

ENGL 102, Critical Reading and Writing II, Syllabus (3 credits)

COURSE DESCRIPTION

ENGL102 (Critical Reading and Writing II) builds on fundamentals introduced in ENGL101 but emphasizes rhetorical principles and textual practices commonly associated with academic research writing. More specifically, students develop a semester-long inquiry in which they learn and practice the conventions of academic scholarship (including methods and genres), compose in different textual genres (including proposals and annotated bibliographies), and generate a substantial research paper that contributes an original perspective to an existing scholarly and/or discipline-specific conversation. Focused largely on academic discourse and based on criteria selected by the course instructor, ENGL102 invites students to identify relevant problems, formulate precise questions, and develop their inquiry across a series of scaffolded assignments that guide them toward increasingly sophisticated levels of reading, writing, research, analysis, and argumentation.

REQUIRED TEXTS & RESOURCES

Wayne Booth, et al. *The Craft of Research*. 4th edition. Chicago: University of Chicago Press, 2016. ISBN: 9780226239736

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can be found at www.point.edu/bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Graded Assignments	Due
Getting Started		
	Login to Course	

	Introduce Yourself Forum	Due Sunday
Week 1	Instruction: The Ethics of Research	
	Discussion #1: Writing as Thinking	
	Writing Exercise #1: Writing Ethically	
Week 2	Instruction: Proposing a Topic	
	Discussion #2: Comparing Notes	
	Writing Exercise #2: Is Google Making Us Stupid?	
	Topic Proposal	
Week 3	Instruction: Finding Preliminary Answers	
	Discussion #3 Turning a Topic into Research	
	Writing Exercise #3: So that my reader will understand...?	
Week 4	Instruction: The Annotated Bibliography	
	Writing Exercise #4: The Annotated Bibliography in Progress	
	Writing Exercise #5: Engaging Sources in Writing	
	Annotated Bibliography	
Week 5	Instruction: Preparing for the Final Paper	
	Discussion #4: Thinking about Revised Ideas	
	Writing Exercise #6: Practicing Claims, Reasons, and Evidence with Ursula Le Guin	
	Revised Topic Proposal	
Week 6	Instruction: Earning an Opinion	
	Writing Exercise #7: Turning Problems into Claims	
	Writing Exercise #8: Structuring Your Argument	
	Writing Exercise #9: Drafting Your Introduction	
Week 7	Instruction: Bringing it Home	
	Discussion #5: Peer Feedback	
	Writing Exercise #10: Self Review and Revision	
	Research Paper	

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Discussions (5 x 15pts)	75
Writing Exercises (10 x 15pts)	150
Topic Proposal	20
Annotated Bibliography	75
Revised Topic Proposal	50
Research Paper	125
TOTAL POINTS	500

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Students further develop their ability to employ mode, tone, and level of formality in their writing appropriate to readers' expectations.		
	Objective 1.1: Students will demonstrate familiarity with persuasive rhetorical appeals and implement them in their own writing.	1.5
	Objective 1.2: Students will employ various modes of writing according to a specific persuasive purpose.	1.5
	Objective 1.3: Students will analyze their audience(s) for each piece of writing they complete.	1.5
Goal 2: Students demonstrate a level of competency in grammar, syntax, and mechanics necessary to engage an academic audience.		
	Objective 2.1: Students will recognize and execute the characteristics of Standard American English (SAE) at the sentence and paragraph level.	1.3, 1.6

	Objective 2.2: Students will navigate electronic resources designed to help them edit and proofread SAE, including the Purdue OWL and the Point OWL.	1.3, 1.4, 1.6
	Objective 2.3: Students will undergo a complete revision process in which they recognize how to polish their writing, both with feedback and without.	1.4, 1.6
Goal 3: Students build their critical reading skills by responding to scholarly, literary, and popular texts through analysis and discussion.		
	Objective 3.1: Students will analyze the ethos, or lack thereof, of sources from popular source material such as newspapers, social media, blogs, etc.	1.5, 2.1
	Objective 3.2: Students will identify common rhetorical and structural elements of scholarly sources.	1.5
	Objective 3.3: Students will analyze literary texts and their relation to academic argument.	1.5
Goal 4: Students build on prior knowledge to use writing to support critical thinking, with more attention to ideas from other sources by implementing source material into their arguments.		
	Objective 4.1: Locate appropriate scholarly sources for conversation surrounding chosen topic.	1.3, 2.1
	Objective 4.2: Engage meaningfully and critically with those sources through quotation, summary, and paraphrase.	1.5, 1.7, 2.1
	Objective 4.3: Use source material to respond to, develop, and support intended argument.	1.5, 1.6
	Objective 4.4 Document sources correctly according to the citation style appropriate to the discipline and/or writing assignment.	1.6
	Objective 4.5 Recognize rhetorical purpose of discipline-specific citation styles and choose styles accordingly.	1.5
Goal 5: Students analyze and construct thesis-driven arguments with the goal of finding common ground between opposing viewpoints on a given subject.		
	Objective 5.1: Outline and execute a thesis-driven argument with a clear stance on a given subject.	1.5
	Objective 5.2: Use evidence in its various rhetorical forms to support their argument.	1.5
	Objective 5.3: Synthesize source material in order to contribute to discourse surrounding a particular topic.	1.6, 1.7, 2.1
	Objective 5.4: Anticipate objections and respond to existing opposing viewpoints with the intent of finding common ground.	1.6, 1.7, 2.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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