



INSTRUCTIONAL PACKAGE

ENG 102

English Composition II

Fall 2019/Spring 2020/Summer 2020

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Part I: Course Information

Effective Term: Fall 2019/Spring 2020/Summer 2020

COURSE PREFIX: ENG 102

COURSE TITLE: English Composition II

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

1. The study of literature and composition helps students develop awareness of the power and potential of language, as well as the need for precise description, vivid expression and clear definition in all communication, including their writing.
2. Writing about literature provides students with an opportunity to develop and exercise critical thinking skills. Students will discover that the analytical skills employed in the evaluation and analysis of literature are demanded in other academic subjects and in their professions.
3. A study of literature and composition provides a range of viewpoints to increase the student's perspective and exposes the student to the finest expressions of human imagination. Einstein said, "Imagination is more important than knowledge." The exploration of literature provides the student with an understanding of the value of imagination in all human endeavors—and encourages them to use their own.

COURSE DESCRIPTION:

This is a (college transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included.

PREREQUISITES/CO-REQUISITES:

A minimum grade of "C" in ENG 101.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Students, please consult your instructor's information sheet for your course's specific requirements. Examples may include:

1. A flash drive (USB disk) or other means of saving work electronically is needed for this course.
2. A notebook is needed for daily use in the classroom for note-taking, in-class writings, exams, etc.
3. A binder or folder is needed to maintain all course handouts.
4. Word-processing skills are a necessity in this course; essays will be submitted electronically according to instructors' individual expectations.
5. Proficiency with MLA format and documentation are required for writing assignments/essays.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

**Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.*

Note that instructors determine the module structures for their courses. The modules below are organized according to genre, but instructors may choose to structure their modules differently (for example, by theme). In addition to the genres cited in the modules, instructors may choose to integrate supplemental resources such as Youtube videos, TED talks, current news articles, film or literature reviews, etc

Poetry Module

Materials Covered Varies by instructor

Assessment(s) Essay/Test/ Short Writing/Quizzes—Varies by instructor

Learning Outcomes

- The student will write a critical essay about poetry using methods of argument, exposition, explication, analysis, and/or evaluation.
- The student will support the interpretation(s) of the poem (s) by citing examples in the form of direct and indirect quotes (textual support) from the poem(s).
- The student will define, identify, and analyze imagery, metaphor, simile, denotation, connotation, alliteration, assonance, symbol, myth, and other terms that apply to the study of poetry.
- The student will interpret poetry using appropriate terminology.

The student will complete exams, quizzes, short writings, or some combination thereof.

Short Fiction/Novels/Graphic Novels Module

Materials Covered Varies by instructor

Assessment(s) Essay/Test/Short Writing/Quizzes—Varies by instructor

Learning Outcomes

- The student will write a critical essay about short fiction, novels, and/or graphic novels using methods of argument, exposition, explication, analysis, and/or evaluation.
- The student will support the interpretation(s) of the work(s) of fiction by citing examples in the form of direct and indirect quotes (textual support) from the work(s).
- The student will define, identify, and analyze plot, point of view, character, setting, tone, style, irony, theme and/or symbolism in short fiction, novels, and/or graphic novels.

- The student will analyze and interpret short fiction, novels, and/or graphic novels from his/her viewpoint using appropriate terminology.
- The student will complete exams, quizzes, short writings, or some combination thereof while studying short fiction, novels, and/or graphic novels.
- The student may examine and evaluate examples of literary criticism connected to short fiction, novels, and/or graphic novels.

Drama and/or Film Module

Materials Covered Varies by instructor

Assessment(s) Essay/Test/ Short Writing/Quizzes—Varies by instructor

Learning Outcomes

- The student will write a critical essay about drama and/or film using methods of argument, exposition, explication, analysis, and/or evaluation.
- Students will support their interpretations of the play and/or film by citing examples in the form of direct and indirect quotes (textual support).
- The student will define tragedy, comedy, and other elements of drama and/or film.
- The student will interpret drama and/or film using appropriate terminology.
- The student will complete exams, quizzes, short writings, or some combination thereof while studying drama and/or film.
- The student may examine and evaluate examples of criticism related to drama and/or film.
- The student may conduct research on a topic connected to drama and/or film.

