

ARIZONA WESTERN COLLEGE
SYLLABUS

ENG 108 FIRST-YEAR COMPOSITION II (FOR MULTILINGUAL WRITERS)/GE

Credit Hours: 3 Lec: 3

General Education Course

PREREQUISITE: ENG 101 or 107

COURSE DESCRIPTION

A course in advanced college-level persuasive and research-based writing with emphasis on critical thinking skills, research methods, and the process of inquiry. It helps students make arguments in various settings by practicing effective reading and writing strategies, evidence discovery, claim support, and argument response. This course prepares students to enter upper-level academic discourse communities.

1. COURSE GOAL

Enable students to write convincing, well-developed, and well-organized academic essays that synthesize, document, and respond to various primary and secondary sources on a given topic.

2. OUTCOMES

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

- 2.1 identify purposes appropriate to academic writing situations.
- 2.2 demonstrate understanding of the genre conventions of academic writing, such as structure, tone, mechanics, voice, and level of formality.
- 2.3 construct logical thesis-driven arguments.
- 2.4 use writing and reading for inquiry, learning, critical thinking, and communicating, including the use of a variety of 21st Century online composing space technologies to address a range of audiences
- 2.5 use a process of systematic inquiry, with the understanding that a writing assignment is a series of tasks, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- 2.6 apply research material collected from electronic sources, including scholarly library databases, other official databases, and the World Wide Web.
- 2.7 engage in writing as a recursive process that requires multiple drafts.
- 2.8 use documentation appropriately and demonstrate an understanding of the logic of citation systems.
- 2.9 apply major grammatical conventions of academic English meaningfully and accurately

3. AWC GENERAL EDUCATION (GE) OUTCOMES3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Comprehend the basic components of a networked computer system
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- Create content in a digital environment

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis

- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.3 QUANTITATIVE ANALYSIS

- Identify and extract relevant data from given mathematical or contextual situations
- Select known models or develop appropriate models that organize the data into: tables or spreadsheets (with or without technology); graphical representations (with or without technology); symbolic/equation format
- Obtain correct mathematical results and state those results with appropriate qualifiers and use the results to: determine whether they are realistic in terms of original data/problem; determine whether the mathematical model/representation of data is appropriate; describe trends in a table, graph, or formula and make predications based on these trends; draw qualitative conclusions in written form; apply them to real world problems

3.4 SCIENTIFIC LITERACY

- Distinguish between a scientific hypothesis and scientific theory
- Describe the scientific method as a process
- Utilize data to communicate and apply an understanding of scientific logic and/or quantitative reasoning
- Analyze an article in popular literature that pertains to science and interpret the findings in terms of public policy, personal experience, or daily life

3.5 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues
- Include contemporary subject matter.
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Cross-cultural study with an emphasis on one or more foreign areas, including courses on such subjects as comparative religions, politics and international relationships.
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
- Study of a scientific discipline that includes ecological and environmental interrelationships.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.

- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Have history as a major focus.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Lecture
- 4.2 Discussion
- 4.3 Writing exercises
- 4.4 Peer response to written work
- 4.5 Instructor feedback and evaluation of written work

5. LEARNING ACTIVITIES

- 5.1 Read and analyze texts by professional writers
- 5.2 Examine and comment on peer compositions
- 5.3 Learn to control features of standard written English
- 5.4 Complete revisions of compositions
- 5.5 Compose in-class as well as out-of-class compositions
- 5.6 Complete quizzes and exercises as assigned
- 5.7 Compose in a group environment
- 5.8 Compose in a digital environment
- 5.9 Work with a writing tutor as needed to master requirements of course

6. EVALUATION

- 6.1 Two critical out-of-class essays of at least 600 words, or two pages, which will develop skills in research, analysis, writing, and documentation by incorporating at least one primary and/or secondary source
- 6.2 One critical essay that originates from an in-class draft and is further developed and revised based on instructor feedback
- 6.3 One research essay which constitutes a significant portion of the grade, of at least 1,500 words, or five typed pages (not including title page and works cited pages) on a pre-approved topic using multiple credible secondary sources
- 6.4 Quizzes and other assignments
- 6.5 Final exam (in-class essay)
- 6.6 At least 70% of the student's grade must be based on graded compositions.

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 Classroom Assignments: Students are responsible for work missed and for completing all

work before the next class meeting. Students are responsible for participating in all oral drills and for taking all exams.

- 7.3 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.4 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.5 Academic Integrity: Any student participating in acts of academic dishonesty including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.6 Textbooks and materials: Students are required to bring notebook or looseleaf book, pens, pencils, dictionaries, and purchase textbook required for class.
- 7.7 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
- Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course