, in most cases I will deduct two points from your course grade for each absence after the third.

For each time that you miss a deadline for posting a draft to the course Web site or responding to other students' rough drafts, I will deduct two points from your earned grade for the course.

If you post a response assignment no more than forty-eight hours after it is due, you will receive half credit for the response.

For each day that a ten-point assignment is late, I will deduct one point from your earned grade.

For each day that your portfolio is late, I will deduct five points from your earned grade.
If you want to request exceptions to these policies, you should try to make arrangements before an assignment is due. I’m a reasonable person—I understand that life is complicated. However, if your life becomes too complicated, you may need to drop this course.

**Required Texts**

Required Books (available at the campus bookstore):


Required Articles (I'll provide photocopies):


**Schedule**

**Week 1**

**T** Let’s Get Started!

Distribute the Syllabus

Discuss the Introductory Essay Assignment

**Th** Reading Assignment: *Writing Analytically* [WA], Ch. 1, pages 1-10

Discuss Computer Basics

**Week 2**

**T** Introductory Essay Due (two copies in a manila folder)

Discuss Web Basics

**Th** Reading Assignment Due: WA, Chapter 1, pages 10-30

Discuss Response Assignments

**Week 3**

**T** Reading Assignment and Response Due (posted to Nicenet):

Flynn, "Composing as a Woman"

Discuss the Analysis Essay Assignment

**Th** Reading Assignment Due: WA, Chapter 2, pages 31-60

**Week 4**

**T** Rough Draft of Analysis Essay Due (posted to Nicenet)
Week 5
T  Polished Version of Analysis Essay Due (two copies in a manila folder)
   Discuss the Persuasive Essay Assignments
Th  Reading Assignment and Response Due (posted to Nicenet):
    Tobin, "Car Wrecks, Baseball Caps"

Week 6
T  Reading Assignment and Response Due (posted to Nicenet):
    Tannen, Preface and Chapter 1
Th  Reading Assignment: Tannen, Chapter 2
    Discuss the Review Assignment

Week 7
T  Reading Assignment and Response Due (posted to Nicenet):
    Tannen, Chapters 3 and 4
Th  Reading Assignment Due: Tannen, Chapters 5 and 6
    Discuss the Research Project

Week 8
T  Reading Assignment and Response Due (posted to Nicenet):
    Tannen, Chapter 7 and 8
Th  Summary of Review Due (posted to Nicenet)
    Discuss Reviews
    Discuss the Research Project

Week 9
T  Reading Assignment and Response Due (posted to Nicenet):
    Tannen, Chapters 9 and 10
Th  Rough Draft of Persuasive Essay #1 Due (posted to Nicenet)
F  Feedback on Rough Drafts of Persuasive Essay #1 Due (posted to Nicenet)

Week 10
T  Polished Version of Persuasive Essay #1 Due (two copies in a manila folder)
   Discuss the Research Project
Th  Reading Assignment Due: WA, Chapter 3 and 4, pages 77-142

Week 11
T  Summary and Analysis of Article Due (posted to Nicenet)
Th  Reading Assignment Due: WA, Chapter 5, pages 143-85
Week 12

T  Rough Draft of Persuasive Essay #2 Due (posted to Nicenet)
    Post Feedback to Essays in Class

Th  Polished Version of Persuasive Essay #2 Due (two copies in a manila folder)

Week 13

T  Discuss the Research Project

Th  Discuss Portfolios

Week 14

T  Research Project Due (two copies in a manila folder)

Th  Discuss Portfolios

Week 15

T  Portfolio Due (Last Class)

Exam

Week

W  Graded Portfolios Available in my Office, 8:30am-10:30am