Assessment(s) Essay/Test/ Short Writing/Quizzes—Varies by instructor

Learning Outcomes

- The student will apply the techniques of academic research by writing one long or two short documented research essays based on a literary research topic.
- The essay topic(s) will be determined by instructor, but may include approaches such as: the work as a reflection of life, the work as an influence on the reader or society, the work as an expression of the author’s life, patterns of symbols or images in the work, the work’s connection to a current movement or issue, the work’s connection to another content area, etc. . . .
- The student will conduct research using academic resources, such as academic databases, print books, and/or e-books.
- The student will compile a working bibliography to assess the resources that are available and appropriate for the research topic.
- The student will paraphrase, summarize, and quote from the sources effectively.
- The student will cite sources through parenthetical citations and a works cited page that are formatted correctly according to MLA documentation.
- The student will avoid plagiarism.
- The student will revise and edit the research paper. (Brainfuse may be a helpful resource for editing.)
- The student will complete exams, quizzes, short writings, or some combination thereof while completing research.

General Education Outcomes

This course fulfills the following General Education Outcome. Through completion of this course, students will be able to:

- Communicate effectively;
- Think critically;
- Self and professional development.

Effective Professional and Interpersonal Communication (EPIC)

This course fulfills HGTC’s Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

- Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
- Apply appropriate language when speaking and writing for their chosen field of study or Industry.
- Demonstrate appropriate communication techniques when engaging audiences.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Quizzes	15%
Essays	50%
In-class Writing	15%
Exams	20%
	100%

**Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale: A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

General Guidelines for Essay Grades

A An A-level essay is both original and insightful. The thesis is clear and effective, and the evidence is detailed and relevant. The paper is organized clearly with clear topic sentences and smooth transitions, and the writer provides a strong framework for the topic. The author maintains consistent diction and tone, as well as sophisticated sentence structure, and has a strong sense of audience. The paper contains few, if any, mechanical errors.

B A B-level essay is one in which the writer organizes the material into coherent, well-unified paragraphs that have clear topic sentences. The thesis, while perhaps not as insightful or original as in an "A" paper, is clear. The evidence is fairly detailed, but the paper may have sections that need stronger support. The writer maintains an appropriate tone throughout the essay, but the sense of audience may not be as strong as an A paper. The sentences are somewhat varied in terms of structure and length. While there may be a few minor errors, the paper does not contain serious or numerous mechanical errors.

C A C-level essay contains a thesis that may be awkwardly worded, and there may be issues with content. The essay needs more evidence and stronger development of ideas, and the author's conclusions may need clarification. The essay may need better transitions both within and between paragraphs, and some paragraphs may need stronger topic sentences. This level essay is typically wordy, and its sentences are often monotonous in terms of structure and length. The essay may shift tone and levels of language, and the author's awareness of audience, while stronger than a D essay, is weak overall.

D A D-level essay lacks a clear thesis and clear organization, and its language is much too general and/or is inappropriate for college-level writing. It offers insufficient evidence to support its points. The ideas may be undeveloped and/or lack depth, and the conclusions may be illogical. The D essay often shifts levels of language and tone. The sentences are wordy and unvaried in terms of length and structure. The essay often has numerous mechanical problems, such as comma splices, fragments, and fused (run-on) sentences. In some cases, it may be relatively free of mechanical errors, but have so many serious problems with content and organization that it seems unfocused and even garbled. The writer shows little awareness of audience.

F An F essay has no clear thesis. There is no clear organization or logical development of ideas. There are few specific details for support. The writer often coordinates ideas that do not belong together, and the paragraphs lack coherence and unity. The essay typically contains many mechanical errors, especially comma splices, fragments, and fused (run-on) sentences. This essay presents problems in diction and wordiness, and its sentences are unvaried in terms of structure and length; the sentence flow is choppy. Ideas and vocabulary are simplistic. 05/23/2018 ADA

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

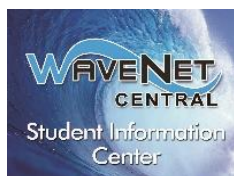


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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