



**COPPIN STATE UNIVERSITY  
DEPARTMENT OF HUMANITIES AND MEDIA ARTS**

**COURSE SYLLABUS**  
(Revised 8/09)

**ENGLISH COMPOSITION II ENGL 102 3 CREDITS AY 2009-10**  
*Prerequisite: Successful completion of ENGL 101*

STUDENT'S NAME \_\_\_\_\_

SECTION \_\_\_\_\_ LOCATION \_\_\_\_\_ DAYS & TIME \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

OFFICE HOURS \_\_\_\_\_ TELEPHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

**Please Note:** Coppin State University Policy now requires all student email communication with faculty to originate in a Coppin email address. If you are not already familiar with your Coppin email account, please learn how to use it and please do not communicate with your instructor using an account from an internet service provider.

**REQUIRED TEXTS**

Please plan to purchase your composition textbooks in or before the first week of classes. As of Spring 2009, all Freshman Composition textbooks may be purchased without cash, on your Coppin Account. See p. 7 of this syllabus for details.

Lester, James D, and James D. Lester, Jr. *Writing Research Papers*. 13<sup>th</sup> ed. New York: Pearson Education, 2010.

*Dancing with the Tiger: A Coppin State University Sundance Reader*. New York: Pearson Education, 2008.

**MyCompLab Modules and Tutorials ([www.mycomplab.com](http://www.mycomplab.com)) as assigned by instructor.**

*American Heritage College Dictionary*, 3<sup>rd</sup> ed. 1993 or equivalent.

## RECOMMENDED TEXTS

Your instructor may supplement required texts with readings and exercises from Graff and Birkenstein (2006).

## COURSE DESCRIPTION

This course consists of instruction in research methods common in the academic disciplines, including the identification of research questions, developing a hypothesis, pursuing research objectives, keeping records, and documenting sources. Continued practice with writing, revision, editing, and proofreading is included, but instruction emphasizes strategies for incorporating content, including opposing points of view, derived from research. This includes skills such as summarizing, paraphrasing, introducing, using quotations, and documenting sources. Documentation consists of familiarizing students with the use such MLA conventions as in-text parenthetical citations and a works cited page or bibliography used as reference.

## COURSE OBJECTIVES

At the end of the course, students should be able to do the following:

1. Apply the writing skills learned in ENGL 101 to the assignments in this course;
2. summarize the content and thesis of an academic text (book or article);
3. quote from a text in support of a point made in writing an essay;
4. paraphrase a passage from a text as support;
5. determine the appropriate response to undergraduate writing assignments in various academic disciplines;
6. compile and annotate a bibliography page relevant to a research paper;
7. use formal documentation in a style appropriate to the subject — MLA in the case of ENGL 102 — in preparing a research paper;<sup>1</sup> and
8. demonstrate familiarity with the use of and be able to compose a documented research

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<sup>1</sup> All ENGL 101 papers should use MLA as the default documentation style; APA and other styles may be discussed as relevant to a student's area of academic specialization.

paper.

## **MODES OF INSTRUCTION**

Instruction will consist of lecture, discussion, peer evaluation, other collaborative activities, and conferences with the instructor. Students identified by the instructor as having special needs will be required to attend workshops and/or tutorials in the Academic Resource Center.

## **COURSE REQUIREMENTS**

Students are required

1. to attend class promptly and according to the attendance policy given below;
2. to comply with the plagiarism policy; to keep their work in a portfolio that will be submitted for review at any time during the course;
3. to respond to the instructor's requests for conferences;
4. to acquire the notes from and assignments given during classes they have missed; and
5. to submit a portfolio for review at the end of the semester.

## **SPECIAL NEEDS**

If you have any condition, such as a physical or mental impairment, which will make it difficult for you to carry out the work as outlined in the syllabus or which will require extra time on examinations, please notify your instructor in the first two weeks of the course so that you may make appropriate arrangements with the instructor.

## **TECHNOLOGY FLUENCY**

All finished papers in the portfolio must be generated on a word processor; papers using Internet sources must be documented in the appropriate format for electronic sources.

## **EVALUATION**

Evaluation in this course is primarily based on the portfolio. Individual instructors may use additional methods of evaluation such as class participation, quizzes, exams or short assignments.

## **PORTFOLIOS**

At the end of the semester, the student submits a Final Portfolio for a final grade. The portfolio will account for between 40-60% of the final grade, with the exact value to be determined by the

individual instructor. This portfolio consists only of the following:

- An Annotated Bibliography of sources used in the research paper
- At least one 3-4 page paper, utilizing a rhetorical model assigned by the instructor, which may be a stepping stone in the development of the research paper.
- A thoroughly revised and edited research paper that uses MLA format and documentation procedures, 5-10 pages in length (1,250-2,000 words) and citing at least five traditional<sup>2</sup> sources
- One or more edited or graded drafts of the Research Paper
- A cover letter introducing the contents of the portfolio to readers

**All papers in the portfolio must pass at a grade level of “C” or better in order for the portfolio to pass. The portfolio must pass in order for the student to pass the course.**

**NOTE: Portfolios will be kept for a year but no longer unless there is a dispute pending over the grade.**

#### DEFINITION OF A “C” PAPER

A “C” grade is defined according to the standards of the Maryland State System, as follows:

##### **A. Content**

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

##### **B. Organization**

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be

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<sup>2</sup> Traditional sources include those found on the internet possessing an authoritative tradition for accuracy, such as online *New York Times* articles and, of course, sources found in databases such as EBSCO. They do not include Wikipedia (useful for background research but NOT a traditional source for the purposes of the research paper) or web pages without an authoritative tradition as print publications.

weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

### **C. Style/Expression**

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

### **D. Grammar/Mechanics**

The "C" paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

## **FINAL EXAM**

According to the UMS policy, instructors are required to meet the class during the final exam period. The work assigned during this period is determined by the individual instructor and may consist of final work on the portfolio such as clearing up any discrepancies.

