

ENG 102: English Composition II

School of Health and Social Sciences

5 Credits

Effective Date: Winter 2022

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Meet Your Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Meet Your Team* in the online course menu.

Course Description

This course enhances and further develops the skills necessary for effective academic writing. Students will learn how to develop ideas to guide their research and to think critically when finding and using sources to write well-documented academic papers. Students learn how to use ideas from sources as evidence for analysis. This course addresses research strategies, audience analysis, and bibliographic style, as well as organizational skills for writing the well-constructed, researched, and written summary-analysis paper.

Course Resources

Required:

All resources are included in the course materials provided. No additional textbook is necessary.

Recommended as Needed for Review of Basic Writing Strategies:

Writing for success. (2011). Creative Commons (CC BY-NC-SA). (ISBN: 9781946135285)

Follow this link: <https://open.lib.umn.edu/writingforsuccess/>

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Apply critical thinking strategies to integrate one's own ideas with evidence from source materials
- Demonstrate effective academic reading and writing strategies through inquiry, assessment, reflection, and communication
- Distinguish differences in writing styles by identifying key components of texts including claims, counter claims, evidence, themes, and author perspectives

Additional Information

CityU Learning Goals

This course supports the following City University learning goals:

- Critical thinking and information literacy

Core Concepts, Knowledge, and Skills

- Develop critical thinking skills
- Develop reading strategies
- Develop writing strategies
- Integrate one's ideas with credible source material
- Write cohesive academic essays

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Overview of Required Assignments

% of Final Grade

Weekly Quizzes

20%

Reflections

20%

Create Assignments	50%
Final Exam	10%
TOTAL	100%

Course Assignments and Grading

Weekly Quizzes (20% of Final Grade)

Students will demonstrate an understanding of course concepts through engaging with and practicing content by doing weekly quizzes. Each weekly quiz requires a passing score of 75% in order to move forward in the course. Weekly quizzes can be taken an unlimited number of times to achieve a passing 75% or higher score. To prepare for these quizzes, students will complete self-assessments through daily knowledge checks and hands-on course activities (including but not limited to taking notes, making source annotations, completing case studies, creating short webcam videos, and filling out worksheets and charts). The feedback given by the instructor for these activities will support achievement of the required quiz scores as well as the weekly Create assignments.

<i>Components</i>	<i>% of Grade</i>
Accuracy	100%
TOTAL	100%

Reflections (20% of Final Grade)

Students will answer weekly writing prompts that support their reflection on course concepts learned during the week. Each response will be at least 300 words and address each of the prompts thoroughly.

<i>Components</i>	<i>% of Grade</i>
Reflection	40%
Transfer	30%
Context & Assumptions	30%
TOTAL	100%

Create Assignments (50% of Final Grade)

Week 1: Formatted Outline, Identified Claim from an Article, and 3 Synthesis Sources for Summary Analysis Paper

As a first step in preparing the Summary-Analysis Paper which is due Week 5, students develop a one- to two-page formal outline using alphanumeric format. The outline must include the main claim from a chosen opinion article, section headings for introduction, article summary, article analysis, and conclusion, and links for at least three sources that the student has chosen as relevant evidence for or against the claim made by the author of the chosen article. To further refine experience with APA conventions, the outline must follow 7th edition APA style guidelines including title and reference pages (where the links to three chosen references for evidence will be placed), page headers with right-aligned page numbers, and all text will be double-spaced in Times New Roman 12-point font.

<i>Components</i>	<i>% of Grade</i>
Use of Course Concepts	40%
Control of Syntax and Mechanics	20%
Relevance of Sources	20%
APA Conventions (formatting)	20%
TOTAL	100%

Week 2: Summary-Analysis Paper Draft: Summary Section and Outline of Arguments Found

In this assignment, students will use their chosen opinion article from the outline submitted in Week 1 to complete an article summary. This is the next step in the process of writing the Summary-Analysis paper. This will be done by providing a brief summary of the contents of the article which identifies the main claim and describes each of the main arguments used to support the article's main claim. It should also state the overall conclusion made by the author. To further refine experience with APA conventions, the outline and drafted summary section must follow 7th edition APA style guidelines including title and reference pages (where the links to three chosen references for evidence will be placed), page headers with right-aligned page numbers, and all text will be double-spaced in Times New Roman 12-point font.

