

COLLIN COLLEGE

**ENGLISH
DEPARTMENT
SOURCE
BOOK**

English 1302

2018-19

Texts

In addition to developing composition skills students have acquired in ENGL 1301, this second semester freshman course has two main focuses—making and evaluating arguments and conducting and applying both primary and secondary research skills. The teaching emphasis should be effective research methods and argumentative writing in an academic environment. The skills learned in ENGL 1302 apply across disciplines and should prepare students for a variety of writing situations that call for argumentation and the ethical use of sources.

Composition and Persuasive Texts

Professors should focus on composing practices through the study of argument. Broadly speaking, writers of argument develop an informed stance on their topic, using argument to share this stance with particular audiences for particular purposes. This course guides students in developing strategies for writing through its focus on how rhetorical concepts such as purpose, audience, genre, cultural context, and style inform written arguments. Students will practice analyzing published texts from a variety of fields. Students will carefully read the texts to examine the expressed and implied purposes of published arguments. Students will evaluate the texts according to their ability to present logical arguments, to avoid fallacious reasoning, to provide substantive evidence, and to formulate rhetorically sound counterarguments. They will integrate and synthesize sources in carefully formulated argumentative papers and projects of their own. **Students in ENGL 1302 should expect to produce 15-25 closely-graded, polished pages by the end of the semester. Professors typically assign 3-4 writing projects including at least one research paper.**

Research

Students will gain experience with conducting primary and secondary research as a means of developing and clarifying their stance toward their topic and/or acquiring a richer understanding of the context and potential purpose for the arguments they develop. As a part of researching their argument, students will identify and follow relevant stylistic conventions with regard to citation and formatting. Students will extensively practice correct and appropriate synthesis of the relevant primary and secondary sources. They will also master using a citation style—MLA is strongly recommended. Students in ENGL 1302 should expect to produce at least

one argumentative research paper with an appropriate number of scholarly and other credible sources.

English 1302 Aims and Scopes

The purpose of English 1302 is to introduce students to the scholarly task of writing an academic research paper. This class combines instruction in argumentative writing with research practices that students can apply to projects across the disciplines. The course builds upon skills learned in English 1301 by requiring students to apply what they have learned to the larger task of producing scholarly research-based, argumentative writing.

English 1302

Goals	Recommended Practices	Assessment Strategies
<p>1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork, Critical Thinking)</p>	<p>Students are given a thorough introduction to library research and discuss sound practices for using the Internet as a research tool. Some class discussions and activities focus on determining the difference between appropriate academic sources and other sources.</p> <p>Students learn the difference between primary and secondary sources in order to determine which writing situations might require them.</p> <p>In addition to an individual argumentative research paper, other assignments may include a research proposal, an annotated bibliography, and/or a detailed outline.</p> <p>Professors may consider assigning research projects that incorporate service learning, ethnographic methods, or other methods of data collection that might introduce students to the way research is conducted in different fields. For these projects, students may engage in collaborative research and share results with classmates. Students may also collaborate on research by working in groups or as a class to analyze and evaluate sources.</p>	<p>Professors assign essays that require students to engage in the research process. Professors assess the students' use of quality sources and research processes. If there are additional research assignments, the instructor assesses the students' ability to follow effective research practices.</p>
Goals	Recommended Practices	Assessment Strategies
<p>2. Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of</p>	<p>Students learn to analyze a variety of arguments, including those used in scholarly, oral</p>	<p>Professors provide written and verbal feedback on students' responses to a variety of challenging and varied texts.</p>

evidence. (Critical Thinking)	and visual texts. Students engage in close reading of challenging and varied texts and use class discussion to foster critical thinking. They strengthen their skills identifying the use of pathos, ethos, and logos and learn to apply these strategies in their own writing. Students learn and improve identification of logical fallacies in the arguments of others. Class discussions and activities may focus on helping students formulate rhetorically sound counterarguments in response.	These responses may be in the form of Canvas assignments/discussions, writers' notebooks, response writings, and/or in-class assignments. Professors assess responses according to the student's ability to analyze, interpret, and evaluate the ideas of others.
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3. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)	Students write essays that incorporate the ideas/evidence of others but emphasize the student's own critical thinking on the issue. They learn to synthesize the ideas of others in order to establish a context for their own arguments. Students practice summarizing, paraphrasing, and quoting in the course and determine which is most appropriate for the writing situation. They learn the necessity of providing substantive evidence appropriate for different audiences and contexts to support their arguments.	Professors assign at least one major research essay that requires a reasonable number of appropriate academic sources. The grade depends in part on how well students use appropriate research in support of their argument.
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Goals	Recommended Practices	Assessment Strategies
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)	Students work on assignments that require them to form an opinion and support it using argumentative strategies, as well as effective scholarly and other credible sources. Professors provide a variety of texts that deal with a particular issue so that students can see how different authors use argumentative strategies, including counterargument, to defend a position. Through revision, students learn to make	Major assignments include argumentative essays that require an explicit thesis, with the argument/thesis taking precedence in the grading. These assignments should also require reasoning and evidence to support claims, as well as responses to relevant counterarguments. Professors should provide written and/or verbal feedback on the strength of students' arguments and counterarguments with a critical eye toward fallacious reasoning. Professors evaluate final drafts to determine if the writing meets the

	their writing more effective in achieving its purpose.	conventions of the genre and if the student has demonstrated control of grammar and punctuation.
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5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) (Personal Responsibility)	<p>Students learn to appropriately document sources in their major writing projects for English 1302 with an understanding that this is a required part of all scholarly research. Professors provide workshops and activities on MLA style, both in-text and Works Cited documentation, which students must use in their assignments throughout the semester.</p> <p>Students learn the conventions associated with the writing of research papers, with an emphasis on strategies that can be applied across the disciplines. Students learn that other disciplines use other styles and that understanding the conventions of MLA will help them to understand how to use any of the other styles that they may need in their other courses.</p>	All major essays require MLA format and are assessed accordingly. Professors may also wish to give quizzes and/or an exam that tests students' knowledge of MLA formatting and citations.
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Goals	Recommended Practices	Assessment Strategies
6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)	<p>Students learn to take personal responsibility by properly documenting source material for an academic essay that requires the use of scholarly sources as evidence.</p> <p>Plagiarism is thoroughly discussed in class.</p>	<p>Review college policies about plagiarism, collusion, etc. at the beginning of each semester, including textbook and/or handbook descriptions and discussions.</p> <p>All suspected cases of plagiarism should be fully documented and filed as a "Student Incident Report" (available on CougarWeb) with the Dean of Student Development, and professors must wait until receiving the Dean's report before any grade is given to the submission.</p> <p>Professors should have a clear policy that states the potential consequences for plagiarism.</p>