Alabama
Department of Postsecondary Education

Representing Alabama’s Public Two-Year College System

Jefferson State Community College

ENG 102
English Composition II

I. ENG 102 English Composition II – 3 Semester Hours; 3 Contact Hours

II. Course Description
English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides the instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

III. Prerequisite
Grade of "C" or better in Eng. 101 or the equivalent

IV. Textbooks


Supplementary material (instructor’s option: such as paperbound dictionary, thesaurus, or other reading material)

V. General Course Competencies
To complete this course, the student must have, in the instructor’s judgment, a reasonable mastery of the following competencies:
A. The ability to comprehend assigned readings, primarily short fiction, poetry, drama, and literary criticism.
B. The ability to analyze assigned readings in class discussions
C. The ability to respond to assigned readings by writing effective essays
D. The ability to use primary and secondary sources effectively and accurately
E. The ability to use library/electronic resources

VI. Course Objectives Stated in Performance Terms
During the course, the student will do the following under the guidance of the instructor:
A. Demonstrate comprehension of assigned readings
B. Analyze in oral and/or written discussions assigned stories, poems, plays, and other readings
   1. Use the language of the genre being studied
   2. Use evidence from assigned readings to support points in analyses
   3. Use strategies for writing essays from development of subject through revision of the essay
C. Plan and write at least six multi-paragraph essays, including literary analysis essays (of approximately 500 words each) in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary). In following a process approach, writing four extended essays with two significant revisions will meet this requirement.
   1. Consider the following elements when planning essays
      a. Purpose
      b. Audience
      c. Organizational structure
      d. Idea development
   2. Utilize pre-writing strategies in planning essays, including, but not limited to
      a. Brainstorming
      b. Free writing
      c. Outlining
   3. Write an essay that reflects the following structure
      a. An introductory paragraph that
         (1) Begins effectively
         (2) Contains a thesis statement
            (a) To restrict the topic sufficiently for detailed development
            (b) To express clearly the student's purpose in writing the essay
      b. Body paragraphs, each of which
         (1) Contains a topic sentence
            (a) To express clearly one aspect of the thesis statement
            (b) To indicate logical development of the thesis statement
         (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
      c. An effective concluding paragraph
   4. Revise an essay so that it reflects the following attributes
      a. Refined thesis statement
      b. Improved paragraph development and organization
      c. Added new material and/or additional support
      d. Improved sentence structure and word choice
5. Edit an essay so that it is free of fundamental grammar and mechanics errors that, in the instructor’s judgment, undermine the impact of the paragraph or essay, such as:
   a. Sentence boundary problems (comma splice, fused sentence, fragment, run-on sentence)
   b. Disagreement of subject and verb
   c. Excessive spelling errors
   d. Verb and pronoun usage errors

D. Use primary and secondary sources (library/electronic) for an assigned project
   1. Integrate quotations effectively as support in research assignment
   2. Document sources according to MLA guidelines

VII. Class Activities
   A. Read assignments
   B. Listen to lectures
   C. Participate in discussions
   D. Plan essays
   E. Write essays
   F. Conduct peer reviews
   G. Revise essays

VIII. Evaluation
   To complete this course, the student must be able, in the instructor’s judgment, to demonstrate a higher degree of mastery of the competencies stated above than at the completion of English 101 through writing effective expository multi-paragraph essays that reflect an ability to use a primary source (short story, poem, or play) and secondary sources. The instructor will provide a specific grading scheme for this course. At least 80% of the final grade must be earned on compositions. A grade of "C" or better is required for passing or for transfer credit.

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

The minimum penalty for a plagiarized essay or exam will be a zero for that assignment. Refer to the College Catalog and Student Handbook for a list of violations to the Academic Honesty Code and additional penalties which may be imposed.

IX. Attendance
   Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online, etc.) are
calculated from the first official day of class. Attendance in Internet and/or Hybrid
courses is based on documentable participation in class activities, such as interacting with
the instructor and with enrolled students, attending required on-campus meetings and/or
submitting course assignments. If a student has excessive absences and is in jeopardy of
failing the course, she/he is encouraged to consult with the instructor. Instructors will not
withdraw students for any reason. If a student fails to officially withdraw from a course,
this failure could result in a grade of “F”. Students receiving financial aid or scholarships
should consult the Financial Aid Department or their scholarship coordinator to
determine how an “F” or “W” may affect their tuition assistance. Students withdrawing
from a course after the Withdrawal date has passed will receive a WP (withdraw passing)
or a WF (withdraw failing) in the course.

X. Statement on Discrimination/Harassment
The College and the Alabama State Board of Education are committed to providing both
employment and educational environments free of harassment or discrimination related to
an individual’s race, color, gender, religion, national origin, age, or disability. Such
harassment is a violation of State Board of Education policy. Any practice or behavior
that constitutes harassment or discrimination will not be tolerated.

XI. Americans with Disabilities
Jefferson State Community College is compliant with Section 504 of the Rehabilitation
Act of 1973 and with the Americans with Disabilities Act of 1990 as amended in
2008. Students having known disabilities requiring academic accommodations should
contact the ADA Accommodations Office for an appointment (arsherman@jeffersonstate.edu) or 205-856-6077.

XII. Statement on Literary Content (Communications Division): In the classroom,
instructors have full freedom to discuss their subjects. They should not introduce into
their teaching irrelevant controversial matter. Within this limitation, the college protects
the rights of both the students and instructors to a “free search for truth in its
exposition.” The nature of literature discussion in class is not to advance a religious or
political agenda, but to raise universal questions about human nature and engage
reaction. Therefore, the experience of literature is bound to involve controversial subject
matter at times. In the classroom, open expression of ideas and opinions is not only
allowed but required, and students must be willing to respond honestly to literary
texts. Predetermination of the material that would offend any individual is neither
possible, nor a desirable course of action. Eliminating certain works from the reading list
would be tantamount to (the same as) censorship. Changing the original text in any way
only serves to distort it. Our goal in the Communications Division is to enhance
intellectual growth, not to limit it.

XIII. Assessment of Student Learning Outcomes
Direct assessments will be made in accordance with the current class Student Learning
Outcomes (SLO). This assessment will not be used to figure grades for the class, but will
be used to determine class success within current SLO addressed areas. Direct assessment
SLO will change every three year cycle.