

ENGL 102

College Composition II

3 Credits

Community College of Baltimore County Common Course Outline

Description

ENGL 102 -- College Composition II: advances the critical thinking, reading, researching, and composing practices developed in English 101. Students further develop advanced rhetorical strategies and employ complex writing processes, including analyzing multiple and varied complex texts, developing arguments and ideas, conducting research and using sophisticated sources.

Pre-requisites: C or better in ENGL 101

Overall Course Objectives

Upon completion of this course, students will be able to:

1. employ a multistep, recursive writing process in a variety of genres;
2. develop complex and logical arguments and writing projects using evidence-based research from a variety of ethical perspectives;
3. conduct independent research of a variety of texts from diverse perspectives and authorship using appropriate academic search tools;
4. integrate and cite in-depth resources, applying them to given rhetorical situations according to institutional standards of academic integrity;
5. examine complex issues of global and local diversity through critical thinking, reading, researching, and writing;
6. collaborate to interpret and respond to complex rhetorical situations;
7. apply conventions to varied and advanced writing assignments according to genre, discipline, and/or occasion; and
8. use contemporary technology to produce sophisticated responses to a variety of audiences.

Major Topics

- I. Recursive Writing
- II. Critical Reading
- III. Critical Thinking
- IV. Critical Research

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Participating actively in class activities, which can include: class discussions; peer review of written work or similar types of writing workshops; collaborative writing assignments; small group work; and formal or informal group presentations.
- Producing multiple high-stakes writing projects, which exceed 6,000 words total and include academically appropriate sources; examples may include: formal essays; letters; portfolios; multi-media projects. At least one of the high-stakes writing projects must include independent research.
- Producing additional low-stakes writing projects, which exceed 1,000 words total; examples may include: journal writing; drafting reflections; reading responses; diagnostic writing; discussion boards; in-class writing.
- Apply the skills of critical thinking, reading, researching and recursive writing to a multidisciplinary series of learning resources.
- Revising multiple high-stakes assignments based on periodic and ongoing feedback.

Written assignments and research projects: students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in English Composition.

One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes.

Students will utilize learning management systems and other technology as appropriate to the academic environment.

This course is an approved General Education course in the English Composition category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes.

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