

- A. English Composition II is a second-semester composition course that, together with English Composition I, is a requirement in all A.A., A.S. and selected A.A.S. degrees. The course is designed to refine the writing skills learned in English Composition I, with closer emphasis on the finer points of writing style, analysis and synthesis of texts, and responsible research. Students continue to refine these skills so that they will be able to apply them to coursework in other disciplines. The Honors versions of English Composition II allow students who possess more advanced skills in academic writing and critical thinking to hone those skills in a seminar that promotes independent scholarship and intensive intellectual discourse.
- B. This course does not have a Lab component
- C. This course typically transfers as an English core requirement.

IV. Place of Course in College Curriculum

- A. Free elective.
- B. The course serves as a General Education course in English Composition
- C. The course meets a program requirement for all A.A. and A.S. degrees, and for selected A.A.S. degrees.
- D. English Composition II is transferable as a General Education or a Free Elective.
- E. Honors course

V. Outline of Course Content

- A. Reading
 - 1. Critical reading of complex texts from multiple genres that can include various media
 - 2. Recognizing and evaluating underlying assumptions of texts
 - 3. Identifying connections and patterns across texts
- B. Writing
 - 1. Continued emphasis on writing as a process that includes free writing, drafting, peer review, editing, and revising in developing polished essays
 - 2. Engaging in sustained research across at least two out-of-class essays
 - 3. Developing technical competence
 - a. Acquiring skills required to organize coherent essays from multiple sources
 - b. Mastering proficiency in grammar, usage, and mechanics
- C. Information Literacy
 - 1. Required advanced session of library instruction
 - 2. Proficiency of MLA documentation style

3. Research as inquiry

Note: English Composition II Honors: Text and Analysis is conducted as a seminar and allows students to take the lead in scholarly discussions that stimulate and promote critical thinking, sophisticated analysis of texts, and meaningful responses to the ideas of peers. English Composition II Honors students have the opportunity to be original and creative in their written work and are expected to produce analytical essays that move well-beyond the standards for analytical essays in regular sections of English Composition II. Honors students will also research and read complex critical essays written by theorists, primary sources, and other outside texts and integrate those texts into their own analytical writing. English Composition II Honors students are also encouraged to develop their own focused topics for research and writing as they enhance their innovative approaches to thinking and writing.

VI. General Educational Goals and Course Learning Outcomes

A. General Education Learning Outcomes

At the completion of the course, students will be able to:

1. Use the writing process and conventions of academic writing to compose analytical and argumentative essays. (NJCCC Core SLO)
2. Employ the writing process in the completion of an individual research project. (NJCCC Core SLO)
3. Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style. (NJCCC Core SLO)
4. Employ active reading strategies to interpret and evaluate complicated texts. (NJCCC Core SLO)
5. Take a position on an ethical issue in a research paper (ER)

B. Course Learning Outcomes

1. demonstrate flexibility of thought and desire for intellectual development through participation in academic discussions and debates centered on complex textual analysis
2. critique peers' ideas in small and large group discussions in a collegial and scholarly manner
3. integrate text into larger social and historical contexts in order to make connections between ideas and to generate a greater understanding of self and society

C. Assessment Instruments

This course may employ the following assessment methods:

1. Required: research paper where students take a position on an ethical issue
2. formal out-of-class essays
3. research projects and papers
4. in-class writing
5. quizzes
6. journals
7. portfolios
8. class participation
9. student presentations

VII. Grade Determinants

- A. 25 pages of text-based, graded writing
- B. 4-5 out-of-class essays of 4-8 pages
- C. Text-based in-class writing
- D. Requirement that students write essays that engage multiple texts
- E. Requirement that students write more than one research-based essay
- F. Requirement that students write one research paper where they take a position on an ethical issue
- G. Requirement that at least 80% of the student's final grade be derived from graded essays
- H. Class preparation and participation

This course may include the following modes of teaching:

- A. discussion
- B. mini-lecture
- C. small-group work
- D. guest speakers
- E. film

VIII. Texts and Materials

The following types of course materials may be used:

- A. textbooks or OER
- B. film
- C. audio sources
- D. web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. Library instruction room at least once a term
- B. Classrooms with CATT set-up preferred
- C. Computer lab preferred
- D. Service Learning support where applicable