



# **INSTRUCTIONAL PACKAGE**

ENG 102  
English Composition II

Effective Term  
Fall 2023/Spring 2024/Summer 2024

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

COURSE PREFIX: ENG 102

COURSE TITLE: English Composition II

CONTACT HOURS: 3.00

CREDIT HOURS: 3.00

### **RATIONALE FOR THE COURSE:**

English 102 is the second of two first-year writing courses. English 102 continues to build upon the skills learned in English 101, including those involving academic research, the study of persuasive communication and concluding with an introduction to literature.

### **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.

\***Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

### **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\*:**

#### **MODULE 1: Writing Process: Planning, Drafting, and Revising**

The student will continue in 102 to utilize the writing process techniques of planning, drafting, and revising and developed in 101. The student will write well-organized essays that include an introduction with a thesis, well-developed body paragraphs, and a conclusion.

#### **Learning Outcomes:**

1. The student will select and narrow down a subject for an essay.
2. The student will find an essay's purpose and focus through planning or "prewriting" techniques such as listing, freewriting, clustering, cubing, and other activities designed to stimulate creativity and assist the student in planning.
3. The student will analyze the role of audience in writing through exercises in writing for specific audiences and through peer review. Audience analysis will also help the student learn to use effective tone and style.
4. The student will analyze the purpose of language in a given context and will utilize concrete, specific details and examples in developing writing of various types.

#### **MODULE 2: Formal Essay Writing**

The student will be introduced to the study of literature in English 102 and will read, write, and analyze several literary pieces. The student will write at least one essay focusing on literature, which may cover the literary genres of poetry, short fiction, long fiction, drama, and/or film. These essays may feature textual\critical\literary analysis, plot summary, description, definition, classification, and/or persuasion. Through these strategies, the student will develop and enhance critical thinking, reading, and writing skills.

#### **Learning Outcomes:**

1. The student will compose an effective thesis and identify the critical role of the thesis in essay organization.
2. The student will organize the structure of body paragraphs by composing thesis-related topic sentences and by using transitions. The student will develop the content of body paragraphs by using specific details.
3. The student will apply the techniques for writing effective introductions (lead-ins) and conclusions.

4. The student will apply the techniques of revising and editing. Rewriting is essential to good writing, and the student will self-evaluate and self-edit through frequent revision.
5. The student will coordinate the interrelated stages of the writing process (planning, drafting, and revising) through in-class writing assignments.

### **MODULE 3: Argumentation/Persuasive Writing**

The student will be introduced to classical argumentation (persuasive writing) including reading, analyzing, and writing persuasive texts, one of which will be the major research paper. The student will employ critical thinking strategies in the assessment and production of persuasive pieces.

#### **Learning Outcomes:**

1. After reading an argumentative essay, the student will analyze the structure and content of the essay as a means of developing analytical and critical thinking skills.
2. The student will write an analytical essay in which he or she will evaluate the validity of the author's claim, evidence, and conclusion. The student will also identify the author's underlying assumptions and draw conclusions as to the author's purpose and audience.
3. The student will identify in his or her essays, or on a test, the most common logical fallacies.
4. The student will employ strategies for writing summaries, in critical analyses, classical arguments, and documented arguments following various models.
5. The student will write at least two documented pieces, one of which will be a major research paper, which develop an argument. The student will select a debatable topic and learn to write persuasive, well-supported arguments.

### **Module 4: MLA Formatting and Research**

The student will define plagiarism and avoid it by using the correct methods of quoting, paraphrasing, and summarizing sources. The student will write a minimum of two documented pieces which incorporate

MLA parenthetical referencing and bibliographical format\* .

#### **Learning Outcomes:**

1. The student will write two pieces incorporating documented research, one of which is to be a research paper of a minimum five full pages. The research paper may be informative or persuasive in nature.
2. The student will quote, paraphrase, and summarize sources properly and credit those sources correctly. The student will understand the importance of attribution of sources in the form of signal phrases (aka attributive tags).
3. The student will use MLA documentation style. Students will be acquainted with APA style and who uses it. \*Students may utilize APA documentation style rather than MLA if allowed by the Professor.
4. The student will adhere to formal matters of grammatical usage and style.

### **Module 5: Timed Essay Writing**

The student will apply the principles of writing effective essay examinations and timed essays through in-class writing assignments, one of which will be an essay. Students will have to write in-class writings during their college careers. The English 102 student will develop and refine skills to meet the demands of timed writing requirements.

#### **Learning Outcomes:**

1. The student will write timed, in-class assignments and at least one timed in-class essay successfully.
2. The student will read prompt questions carefully and identify the organizational strategy suggested by the question. The student will then apply an appropriate method of development.

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

### **GENERAL EDUCATION OUTCOMES:**

This course fulfills the following General Education Outcomes. Upon 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:

- 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	60%
In-class Writing	15%
<u>Exams</u>	<u>10%</u>
	100%

### **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 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 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 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.

***\*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.

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. 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or 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.



## STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.



## HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

## **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).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto: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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)