

JOHN A. LOGAN COLLEGE

COURSE SYLLABUS



General Information

Course: ENG 102-English Composition II
IAI No: C1 901R
Semester: Spring 2022 – OMICRON + DELTA = UNCERTAINTY
Section: JC
Time: (6nd hour) 1:16-1:59 pm; (7th hour) 2:03-2:46 pm
Room: 114, Johnston City High School
Credit Hours: 3
Lecture Hours: 3
Lab Hours:

Instructor Information

Name: (L.) Borger
Office: 114, Johnston City High School
Office Hours:

Monday	By appointment between 2:46-3:15
Tuesday	By appointment between 2:46-3:15
Wednesday	By appointment between 2:46-3:15
Thursday	By appointment between 2:46-3:15
Friday	By appointment between 2:46-3:15

Phone: 618-983-8638, extension 4114
Email: lborger@jcindians.org / laura.borger@jalc.edu

Course Textbook & Materials

Aaron, Jane. *LB Brief*. 6th Ed., Pearson, 2016. ISBN: 9780134595108

Course Prerequisites

ENG 101-English Composition I-C1 900R or ENG 113-Professional Technical Writing-CI 900R (with a grade of “C” or higher)

Course Description

In this course students further develop skills in writing expository prose. English 102 is a research writing course. Assignments include documented, multi-source writing in one or two papers for a combined total of at least 2,500 words in the final, graded version(s).

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Course Objectives

1. Practice a variety of pre-writing strategies to discover, develop and focus ideas and essays.
2. Write for a variety of purposes and audiences.
3. Organize paragraphs and essays clearly.
4. Develop and support ideas coherently and thoroughly.
5. Locate, select, and evaluate credible source material using the JALC databases as well as the internet.
6. Practice analytical reading strategies to comprehend, summarize and paraphrase source material.
7. Accurately and ethically synthesize source material into their essays, using a documentation style appropriate to the subject matter (MLA, APA, etc.).
8. Revise essays effectively.
9. Edit and proofread effectively, demonstrating satisfactory control of the conventions of standard English grammar and standard format.
10. Submit one or two research-based essays totaling a minimum of 2,500 words in final, revised form.

College-Wide Student Learning Outcomes

The faculty and staff of John A. Logan College are committed to providing students with opportunities to develop learning abilities that will last a lifetime. Graduates will be prepared to succeed in their personal and professional lives because of achieved competence in the following student learning outcomes. In this course, students will be assessed in the following learning outcome:

	Communication: Students express thoughts, ideas, and feelings in both written and oral modes.
	Critical Thinking: Students apply a rational and methodical approach to problem solving based on use of appropriate evidence.
	Cultural and Global Awareness: Students demonstrate an understanding of the influence of culture and society.
X	Information Literacy: Students locate, evaluate, retrieve, organize, create, and disseminate information.
	Quantitative Reasoning: Students use and understand numbers to interpret, evaluate, and express information in quantitative terms.

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Topic Outline: Subject to change based on scheduling and COVID interruptions

Unit 1: Practicing Citation Format (100 pts) Major Assignment: Using Annotated Bibs to Write Papers	Weeks 1-4
Unit 2: Self-Directed Research (300 pts) Major Assignment: Essay Annotated Bibliography, Research Paper, & Presentation/Project	Weeks 5-10
Unit 3: Reinforcing Citation Format (150 pts) Major Assignment: Mock	Weeks 11-13
Unit 4: 1984 (100 pts) Major Assignment:	Weeks 14-17
Midterm/Final: 15 weekly cognitive learning reflections Meta-Reflective Journals: Midterm & Final Exam	Weeks 1-17

Method of Presentation:

Lecture, seminar discussion, Desire2Learn (D2L), text, video, small group, one-on-one

Method of Evaluation:

Unit 1: Using Annotated Bibs to Write	100 pts
Unit 2: Self-Directed Research	300 pts.
Unit 3: Mock Essay	150 pts
Unit 4: 1984 In-Class Essay Exam	100 pts.
Midterm & Final: Meta-Reflective Journals	150 pts.
Participation: Homework / Emails / Quizzes	200 pts.
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	1000 pts.

Grading Scale: There are no minus grades in dual-credit classes

A = 90% - 100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 59% and below

Major assignments other than speeches will not be accepted 5 days past the original due date and will be docked up to 10% each day it is late (that's **each day late**, not each class period. If something is due on Thursday, it's 10% off Friday, 20% off Saturday, 30% off Sunday, etc.). Students may email Borger for extensions 12-24 hours prior to an assignment due-date but *not all requests will be granted*. **For speeches / presentations:** If you are not prepared to speak when scheduled, you must be prepared to go first the next day. **Late speeches can only earn 50%-75% credit at the instructor's discretion. If you are not ready to present or are absent the second day, you will receive a zero for the assignment.**

As a general rule, participation points cannot be made up. Quizzes must be made up the day you return from an absence whether you're prepared to take them or not. Students may be given an alternative quiz which will be more difficult in nature than the original.

