

English 1302 Composition II

Western Texas College

I. Basic Course Information

- A. **Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources, and critical thinking about evidence and conclusions.
- B. **Prerequisites:** A grade of C or higher in ENGL 1301 or equivalent. (Rd, Wtg)
- C. Online course content is administered through the college's learning management system (LMS), [Moodle](#), also called [eCampus](#). A link to [eCampus](#) can also be found on by going to the WTC home page (www.wtc.edu) and clicking on the big M with a graduation cap found in the Quick Links section on the right side of the page.

II. Student Learning Outcomes

- A. Demonstrate knowledge of individual and collaborative research processes.
- B. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- C. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- D. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- E. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

III. Core Objectives/Program Outcomes

- A. **Critical Thinking Skills (CT)** – creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information
- B. **Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral and visual communication
- C. **Personal Responsibility (PR)** – ability to connect choices, actions and consequences to ethical decision making
- D. **Teamwork (TW)** – ability to consider different points of view and to work effectively with others to support a shared purpose or goal

IV. Information on Books and Other Course Materials

- A. Required Textbook: The Norton Field Guide to Writing with Readings & Handbook: 5th ed. ISBN 978-0-393-65580-3.
- B. Supplemental (at instructor discretion): may include software for course, additional texts, access to a dictionary and/or thesaurus, MLA/APA style manual, flash drive, etc.

V. Major Course Requirements

- A. A minimum of three essays, and the work that goes in to them (outlining, prewriting, rough drafts, peer edits, etc.), are required for successful completion of this course.
- B. The final exam will comprise a percentage of the final grade.
- C. All essays are to be submitted to Turnitin. Your instructor will set you up with this. Turnitin checks for plagiarism. Under WTC policy, plagiarism may result in the student being dropped from class. Students suspected of plagiarism will be consulted. Students found guilty of plagiarism will be dropped.

VI. Grading System

A. Grade Scale:

- A = 90-100
- B = 80 -89
- C = 70-79
- D = 60-69
- F = 59 or below

B. Course breakdown:

General Assignments:	20%
Essay Prep/ Projects/Quizzes:	25%
Essays (minimum of 3):	40%
Exam(s) (including final exam):	15%

VII. Testing Requirements

- A. Online students: If exams are objective exams and not in essay format submitted to *Turnitin*, they are required to be proctored and taken at an approved testing organization. Ask your instructor for more details.
- B. Students are not allowed to use their books or notes of any kind while taking proctored exams.

VIII. Additional Resources and Information: You may refer to the [WTC Course Catalog](#) and the WTC website for the following:

- A. [Campus Map](#) – Pg. 2
- B. [Campus Calendar](#) – Pg. 7
- C. Final Exam Schedule – Pg. 9
- D. Academic Integrity – Pg. 57
- E. [Campus Security](#) – Pg. 61
- F. Class Attendance – Pg. 61
- G. How to drop a class – Pg. 63
- H. [LRC / Library](#) – Pg. 68
- I. Student Conduct – Pg. 73
- J. [Students with Disabilities](#) – Pg. 75
- K. Withdrawal Information – Pg. 77
- L. [Counseling & Advising](#)
- M. [Mental Health Resources](#)

N. [Campus Carry Laws & Policy](#)

O. [Sexual Harassment Awareness & Prevention](#)

IX. ENGL 1302 Essays: The type of essay, and when the essays (a minimum of three) are completed throughout the course, is up to each individual instructor. These will be reflected on each instructor's first-day-handout.

The writings completed in ENGL 1302 courses should reflect college-level writing, should show evidence of the writing process, and should vary in genre so students gain knowledge of various kinds of writings that occur at the college level. Essay types may include any of the following: analysis, proposals, mixed genres, media/design, both sides of an argument, annotated bibliography, and other any other type of college-level writings that will meet student learning and core objectives for ENGL 1302.

X. Basic Course Outline

Section	Content
Course Introductions	<ul style="list-style-type: none">• Introduction to course policies• Review grammar conventions & the writing process• Review academic reading and writing skills• Review various rhetorical situations• Review of MLA and APA attribution styles
Argument SLO C, D	<ul style="list-style-type: none">• Evaluation of Logical Fallacies• Logos, Ethos, and Pathos• Types of evidence used in arguments• Logically evaluation multiple sides of an argument
Research Skills SLO A, B, C, D	<ul style="list-style-type: none">• Primary vs. secondary sources• Using primary and secondary sources in writing• Finding and evaluating appropriate sources• Synthesizing and comparing multiple sources for selected topics• Analyzing visual and multimedia texts
Fields of Study SLO E	<ul style="list-style-type: none">• Writing in various academic fields and in general education• Reading and writing across fields of study• Introduction to CMS attribution style• MLA, APA, CMS in relation to other disciplines
Final Exam	

Subject to change at instructor discretion.