#### University of Toledo

##### Common Syllabus for ENGL 1130 (Academic Discourses and Disciplines) Composition II

Contact Information:

Instructor's Name:

Office: Office Hours: Office Phone: 530-

E-mail address:

**General Education Statement**:

This course fulfills a General Education and Core Curriculum requirement at the University of Toledo.

**Course Prerequisite:**

Students are eligible for ENGL 1130 after successfully completing ENGL 1110: College Composition I with a grade of C or higher or through obtaining ENGL 1110 credit via test score, portfolio, or transfer

**Course Description*:***

***English 1130: Academic Discourse and Disciplines***

In Academic Discourses and Disciplines, we study the written practices of various professions and disciplines to see how those discourse communities construct the problems and objects they study, how those written practices then produce consensus among members of that community, and allow that group to make claims to knowledge. Assignments are likely to include examinations of how discourse communities use varying writing strategies to produce different kinds of agreements and understandings, learning to work within those disciplines as ways of understanding the world.

Our primary purpose in this course is to explore how and why we write for an audience. Though not every assignment will ask you to write a traditional academic essay, the skills you will be refining in your writing can be applied to such a task. To that end, you will be expanding on the things you worked on in Composition I (focus, rhetorical sensitivity, essay development, argumentation, research, citation, and revision) expanding your capabilities in academic writing.

**Course Requirements**:

Students will produce a minimum of 7,000 words in final draft form over the course of the semester. This will mean roughly 20-24 finished pages. At least one paper will be a documented essay using either MLA or A format and incorporating a number of sources with a sustained discussion that results in a paper of at least 8 pages.

##### Composition II Learning Outcomes

**First, students in Composition II courses will be expected to continually build upon and strengthen the learning outcomes from Composition I (ENGL 1110); the following are the learning outcomes for Composition I:**

* Establish a purpose and create a thesis in their own writing and be able to identify purpose and thesis in the writing of others;
* Demonstrate the knowledge of how genres influence reading and writing by producing writing in multiple genres and by incorporating various tools of arrangement, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness *;*
* Develop arguments and perspectives through the successful incorporation of research, examples, details, rhetorical appeals, and counter-arguments *;*
* Demonstrate effective revision skills (global revision, editing, and proofreading) that leads to clear, concise and error-free prose;
* Develop critical reading skills, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author’s arguments and reasoning;
* Locate credible scholarly sources, evaluate the reliability of those sources, and effectively use those sources within a text, including the ability to cite sources in-text and develop a works cited page;
* Use electronic environments for the drafting, reviewing, revising, editing, and submitting of texts; and
* Demonstrate the ability to critique their own and peers’ writing by understanding the collaborative and social aspects of the writing process.

In addition, students who successfully complete ENGL 1130, 1140, or 1150 will also be able to:

* Display ability to recognize context, audience and purpose by understanding the writing assignment and creating a thesis that establishes claims for both a main argument and intermediate arguments that support it*;*
* Display a strong understanding of how task, content and genre work together in developing ideas in a text;
* Be able to distinguish between background, primary, and secondary research sources, and use those sources appropriate for the genre in which they are writing and the audience for whom they are writing;
* Use at least two different citation styles, and identify the disciplines for which they are appropriate. Display ability to use correct citation, footnotes, endnotes, and other documentation tools;
* Demonstrate the ability to work with advanced writing skills, such as synthesis, analysis, and summary while incorporating appropriate organizational structures.

**Texts: The instructor of your section will provide you with a list of required materials.**

**Attendance (Also see the attached University of Toledo Missed Class Policy)***:*

Students’ active participation in this writing class will help them to achieve the goals of this course and accomplish personal academic goals. Therefore, regular attendance and informed and active participation are expected. Students will be writing in this class frequently and in-class writing activities may not be made up outside of class unless the student has an excused absence. Missing these assignments may lower class evaluation and course grades.

In the event that a student must miss class, it is that student’s responsibility are to notify the instructor by voice mail or in writing. It is also the student’s responsibility to find out what was missed and to complete all work.

**Late Work***:*

Assignments are due on the day specified. Late work will be subject to a lowered grade although the penalty may be waived if the instructor determines that the absence was an excused absence.

**Plagiarism***:*

Representing the work of another as one’s own, whether through direct copying, unattributed paraphrasing, or inadequate citation practices constitutes plagiarism. If a student does not know how to give credit where credit is due—and that is a legitimate concern—see your course instructor and review the process. A paper that is plagiarized in whole or in part may receive an NC, the student producing it may receive a final grade of NC, and the paper may be turned over to the administrative supervisors to determine further action. Plagiarism is grounds for dismissal from the University.

**Submission of Work:**

It is expected that all student work submitted for a grade will be typed in a standard 12-point font, double spaced, and with one-inch margins.

**Evaluation**:

Student writing this semester will be evaluated primarily for its rhetorical effectiveness. Does it adequately consider the audience to whom it is addressed? Is it convincing, captivating, inventive? It will also be evaluated for classroom values that demonstrate the student’s preparation for the tasks at hand, participation in class conversation and collaboration, and engagement in the common texts and tasks. A third measure will be made of the academic value of the text. Does it speak, when it is supposed to, to an audience of scholars? Does it contribute to the production and dissemination of new knowledge?

**Grading:**

Grading for ENGL 1130 is A-F. NC grades are not given in ENGL 1130 or any other Composition II course.