

III. Statement of Course Need

- A. English Composition II is a second-semester composition course that, together with English Composition I, is a requirement in selected A.A., A.S. and 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 dependent on the Transfer institution.

IV. Place of Course in College Curriculum

- A. Free elective-
- B. This course serves as a General Education 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
 - 4. Acquiring skills required to organize coherent essays from multiple sources
 - 5. 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

VI. A. Course Learning Outcomes:

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

1. Apply advanced rhetorical concepts by analyzing and composing texts across multiple genres and modes, demonstrating awareness of audience, purpose, and context. (GE-1)
2. Select appropriate critical reading strategies to evaluate arguments and evidence in scholarly and public discourse. (GE-1)
3. Compose sustained, research-informed texts that integrate the student's original ideas with multiple sources through synthesis. (GE-1; GE-IL)
4. Refine composing and revision practices by developing strategies for substantial revision, responding effectively to varied forms of feedback, and managing longer projects through drafting and reflection. (GE-1)
5. Conduct advanced information literacy by locating, integrating, and critically assessing scholarly and popular sources for authority, relevance, and disciplinary conventions. (GE-1; GE-IL)
6. Demonstrate control of language and citation conventions. (GE-1)

B. Assessment Instruments

This course may employ the following assessment methods:

1. Research-informed process essays (required)
2. Timed essays
3. Quizzes
4. Annotated texts
5. Reading responses
6. Reflection responses
7. Portfolios
8. Class participation (required)
9. Student presentations
10. Service learning (required option)

VII. Grade Determinants

- A. Requirement that at least 75% of the student's final grade be derived from graded writing.
- B. 3-4 multi-draft, research-informed process essays
- C. In-class writing
- D. Class preparation and participation assignments

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- 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. Open educational texts and resources
- 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.)

IX. Resources

- A. Library instruction (required)
- B. Classroom with instructor computer and projector (required)
- C. Student access to a computer during class (required)
- D. Service Learning support where applicable

X. Check One: Honors Course Honors Options N/A

Definition: According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.

English Composition II Honors 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.