*\*\*Instructors, remove italicized directions after adding the information required. This syllabus follows the standardized syllabus for all Hinds classes. It also includes Hinds English policies new Hinds teachers often have questions about. You may reformat the information and add additional materials (include your absence and drop policy) including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for examples if available.*

**ENG 1123 English Composition II**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided.*

**Instructor Information:**
Instructor’s name:
Office building and number: \*\**(if applicable)*
Office phone number or other contact number: \*\**(if applicable)*
Hinds email address:
Office hours:

**Course Information:**English Composition II: ENG 1123: Three credit hours
Section:
Meeting day, time and location: \*\**(if applicable)*
Prerequisite level: ENG 1113 or ENG 1114
Co-Requisite level: none
Course Description: This course is a continuation of English Composition I with emphasis on research, argumentation, and composition. Readings, essays, and a research paper are required.
Student Learning Outcomes: At the conclusion of English 1123, the student shall

A. Analyze and interpret texts

B. Utilize research methods

C. Develop effective source-based argument

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:
Additional materials/supplies:
Online Resources: HCC Canvas course shell

**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*\*\*Give information on the number and types of assignments and the weight of categories. District English Requirements are as follows:*

1. *Students will write three essays of 600 or more words, two of which require research with MLA or APA documentation, and write one longer research essay (1500+ words) or two shorter research essays (750+words each) which require MLA or APA documentation with either option counting at least 25% of the final grade.*
2. *Students will write a final examination essay which includes documentation (600+ words) during the assigned exam period.*
3. *A minimum of 80% of the final grade must be determined by essays (including the final exam).*
4. *A category of up to 20% is allowed for non-essay grades including the typical quizzes, prewritings, outlines, rough drafts, revisions, projects, or grammar assessments that might be included in a regular Freshman English course.*

*Instructors should take measures to ensure students are writing their own essays. Possible methods include requiring portions of essays to be written and turned in during class, creating unique essay assignments, and using Turnitin and other plagiarism detection tools.*

*Example student version (other versions are possible):
Four Essays including the final exam essay 15% each (60% of total grade) (600-650 words)*

*Research paper 30% of final grade (1500-1700 words)*

*“Daily” grades 10% of final grade*

**Grading and Grammar Proficiency Requirements:** Students should demonstrate mastery of standard American English through directed review of major areas of concern and through essay writing. The Hinds English department has developed grading rubrics for ENG 1123 essays which show the major grading areas and which include mandatory grammatical deductions listed below. *\*\*Instructors will adhere to the standard department rubrics for documented and undocumented essays. Rubrics are housed in the modules of the ENG/MFL Canvas shell. You should post the rubrics in your course Canvas shells and/or provide students with a paper copy prior to the first graded essay. Rubrics may be reformatted as long as the points for each category remain the same. Note that the specific points listed on the rubric are staggered due to formatting issues, but an instructor can award any number up to the total points for a category.*

**Major Mechanical Errors**: fragment, fused/run-on sentence, comma splice, subject/verb agreement, and verb form error. In essay grading, a student will lose five points for each of the first three occurrences of one of the errors above. This deduction of up to 15 points is repeated for each of the five major errors listed. Thus, a student may lose all the grammar points possible in an essay based only on major errors. Continued errors after the first three may be counted as minor errors. *\*\*Major mechanical errors are mandatory deductions, but should not exceed the stated grammar category points on the rubric.*

**Minor Mechanical Errors:** end sentence punctuation errors, possession mistakes, word confusion, spelling errors, plural noun errors, and inconsistent tense and person errors. Each minor error results in a 1-point deduction. *\*\** *The minor errors category may be edited to add those errors you wish to emphasize. These errors should be marked in the essay, and significant problems should be counted against the student’s grade. An essay should not receive a 100 with minor errors, but if other grammatical issues are already creating severe deductions in the grammar category, instructors may be more forgiving of minor errors that do not impact the readability of the work.*

*\*\*A note on grading: Complete grading consistency for subjective materials will never be possible. However, it is the intent of the Hinds District to develop consistent and fair grading practices, and this is only possible to the extent that everyone follows the established rubrics. Instructors should adhere to the percentage categories provided on the rubrics and cap deductions in each area. The grammar category is the only one with mandatory deductions, but all categories will be given serious consideration, and all essays will be marked both with the rubric and with grading comments on the assignment to connect the students’ work to the grades they receive. Giving feedback on rough drafts is a useful teaching tool, but be wary of correcting errors for students that will inflate their essay grade. No more than one revision grade for already graded work should be part of the major essay assignment categories. Any additional revision work should be placed in the remaining 20% of the grade (daily, project, etc.)
Extra credit, if any, should be limited to small rewards for exemplary work and not used to bolster a student’s grade to a passing level. An opportunity given to one must be given to all.*

*\*\*Include the following plagiarism policy in your syllabus as part of this section.*

