

Revised: Fall 2014
Fall 2015
Fall 2016

ENG 112

College Composition II

COURSE OUTLINE

Prerequisites:

English 111

Course Description:

VCCS Course Description: Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Prerequisite: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software. Lecture 3 hours per week. 3 credits.

VWCC Course Description: English 112 is the second semester of the year-long College Composition course. Students will continue to develop their writing skills by creating and developing ideas supported by evidence, revising and editing their texts, and honing their research skills. English 112 students also will continue learning how to write research papers, handling both primary and secondary sources in a more complex and sophisticated fashion than for their English 111 research paper. English 112 will introduce students to the formal study of literature through an examination of fiction, poetry, and drama.

English 112 students are required to practice control of the organization, diction, and clarity of the formal college paper, while explaining complex and challenging content. To succeed in subsequent college classes, students will need to be able to read, think, and write critically, synthetically, and analytically, while offering specific evidence for conclusions. Therefore, in English 112 students are asked to read texts reflective of the human experience and write analytical, critical, developed, and supported papers on these more complex topics. Students will also be asked to handle more sophisticated secondary sources, with even more skill and surety than in English 111.

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Semester Credits: 3 Lecture Hours: 3
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Course Outcomes:

At the completion of this course, the student should be able to:

- Write effective analytical essays supported by both primary and secondary source material
- Use standard critical concepts in the analysis of the texts under consideration
- Demonstrate all the documentation skills required in English 111 and also the following:
 - Know the correct MLA methods for documenting and incorporating into their own arguments primary source material from various texts
 - Demonstrate a more sophisticated integration of quotes and paraphrases of secondary sources: that is, a smoothness of grammatical and logical integration of the source relative to the surrounding context and the overall argument of the paper
 - Summarize the arguments of secondary sources and integrate them correctly into their own arguments.
 - Show some awareness of an on-going “conversation” presented through secondary sources on some aspect of a literary work studied.

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Required Materials:

1. Internet access
2. Blackboard
3. Textbook, optional per instructor

Textbook:

1. Roberts, Edgar V., and Robert Zweig, eds. *Literature: An Introduction to Reading and Writing*. Compact Edition. 6th ed. Pearson. ISBN# 978-0-321-94478-8
2. Hacker, Sommers. 7th ed. *Pocket Style Manual*. Macmillan Publishing: ISBN# 978-1-319-09706-6

The following supplementary materials are available:

Instructors may choose to add a novel from the following list:

1. Shelly, Mary. *Frankenstein*. Ed. J. Paul Hunter. NY: Norton, 2012.
2. Morrison, Toni. *The Bluest Eye*.
3. Haddon, Mark. *The Curious Incident of the Dog in the Night-time*.
4. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*.
5. Smith, Lee. *The Last Day the Dog Bushes Bloomed*.
6. Fitzgerald, F. Scott. *The Great Gatsby*.

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Topical Description:

- Writing process skills reviewed
- Critical analysis skills
- Reading and writing critically about short stories
- Reading and writing critically about poetry
- Research skills
- Using sources, primary and secondary, effectively
- Reading, thinking, writing critically, synthetically, and analytically
- MLA documentation

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Notes to Instructors

During the semester, students will submit for evaluation a minimum of five major writing assignments. At least four of these assignments will be critical essays, totaling 3,000-3,500 words. One of these essays will be a poetic analysis; another, a research paper based upon a literary topic. (Students who do not submit all four of these critical essays will automatically fail the class.) The fifth assignment may take the form of an additional essay, a mid-term exam, a sequence of in-class writings, a set of reader-response papers, or a series of revisions. In addition, a final examination will test students on their understanding of course content.

ENG 112 instructors may choose to assign an outside novel from the approved list (see Supplementary Materials).

If requested, students must return all graded writing assignments to their English instructors at the end of the semester.

When evaluating essays, instructors will consider content, organization, and correct grammatical expression, including adherence to conventions of usage, mechanics, and sentence structure.

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