

English 102: Composition 1

- MWF HPAC 234, 11:00-11:50am
- Dr. Williams
- 201 HPAC
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- Office Hours: Wed 10-11 & 12-1; Thur 11:30-2:30

Course Description

English 102 provides continued instruction in composition, building on skills introduced in English 101. Attention is given to reading and analyzing challenging texts, synthesizing academic sources in writing, and writing for specific audiences.

Course Objectives

In this course, students will learn (and continue to learn) how to

- build on the strategies they learned in English 101 and understand that writing is an on-going process that allows writers to revise their work in order to produce clear, polished, and ambitious essays.
- read and examine more challenging texts to evaluate and challenge the claims an author makes – using textual evidence to support their reasoning – and to develop insights and significant ideas for their own writing.
- analyze a text to understand the author's message and to determine rhetorical strategies appropriate for various audiences.
- write insightful academic essays aimed at persuading specific audiences.
- manage appropriate and skillful language which may contain occasional surface mistakes in grammar and punctuation but no errors that detract from or obscure meaning.
- refine strategies for conducting effective research, especially for identifying and locating credible, relevant academic sources.
- summarize and analyze in writing the texts they read and incorporate those texts in their writing while retaining their own voice and appropriate style.
- locate and use academic source material in order to understand the discussion on the topic and generate ideas for their own writing.
- integrate and clearly attribute source material and accurately document sources using the current MLA format.

Required Texts

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say with Readings: The Moves that Matter in Academic Writing*. 2nd ed. New York: W.W. Norton, 2012. Print.

Additional reading assigned by instructor available electronically or as print handouts.

Assignments and end of semester grading

- 10% Quizzes / In-class assignments
- 10% Participation
- 10% Essay One
- 15% Essay Two
- 20% Essay Three
- 25% Essay Four: Proposal Paper
- 10% Final portfolio and reflection

Each of the essays involves multiple steps. Student work on each step is part of the grade earned for the essay. (For example, skipping the draft workshop will lower your grade on an essay.)

A 90-100 :: B+ 87-89 :: B 80-86 :: C+ 77-79 :: C 70-76 :: D 60-69 :: F 0-59

Scope and Nature of Class Work

Assignments will include the following:

strategic reading – locating the key points of an essay, comprehending or inferring main ideas or themes, recognizing particular rhetorical patterns, and identifying unfamiliar vocabulary

critical thinking – asking questions, defining problems, examining evidence, analyzing assumptions and biases, avoiding oversimplification, considering other interpretations, and tolerating ambiguity. Adapted from C. Wade, “Using Writing to Develop and Assess Critical Thinking.” Teaching of Psychology 22.1 (1995): 24-28.

informal writing – journaling, blogging, taking class notes, responding to ideas or readings, drafting, reviewing cultural events

formal writing – consisting of four or more essays, averaging four pages each, which undergo a process of revision. At least two essays will incorporate research. Overall writing, including both formal and informal writing, will include a minimum of 10,000 words or thirty pages (330 words/page).

portfolio building – collecting and reflecting on drafts, revisions, and final essays in a folder or notebook

conferences – meeting with your instructor on a one-to-one basis for writing instruction. At least one conference is required.