<i>Components</i>	<i>% of Grade</i>
Use of Course Concepts	30%
Control of Syntax and Mechanics	30%
Article Summary and Identification of Arguments	30%
APA Conventions (formatting)	10%
TOTAL	100%

Week 3: Summary-Analysis Paper Draft: Analysis of One Piece of Evidence from the Article

In this assignment, students will continue to develop their evaluation of the chosen opinion article from the outline and summary in Weeks 1-2. This is the next step in the process of writing the Summary-Analysis paper. Students will determine the type of arguments use, identify any appeals or fallacies, and choose evidence from the sources listed on the reference page of their outline to show how specific information from these sources either validates or invalidates the claims made by the chosen opinion article. Part of this analysis will be written as a paragraph draft and typed directly into the working outline. The paragraph should integrate information to create an organized, coherent, and detailed academic paragraph that uses information from at least two research sources. Drafts are not meant to be perfect but should be as complete as possible. The draft paragraph should attempt to adhere to standard APA conventions and rules for accurate English writing mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization	30%
Coherence	20%
Use of Course Concepts	20%
APA Conventions	10%
Writing Mechanics	20%
TOTAL	100%

Week 4: Summary-Analysis Paper Draft (Complete)

In this assignment, students will continue to develop their evaluation from the previous assignment. This is the next step in the process for writing the summary-analysis draft. Students will complete their remaining analysis paragraphs, synthesize the rest of the evidence to validate or invalidate the claims made in the chosen opinion article, and add the introduction and conclusion to the paper. Necessary revisions to the body paragraphs and working thesis should also be made based on feedback from previous practice activities and assignments. Drafts are not meant to be perfect but should be as complete as possible. The draft should attempt to adhere to standard APA conventions and rules for accurate English writing mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization	30%
Coherence	20%
Application of Feedback for Revisions	20%
APA Conventions	10%
Writing Mechanics	20%
TOTAL	100%

Week 5: Final Summary-Analysis Paper

In this assignment, students will revise their draft into a well-organized, highly coherent and thoughtfully detailed academic paper that synthesizes and integrates evidence from at least research sources to fully analyze the claims made in the chosen opinion article. The working thesis will be finalized to state why the paper proves that the article's claims are valid or invalid. Analysis should also demonstrate critical thinking and logical reasoning strategies learned in the course materials. The paper should be carefully proofread and revised according to feedback from the previous draft since this is the final step in the process for writing the summary-analysis paper. The final paper should adhere to standard APA conventions and rules for accurate English writing mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization	30%
Coherence	20%
Application of Feedback for Revisions	20%
APA Conventions	10%
Writing Mechanics	20%
TOTAL	100%

Final Exam (10% of Final Grade)

Students will demonstrate an understanding of course concepts through 23 multiple choice, fill-in-the-blank, true/false, multiple answer, and matching questions and 2 short essay questions on a final exam. All questions, except for the short essay questions, come from the course weekly quizzes.

<i>Components</i>	<i>% of Grade</i>
Accuracy	100%
TOTAL	100%

Course Policies

Late Assignments

Late assignments are accepted. Students can submit or resubmit any assignments up until the last day of class. In all Flex Courses, late assignments are accepted through the last day of the course, which is Sunday at midnight at the end of Week 5. A late assignment is one that is submitted after the due date and time or after any extension has expired. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

There are suggested due dates in the Course Map that students are highly advised to adhere to as this allows them to keep on track and enables them to complete everything with the best retention of information and educational experience. However, students can submit assignments as early as they wish or as late as the last day of class.

Final Assignment Due Date

According to policy, final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students. Note that in Flex Courses, students are encouraged to submit all assignments by the suggested due date listed in the Course Map and to adhere to the final day of the course as the deadline for any assignments including the final assignment.

Practice Assignments

Each lesson contains a practice assignment. These assignments are not graded but will be evaluated for accuracy. Practice assignments have two purposes: students may demonstrate their understanding of course concepts and develop micro-skills required for graded assignments including Creates, Reflections, Weekly Quizzes and the Final Exam. Targeted feedback on Practice assignments will be given by the instructor that is vital for success in the course. Completing Practice Assignments is highly encouraged, as Practice assignments often contain tasks that are part of a larger, graded Create or Reflection assignment.

Participation

Students are expected to participate in the course each week in one of the following ways: submission of graded and Practice assignments, taking Knowledge Check and Weekly Quizzes, communicating with the instructor via email, office hours, or phone call to discuss course material or ask for assistance in an assignment. Failure to do these tasks each week will result in being marked absent (see attendance policy below).

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it

provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of

a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Flex Attendance Policy

The Flex Program attendance policy follows the same criteria as other CityU delivery modes. Here is a description of the attendance criteria for Flex courses.

Each week, attendance will be measured by participation in one or more of the following activities:

- Submitting an academic assignment for feedback (Practice, Reflection, Create)
- Taking a Knowledge Check or Quiz
- Interacting with the instructor regarding the academic subject studied in the course (such as attending an online Office Hours session; and/or attending an arranged video chat/scheduled call with the instructor to discuss course material, assignments, or other academic subject matter).

Completing one or more of these activities each week counts towards participation in a Flex course. This will result in being marked as present in class attendance each week.

Please note that not participating in any of the course activities listed above may result in an administrative withdrawal from the course and may also negatively impact students who are receiving financial assistance.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Schedule

Please refer to the Course Map. This can be found in every Flex Course by opening the Course Content tab and clicking on Syllabus and Schedule from the course home page.