



## EN-CP 104 English Composition II

### Syllabus

#### Course Information

- EN-CP 104
- English Composition II
- Instruction in writing with emphasis on research and analytical exposition. Required for graduation
- Prerequisite: EN-CP 103.  
*Students may receive credit for only one of the following courses: EN-CP 104, EN-CP 105, EN-CP 112, and EN-CP 122.*

#### Mission Statements

##### Central Christian College of Kansas Mission Statement

- Christ Centered Education for Character
  - Core Four: Heart, Strength, Mind, and Soul
- The English Major offers studies in writing, detailed studies of literature, and introductory studies in modern literary theory all of which will engage students to explore the relationships between literature and their faith in Jesus Christ. A full course of study in English enables students to interpret and synthesize complex information; competently and creatively communicate as well as employ adaptable research and problem-solving skills. Therefore, the BS with English Major will serve as a foundational degree that offers excellent training for a wide variety of employment opportunities including writing, editing, journalism, ministry, law, public relations, education, and business.

#### Course Objectives

##### At the end of the course, you will be able to:

- Refine search terms using online databases and Internet websites to document sources for the Final Project.
- Evaluate online databases and Internet websites for credibility as supporting evidence in the Final Project.
- Implement the process of arguing logically pro and con positions on a controversial topic using credible evidence as a body of proof in written documents and in the Final Project.
- Develop a working outline to the third level (A, a, 1) of the Final Project document in MS Word Outline that includes a thesis statement, pro/con positions, paragraph topic sentences, and placement markers for source material.
- Using outline, divide drafting tasks into segments that correspond to time management needs.
- Analyze and synthesize source materials so that they are smoothly integrated into the writing with:

- Summary
- Paraphrase
- Or direct quote
- Distinguish the visual purpose of various graphic styles.
- Create and appropriately place a graph in the Final Project document to enhance a specific purpose.
- Conceptualize, organize, and write an eight-page Final Project paper containing five sources, along with a Cover Page, Reference Page, and one visual graph, formatted in APA style.

**As measured by:**

- Research assignments reflect evidence of understanding Boolean search terms beyond what typed words in a browser can provide in a simple search. Sources obtained for research assignments display online database or other attributes of refined Boolean search methods.
- Choices made with Boolean search and evaluative methods reflect thoughtful methodology used as provided in class assignments.
- The level of argument proofs are taken to at least one level of conditional analysis before a conclusion of proof is given in If-Then terminology.
- This measurement can be found under “organization” in the rubric. An organized research paper is a culmination of the skills used in creating a detailed outline prior to beginning the draft process in writing.
- Demonstrate planning and organization of the final research project as explained in the appropriate sections of the Written Communication rubric.
- Demonstrate appropriate use the Logical Reasoning & source citation dimensions for these measurements as found in the Written Communication rubric.
- Knowledge of graphs used in written research papers provide another way of knowing specific data to inform readers that consists of an accumulation of organization, thesis writing, Body Paragraphs, Logical Reasoning, and Reflection dimensions of the rubric working synergistically to fulfill the purpose for graphics in written material.
- Each dimension of the rubric is used synergistically to fulfill the requirements, and thereby, the measurements of a written research paper.

**Course Materials**

**Required Textbooks & Materials**

- Kennedy, X. J. et al. (2014) *The Bedford Guide for College Writers* (10th ed.). Bedford/St. Martin's

**Optional Textbooks & Materials**

- None

**Appendices**

- Appendix A: Weekly Expectations (Assignments, Objectives, Etc.)
- Appendix B: Course Administration and Policies
- Appendix C: Academic Integrity

# Course Requirements

## Course Structure

The course centers on a focused topic each week and is organized around weekly sections with specific activities designed as assignments to optimize learning. Course goals are supported by weekly objectives. The course learning activities follow an Explore, Discuss, and Apply to learning. Learners explore materials such as lecture notes, videos, audio files and PowerPoint for preparation and review of the content for a given week. Core reading is from the course text. Additional resources are provided to support course activities and assignments. Additional resources should be reviewed for support of assignments. The additional resources are provided for clarity and additional information in this course and for future reference. Discussion of the content occurs in weekly discussion threads. Learners post an initial response to the instructor's discussion question, as well as 2 follow-up posts to initial responses by other learners (See rubric for details). In the Apply assignment, the student will apply the week's content through problem solving and other learning activities to exercise the content and ensure learning is strengthened to a point of practical application (See Apply Rubric). This sets a readiness for the next topic's exploration and the model repeats as learning is developed. The length of assignments should not be interpreted to reflect their importance or relevance. Tests and Quizzes are used to reinforce the knowledge of the student.