## **INCOMPLETE GRADES**

An Incomplete may be given only if a student who has been satisfactorily doing the course work has an end-of-term emergency which prevents assembling the final portfolio. The student must discuss the situation with the instructor and provide verification of the emergency. The decision to give an Incomplete remains the instructor's decision.

## **GRADES**

The final grades given in the course are A, B, C, F, CS and I. The grade of D is not assigned;

students must do work worthy of a C in order to pass. The grade of CS is assigned when a student has faithfully completed course requirements without earning a C.

### **ATTENDANCE POLICY**

Regular and punctual attendance is required. Students who arrive fifteen minutes after class has started may be marked absent. Excessive lateness will affect the final grade.

Students who are absent more than six class hours, whether the absences are excused or not, may fail the course. Note that a class hour is equal to fifty minutes of class time and not necessarily equal to a class meeting or period.

### **COLLEGE-WIDE WRITING POLICY**

The department adheres to the College's policy on writing standards.

### **EXPECTATIONS FOR CLASSROOM BEHAVIOR**

1. All students are expected to listen to and respect the comments, analysis, and questions of others, regardless of whether they agree or not; wait their turns to make contributions; refrain from conversations with classmates when the professor or another classmate is speaking;
2. Students are required to turn off all cell phone and pagers when in the classroom. No exceptions.
3. Students must adhere to the College policy of not eating in classrooms.
4. Students must not interrupt the class to leave the room for any reason other than an emergency. If they do so, they may not return and will be marked absent.

**NOTE: If a student engages in disrespectful conduct, the instructor will ask that student to leave the classroom and follow the procedure outlined in the Student Handbook (pp. 64-68) for addressing such behavior. The instructor is under no obligation to remain in the classroom where disruptive behavior persists.**

### **PLAGIARISM POLICY**

It will be taken for granted that any work, oral or written, that a student does for any course is his/her original work. Any violation of this rule – including cutting and pasting ideas or words from the internet without appropriate paraphrase and/or citation and documentation procedures –

constitutes plagiarism.

Plagiarism includes any form of cheating on examinations, tests, quizzes and any unacknowledged and/or undocumented use of another's writing or ideas, published or unpublished. At a minimum, a student who plagiarizes will receive a failing grade for the particular assignment.

## **TEXTBOOKS**

By special arrangement, all Freshman Composition course textbooks may be charged to your student account. The system works as follows:

- 1) Go into the University bookstore and obtain your composition textbooks from the shelf;
- 2) Locate the bookstore manager or textbook manager and inform them that you would like to obtain your books through the "Textbook Now for Composition" program. You must be prepared to present a valid CSU identification card;
- 3) Sign the appropriate document and receive your books.

If there are problems - as there generally are with any new procedure - faculty should contact VPAF Dick Siemer by phone or e-mail; students should talk with the textbook or store manager. Here are names and numbers:

Mr. Gabriel Bennett, Bookstore Mgr: 410-951-1222

## **SPECIAL ACCOMODATIONS**

Coppin State University supports all students in their academic endeavors. Should you need academic accommodations because of a disability, please contact CSU's Disability Support Services Program (DSSP) counselor, Ms. Pat Johnson, to register for reasonable accommodations. Ms. Johnson is located in HHSB-355. If already registered with this program please provide the DSSP Accommodations Form to the professor immediately to describe what accommodations you are requesting.

## **CUSTOMIZED CONTENT**

**If your instructor has particular instructions for your section, they may be placed here.**

### Bibliography

- Elbow, Peter, and Pat Belanoff. *A Community of Writers: A Workshop Course in Writing*. New York: McGraw-Hill, 1989.
- Farrelly, James P., and Lorraine M. Murphy. *A Practical Guide to Research Papers*. New York: Harcourt, 1988.
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- Gehle, Quentin L., and Duncan J. Rollo. *Writing Essays: A Process Approach*. New York: St. Martin's, 1987.
- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006.
- Heineman, Alan, and Hulon Willis. *Writing Term Papers*. 3<sup>rd</sup> ed. New York: Harcourt, 1988.
- Hult, Christine A. *Researching and Writing: An Interdisciplinary Approach*. Belmont, CA: Wadsworth, 1986.
- Kirszner, Laurie G., and Stephen R. Mandell. *The Holt Guide to Documentation*. New York: Holt, 1987.
- Trimmer, Joseph F., and James M. McCrimmon. *Writing with a Purpose*. 9<sup>th</sup> ed. Boston: Houghton, 1988.
- Walker, Melissa. *Writing Research Papers: A Norton Guide*. 2<sup>nd</sup> ed. New York: Norton, 1987.