**English Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating on a major assignment or for a second offense on any assignment in an English class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100
**B** 80-89 **C** 70-79
**D** 60-69
**F** Below 60

**Make-up work and exam policy:***\*\*Give these policies as they apply to your class. English department policy is that make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances. English department policy states final exam exemptions are only allowed for students who are on the Hinds graduation list for the semester they are enrolled in the course and who have a B or better average in the course. Alternatively, instructors may also choose to give no exemptions in a course. Please check with your department chair as some campuses may have adopted a campus-wide policy.*

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that after you have this completed,* ***you still have one more section of required information to copy into your syllabus.***

*\*\*Below is information about units of study and objectives for English Composition II as decided by the District English Department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students, but should be incorporated into your assignment materials and used as the basis for any objectives you include in your course.*

*Every Hinds course is required to assign work and submit data for measuring a Student Learning Outcome. The English department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

*At the conclusion of English Composition II, the student shall have written essays with*

* *a formal sentence outline*
* *a clearly defined thesis*
* *an introduction and a conclusion*
* *a coherent and logical thought pattern*
* *supporting paragraphs developed by specific details and well-structured sentences showing mechanical correctness*
* *research and MLA or APA documentation to show mastery of documentation skill*

***RESEARCH METHODS***

***UNIT OBJECTIVE:*** *The student will use basic concepts of research and appropriate documentation in writing.*

***PLAN OF EVALUATION:*** *The student will be evaluated on the restriction of topic, organization, content, form, research, and either MLA or APA documentation of a documented paper(s).*

***LEARNING OBJECTIVES:***

*The student will*

1. *learn about library resources and about research techniques*
2. *demonstrate skills and purpose in research*
3. *practice the MLA or APA form for parenthetical documentation references and for the works cited page*
4. *follow sequential steps in writing a documented paper*
5. *write a minimum of one acceptable documented paper, developing a thesis*

*Many Composition II students enter disciplines where the APA style of writing is required instead of the MLA. If an instructor so chooses, he or she may teach the MLA to the class but offer those students who will need APA the option to use APA style.*

* *Option 1 – instructor teaches MLA only to entire class*
* *Option 2 – instructor teaches both MLA and APA to entire class*
* *Option 3 – instructor teaches MLA to most students and offers students of other disciplines the option to learn APA*

***ARGUMENTATION***

***UNIT OBJECTIVE:*** *The student will write about controversial issues to develop skills in critical analysis with emphasis on effective written communication of ideas. (The instructor has the discretion to incorporate the research paper into this unit.)*

***PLAN OF EVALUATION:*** *The student will be evaluated on the writing of essays developed through argumentation.*

***LEARNING OBJECTIVES:***

*The student will*

1. *define “controversial issue”*
2. *analyze, interpret, and evaluate evidence*
3. *use audience analysis as a basis for argumentation*
4. *synthesize personal ideas/opinions with other sources to support a claim*
5. *use quotations from sources to support a claim effectively, documenting accurately in either MLA or APA style*
6. *defend a position on a controversial issue in a logically organized, persuasive essay*

***CRITICAL READING***

***UNIT OBJECTIVE:*** *The student will develop skills in interpretation, critical analysis, and evaluation with emphasis on effective written communication of ideas.*

***PLAN OF EVALUATION:*** *The student will be evaluated on the writing of critical essays.*

***LEARNING OBJECTIVES:***

*The student will*

1. *study the elements of at least two of the literary genres and the elements of the critical theme as background for writing essays about literature*
2. *write a logically organized essay to show character action and interaction*
3. *interpret on a universal level the conflict of a literary work and communicate resulting ideas in a logically organized essay*
4. *interpret on a universal level the theme of a literary work and communicate resulting ideas in a logically organized essay*
5. *consider other aspects of a literary work, such as point of view, style, symbols, and plot as bases for writing critical essays*
6. *define “critical review”*
7. *analyze, interpret, and/or evaluate a literary work and communicate resulting ideas in a logically organized critical review.*
8. *use MLA or APA documentation to incorporate both primary and secondary sources into the essays*

***UNIT 4: ANALYTICAL WRITING***

***UNIT OBJECTIVE:*** *The student will learn to analyze and evaluate works to assess their merit with emphasis on the writing of analytical essays.*

***PLAN OF EVALUATION:*** *The student will be evaluated on the writing of analytical essays*

***LEARNING OBJECTIVES:***

*The student will*

1. *study the elements necessary for logical analysis*
2. *write coherent, mechanically correct essays which show analytical skills*
3. *analyze, interpret, and evaluate assigned texts*
4. *incorporate MLA or APA documentation of primary and secondary sources where appropriate to support ideas developed in essays*

***Official Hinds Community College District Policy Statements:***

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled: Hinds Policy Statements. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* *CTL@hindscc.edu*

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*