## Course Projects

This Final Project carries a 200-point weight. Take time to focus and prepare your final project.

## Course Assignments

There are 11 application assignments in this course—two each in weeks 1-5 and one in week 6. These are designed so you can apply the knowledge and skills you learn during the assignment. Refer to the Written Communication Rubric below.

## Tests and Quizzes

There are 6 evaluations in this course: 1 each week covering the knowledge and skills discussed during the week. Each evaluation has 5 questions at 5 points each.

## Readings and Preparation

You are expected to read the entirety of the readings and exercises that are assigned and be prepared to intelligently discuss the content. You should look up terms in the text/readings for which you are not familiar. Obviously, absences (or limited logins) will adversely affect your grade, since you will have limited opportunity to participate in the discussion. Therefore, discussion threads cannot be made up after the week closes. Each week, you will be provided with a specific prompt that is intended to both increase your own personal self-awareness and develop coaching methods/fundamentals. You will receive practice each week utilizing some of the tools a Christian Life Coach may choose to use. This practice should inform your discussion thread posts each week. This practice will allow you to increase your own self-awareness and then to lead a client through the same process. As this is a Life Coaching course, you will be asked to engage in specific assignments that will place you in the role of coach and client.

## Discussion Participation

*Note: Discussion prompts are subject to change at the discretion of CCK instructors. If changed, Discussion prompts will remain true to course content while allowing for discussion of current developments throughout the world.*

Students are expected to post in the discussion board a **minimum of three separate posts** on three separate post dates per discussion thread. The three posts for **each** thread must include:

1. One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
2. Two "follow up" posts in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each student is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other students' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

## Grading Information

### Description

Grades will be determined based on points earned through the completion of assignments and class participation. Please keep in mind that these grades are not open for negotiation and the facilitator places the responsibility of maintaining awareness of your grade upon your shoulders. The facilitator will not entertain end of course appeals. A grade is earned, not bartered. If you have a concern about your grade, contact the facilitator early enough that something can be done about it. While extra credit work is not available, your facilitator is there to assist you in maintaining a grade through the demonstration of hard work and persistence. The facilitator reserves the right to adjust the final grade dependent on attendance and/or class participation.

### ClassLive

Zoom Room Seminar Sessions will be held weekly. Participation is encouraged but not required. The Zoom Room sessions may be used to review assignments, answer course questions, provide additional discussion on current course activities, etc. The student should expect at least three class live sessions throughout the class period. The course will be posted in announcements.

### Grading of Assignments

The grade for this course will be determined according to the following weighting:

Assignments/Activities	Number	Points Each	Total
Discussion	10 1	25 50	300
Application Assignments	10 1	25 50	300
Final Ppaer	1	200	200
Evaluations	6	25	150
Introductions & Expectations	1	10	10
<b>Total</b>			960

### Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
A	4.00	93-100%
A-	3.70	90-92%
B+	3.30	87-89%
B	3.00	83-86%
B-	2.70	80-82%
C+	2.30	77-79%
C	2.00	73-76%
C-	1.70	70-72%
D+	1.30	67-69%
D	1.00	63-66%
D-	.70	60-62%
F	.00	<60%

**View Grades**

Grades can be viewed on the Learning Management System for this course.