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Tentative Course Schedule:

	Week*	Lecture & Discussion	Assignments	
Unit 1: Citation Practice / Using Annotated Bibs to write a paper (100 pts)	1 01/04-01/07* *OFF MON	Course syllabus & overview; Essay 1: Annotated Bib Essay	Quiz: Course syllabus and assignment 1; MetaReflection #1	
	2 01/10-01/14* FRI 11:30	Read, annotate, chunk data Work solo or in duos	Email Borg; MetaReflection #2	
	3 01/18-01/21* OFF MON MLK DAY	Group work, draft, conference	Mandatory Conferences; MetaReflection #3	
	4 01/24-01/28* FRI 11:30	Polish: the difference between "A" & "C"	Annotated Bib Paper Due; MetaReflection #4	
Unit 2: Self Directed Research Annotated Bib (100 pts) Essay (100 pts) MIDTERM EXAM: MetaReflections Project / Presentation (100 pts)	5 01/31-02/04	Library database usage; S. Tefft & Google Scholar	Email 3 potential topics to Borg; MetaReflection #5	
	6 02/07-02/11	Conduct research	MetaReflection #6	
	7 02/14-02/18* FRI 11:30	Organizing data & citation practice: MLA / APA	Annotated Bibs Due; MetaReflection #7	
	8 02/21-02/25	Draft / optional conferences	Mandatory Conference; MIDTERM 1-8 METAREFLECTIONS DUE	
	9 02/28-03/04	Polishing: the difference between "A" & "C"	Research Essay Due; Conference re: project	
	SPRING BREAK: 03/07-03/11			
	10 03/14-3/18	Project / Presentations of Research	Project / Presentation Due; MetaReflection #9	
Unit 3: "Modest Proposal" & Mock Essay (100 pts)	11 03/21-03/25 FRI 11:30	"Modest Proposal"	Read, Annotate, Seminar; MetaReflection #10	
	12 03/28-04/01*	Mock Essay idea generation; APA / MLA Citation Review	Email Borg 3 ideas; MetaReflection #11	
	13 04/04-04/08	Draft & revise; start reading <i>1984</i>	Mock Essays Due; MetaReflection #12	
Unit 4: <i>1984</i> In-Class Essay Exam (100 pts) FINAL EXAM: MetaReflections (no high school final exam meeting required)	14 04/11-04/13* FRI OFF	Finish part 1; start reading part 2 <i>1984</i>	Quiz part 1; collect quotes as you read; MetaReflection #13	
	15 04/19-04/22* MON OFF	Finish reading <i>1984</i>	Quiz part 2; quote collection; MetaReflection #14	
	16 04/25-04/29	Seminar & view film <i>1984</i>	Quiz part 3; FINAL (15 total) METAREFLECTIONS DUE	
	17 05/02-05/06	In-class essay exam <i>1984</i> ; all revisions due	In-Class Essay Exam	

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Specific Course Requirements

All in-class work, homework, and email assignments will be classified under your “Participation” grades. **Many in-class “participation” assignments cannot be made up.** If you miss class and miss an activity, you simply miss out on those points. Homework and major assignments will be posted on D2L. See rubric below for grade expectations:

(+ Plus) A	On time to class, engaged the entire time, does not leave early. Goes above and beyond assignment requirements. Makes meaningful, creative inferences. Demonstrates creativity / produces polished final document. Demonstrates high level of self-reflection. Fully developed connections to work being studied / larger social issues. Is fully engaged and immersed in class activities. Takes on democratic leadership roles. Never checking phone.
(√ Check) C	Late to class / leaves class early, primarily engaged while in class. Fulfills minimal assignment requirements. Comprehends the surface level of the prompt. Minimal attempt made at polishing final product. Little to no self-reflection. Few connections to work being studied / larger social issues. Complies during class activities. Occasional texting / phone checking.
(- Minus) D	Late to class / leaves class early, disruptive / distracted while present. Does not fulfill all assignment requirements. Sloppy, improperly formatted, lazy final product. No self-reflection or connection to work being studied / larger social issues. Distracts self or others during class activities. Frequent texting / phone checking. On phone more than being ‘in class.’
(Zero) 0	Absent – no call / no show. Fails to turn in assignment. Does not follow assignment. Does not take assignment seriously. Distracts others or interrupts activity during class engagements, is rude, malicious, bullying, etc. On phone the entire class.

Desire 2Learn: This course uses the John A. Logan’s online learning management system (D2L) as a supplement. Students are required to use D2L as instructed, especially for the purposes of submitting assignments. **All major assignments must be submitted to the D2L dropboxes as a .doc or .pdf format.** Work submitted in any other format will receive a zero.

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Attendance: Attendance is vital to success in this course. The reason for your absence doesn't change the fact that you were absent. **Whether your grandmother died or you partied too much, the end result is the same: you were absent and missed course content.** Email me to *potentially* earn ½ credit toward missed participation points. Be courteous and professional. State that you were not in class and find out what you missed. No call / no shows earn zeroes on participation points. **In light of the pandemic, attendance is now folded into Homework / Participation points. Normally, attendance is its own grade in college courses, and you should still email if you are not going to be present for in-person learning.

Plagiarism: Defined according to the JALC Student Conduct Code: "The intentional or unintentional use of another source of written words or ideas as one's own." Sanctions for academic dishonesty include **a failing grade on an individual assignment, examination or course.**

Do not take this course unless you have solid attendance, are self-motivated, and are prepared to work. Poor performance in a dual-credit class can negatively affect your financial aid status in college. Students need to maintain a certain GPA and completion rate to be eligible for financial aid in college. D's and F's on a college transcript can negatively affect financial aid possibilities. Additionally, withdrawing or not finishing multiple classes can also affect your financial aid prospects.

Additional College Information and Resources

Please see the [JALC Syllabus Attachment](#)

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