**Grading Rubrics**

## Assignments (Written Communication Rubric)

<b>Dimension</b>	Mastery Evident (2 points)	Proficiency Established (1 pt)	Proficiency Emerging (.5 pt.)
<b>Conception</b>	Has cogent analysis; shows command of interpretive and conceptual tasks required by assignment and course materials; original and insightful ideas, going beyond parroting ideas in the course	Shows a good understanding of the texts, ideas, and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	Shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas
<b>Introduction</b>	Well-developed, engages readers; contains detailed background information, develops a significant and compelling position; creates interest and establishes relevance	Effective; contains some background information; uses a technique for creating interest; develops a clearly stated position; establishes relevance; needs minor work	Inadequate; needs major work; no attempt to create interest; background details are a random collection of information; relevance is not clear or is missing
<b>Thesis</b>	Clear, engaging, and directs the reader toward the point of the paper	Clear but could be more engaging and/or direct	Inadequate and/or the point of the paper is a mystery
<b>Body Paragraphs</b>	Fully support thesis with well-developed/relevant examples, details, & quotes	Support thesis with examples, details, & quotes	Inadequately support the thesis, and examples, details, & quotes are horribly undeveloped
<b>Quotes, Summaries, &amp; Paraphrases</b>	Quotes are powerful & relevant; summaries & paraphrases are introduced properly, integrated smoothly, & explained thoroughly	Quotes are relevant; summaries and paraphrases are introduced, integrated, & explained	Quotes, summaries, & paraphrases are missing, or they do not support the thesis or the content of the paragraphs in which they appear
<b>Conclusion</b>	Powerful/moving; wraps up/gives closure to the main point of the paper; goes beyond restating the thesis/introduction	Effectively wraps up/gives closure to the main point of the paper; goes beyond restating the thesis/introduction	Inadequate; does not effectively wrap up the paper  (perhaps it is missing)
<b>Mechanics</b>	Punctuation, capitalization, & spelling are correct. Paper is virtually error-free	Minor errors in punctuation, capitalization, and/or spelling (1-2/page)	Major errors in punctuation, capitalization, and/or spelling (5+/page)

<b>Dimension</b>	Mastery Evident (2 points)	Proficiency Established (1 pt)	Proficiency Emerging (.5 pt.)
<b>Style</b>	<p>Sentence structure is smooth, skillful, coherent, and mature throughout the paper. Sentences are well built with strong and varied structure. No editing would be required to polish the text.</p> <p>Word choice is precise &amp; skillful; conveys intended message interestingly &amp; naturally; engaging &amp; powerful</p> <p>Tone &amp; point-of-view are appropriate to the assignment.</p>	<p>Sentence structure is smooth &amp; coherent throughout most of the paper. Most sentences are varied in length and style; sentences are not rambling, awkward, or choppy. Minimal editing would be required to polish the text.</p> <p>Word choice is appropriate &amp; correct; striking words/phrases are sometimes used; no clichés or slang</p> <p>Tone &amp; point-of-view are satisfactory.</p>	<p>Sentence structure is confusing &amp; hard to follow. Errors are noticeable and affect meaning. Contains fragments and/or run-on sentences. Extensive editing would be required.</p> <p>Word choice is inappropriate, awkward, or consistently vague; redundancy distracts the reader; words are used incorrectly.</p> <p>Tone &amp; point-of-view are inappropriate or very inconsistent.</p>
<b>Format</b>	<p>The title page (APA) is formatted correctly.</p> <p>In-text citations are essentially correct &amp; correspond directly with an entry on the Works Cited/References page.</p> <p>The Works Cited/References page indicates that the paper uses the correct number &amp; kind of sources.</p> <p>The Works Cited/References page is formatted correctly.</p>	<p>The title page (APA) has a minor formatting error.</p> <p>In-text citations have minor formatting errors (1-2) but correspond directly with an entry on the Works Cited/References page.</p> <p>The Works Cited/References page indicates that the paper uses one or two inappropriate sources.</p> <p>The Works Cited/References page has minor formatting errors (1-2).</p>	<p>The title page (APA) has major errors (3+) or is missing.</p> <p>In-text citations have major errors (5+) and/or do not correspond with an entry on the Works Cited/References page. Or the in-text citations are missing.</p> <p>The Works Cited/References page indicates that more than five inappropriate sources have been used. Or the page is missing entirely.</p> <p>The Works Cited/References page has major formatting errors (5+) or is missing.</p>
<b>Boolean searches</b>	<p>Ability to create word searches using the AND, OR, NOT terms to refine search beyond first efforts reflected as evidence in sources from online library databases used in research papers.</p>	<p>Ability to create word searches using the AND, OR, NOT terms to refine search beyond first efforts reflected as evidence in sources from online internet web sources used in research papers.</p>	<p>Research assignments reflect no evidence of understanding Boolean search terms used in sources found for research papers beyond what typed words in a browser can provide.</p>

<b>Dimension</b>	Mastery Evident (2 points)	Proficiency Established (1 pt)	Proficiency Emerging (.5 pt.)
<b>Logical reasoning</b>	Demonstrate reasoning in a chain of statements for argument that can be proven credible through analytic methods. Chains will consist of <b>two or more</b> conditional (if) statements before proof (then) is affirmed.	Demonstrate reasoning in a chain of statements for argument that can be proven credible through analytic methods. Chains consist of <b>one</b> conditional (if) statement before proof (then) is affirmed.	Inability to create credible syllogisms as proofs in argument for claims necessary in research papers. Has some evidence for effort but creates false syllogisms.
<b>Organization</b>	Organizes material in written assignments in a clear, unified manner. Uses a strong thesis, topic sentences, and transitional concluding sentences. Organizes main points and supporting evidence with understanding of purpose for writing.	Organization of written assignments may still be clear but not as unified with connecting thesis purpose to topic sentences. Transitions are not used throughout the piece of writing. End point of writing is still present in papers.	Writing lacks organization. Thesis may be present but supporting detail is disorganized or lacking sufficiently to support thesis statement. Topic sentences not visible throughout. No strong conclusion related to purpose of paper.
	Advanced (1 point)	Intermediate-Proficient (.5 pt)	Novice (.25 pt.)
<b>Reflection</b>	Ability to look back at past writing efforts to objectively see progress or lack thereof in written and reasoning skill development necessary for writing. Ability to write cogently about reflective process.	Can reflect on achievements with writing but lacks clarity on skills still need for improvement.	Is not able to see what is needed to perform reflective writing. Unable to write cogently about writing or thinking skills.

## Discussions

	Insufficient	Proficiency Emerging	Proficiency Established	Mastery Evident
Initial Response (Standard Posting Requirements)	No initial response posted.  ①	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.  ① ②	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.  ③ ④	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).  ⑤
Initial Response (Quality of Content)	Response is irrelevant to the question and does not add to the intent of the discussion.  ①	Response addresses the question, but lacks depth or goes off topic.  ① ②	Response addresses the question, though greater reflection or development of thought would be helpful.  ③ ④	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.  ⑤
Follow-Up Posts	No follow-up posts made.  ①	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.  ① ②	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.  ③ ④	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.  ⑤
Mechanics	Posts lack any organization and/or contain multiple errors in spelling or mechanics.  ①	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.  ① ②	Posts could benefit by a bit more organization and attention to mechanical details.  ③ ④	Posts are clear and formatted in a way that is easy to read, free from spelling and mechanical errors.  ⑤
Participation	No participation	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.

	in discussion.			
	①	① ②	③ ④	⑤

## Final Paper

Criteria	Ratings		
	Proficiency Emerging	Proficiency Established	Mastery Evident
<b>Introduction</b>	There is an introduction, but it does not introduce the topic, its importance, and alert readers to the structure of the discussion of your ideas. (0-9 points)	There is an introduction, but it does not introduce the topic, its importance, or alert readers to the structure of the discussion of your ideas. (10-25 points)	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of the ideas. (26-35 points)
<b>Body (Use of Course Terms and Concepts)</b>	Some of the course terms and concepts were used inappropriately and key terms and concepts were missing from the discussion. (0-24)	Some of the course terms and concepts were used inappropriately or key terms or concepts were missing from the discussion. Student did not address the prompt/instructions correctly. <b>(25-74 points)</b>	All of the relevant course terms and concepts were present and used appropriately in the discussion. <b>(75-90 points)</b>
<b>Conclusion</b>	There is a conclusion, but it does not synthesize the main ideas of the paper or provide implications for research and/or practice. (0-9 points)	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. (10-25 points)	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. (26-35 points)
<b>Writing Mechanics (e.g. spelling, grammar, etc.)</b>	The paper had five or more spelling, grammar, etc. errors. <b>(0-5 points)</b>	The paper had 3-4 spelling, grammar, etc. errors. <b>(6-15 points)</b>	The paper had very minimal spelling, grammar, etc. errors. <b>(16-20 points)</b>
<b>Format (e.g., length, font size, margins, in-text citations and reference list in APA style)</b>	The paper did not meet the Minimum format requirements and/or no APA citation. <b>(0-5 points)</b>	The paper met some of the format Requirements and/or the student needs to review proper APA citation and/or no in-text citation was used. <b>(6-15 points)</b>	The paper met all format Requirements and APA requirement. <b>(16-20 points)</b>

# **Course Schedule**

## **Topics and Assignments**

Week/Date	Topic	Reading	Course Assignments
Week 1	<ul style="list-style-type: none"> <li>• CCC Code of Conduct</li> <li>• CCC Plagiarism Policy</li> <li>• Course Syallbus</li> <li>• Videos on Boolean searching, forming opinion, &amp; college researching.</li> </ul>	<ul style="list-style-type: none"> <li>• CCC Course Policies</li> <li>• CCC Plagiarism Policy</li> </ul> <p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Chapter 3: pp. 37-55</li> <li>• Internet: <u>How to Form an Opinion</u></li> </ul> <p style="text-align: center;"><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Boolean Searching</li> <li>• Researching Online for College Students: Five Easy Steps</li> <li>• Broad versus Narrow Research Topics</li> </ul> <p style="text-align: center;"><u>PowerPoint</u></p> <ul style="list-style-type: none"> <li>• Forming Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions &amp; Expectations</li> <li>• Plagiarism Certification</li> <li>• Discussion 1-1 (25)</li> <li>• Application 1-2 (25)</li> <li>• Evaluation (25)</li> </ul>

Week/Date	Topic	Reading	Course Assignments
Week 2	<p>Thesis statement</p> <p>Pro &amp; con positions</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Chapter 9: pp. 156-184</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Toulman Model of Argument</li> <li>• Toulman Model of Argumentation</li> </ul> <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> <li>• Creating an Argument</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 2-1 (25)</li> <li>• Application 2-2 (25)</li> <li>• Evaluation (25)</li> </ul>
Week 3	<p>Planning checklist</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Chapter 20: pp. 406-418</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Using Outline Format in Word</li> <li>• Formal Outline</li> </ul> <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> <li>• Developing An Outline</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 3-1 (25)</li> <li>• Application 3-2 (25)</li> <li>• Evaluation (25)</li> </ul>

Week/Date	Topic	Reading	Course Assignments
Week 4	<ul style="list-style-type: none"> <li>• Using your outline, divide drafting tasks into segments that correspond to time management needs</li> <li>• Analyze &amp; synthesize source materials so that they are smoothly integrated into the final research paper with: <ul style="list-style-type: none"> <li>○ Summary</li> <li>○ Paraphrase</li> </ul> </li> <li>• Direct Quote</li> </ul>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Chapters 34-35: pp 687-706</li> <li>• Internet: <u>CCC Core Four Model</u></li> <li>• Handout: <u>Final Research Project Checklist</u></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Incorporating Sources into Your Research Paper</li> </ul> <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> <li>• Drafting Your Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 4-1 (25)</li> <li>• Application 4-2 (25)</li> <li>• Evaluation (25)</li> </ul>

Week/Date	Topic	Reading	Course Assignments
Week 5	<ul style="list-style-type: none"> <li>• Recognize the different kinds of graphs</li> <li>• What is the purpose of each kind?</li> <li>• How they become a different way of showing data, instead of only telling about it.</li> </ul>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Chapter 14: pp. 289–315</li> <li>• Internet: <u>Figures and Charts</u> (Chapel Hill)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• IELTS Task 1: Charts and Graphs</li> <li>• Presenting Data in Graphs</li> </ul> <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> <li>• Drawing a Graphic</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 5-1 (25)</li> <li>• Application 5-2 (25)</li> <li>• Evaluation (25)</li> </ul>

Week/Date	Topic	Reading	Course Assignments
Week 6	<ul style="list-style-type: none"> <li>• Revising &amp; editing drafts</li> <li>• Review rubric w/checklist</li> <li>• Conceptualize, organize, and write An eight-page Final Project paper containing six sources, along with a Cover Page, Reference Page, and one visual graph, formatted in APA style.</li> </ul>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The Bedford Guide for College Writers: Skim Chapters 38-42: pp. 763-898</li> <li>• Handout: <u>Final Research Project Checklist</u></li> <li>• Handout: <u>Written Communication Rubric</u></li> <li>• Final Project Assignment</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Revising and Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (50)</li> <li>• Application (50)</li> <li>• Final Paper (200)</li> <li>• Evaluation (25)</li> </ul>