RICHLAND COMMUNITY COLLEGE

RCC Core Values: Commitment – Respect – Excellence – Accountability – Diversity

English 102  
Dr. Rick Tomlinson

Office: W134 – Office 875.7211, ext. 371; Cell: 620.6762  
e-mail: rtomlin@richland.edu OR romanticism@insightbb.com
Student Learning Center: S117, 875.7211, ext. 419

COURSE TITLE:  
ENGL. 102 – Composition 2

Course Credits: 3-0-3

PREREQUISITE: Completion of English 101 with a grade of “C” or better

COURSE DESCRIPTION:  
English 102, Composition 2, is the conclusion of the first-year, college-level writing program. The course continues the study and practice of composition begun in English 101; the major focus of English 102 is on an argument that is research and source-based. As part of the course, students learn to recognize various levels of formality and to develop a style of writing appropriate for a formal research paper. All elements of research are taught: choosing a topic, focusing on a thesis, locating and evaluating varied sources, organizing materials, writing and documenting the text, and revising a final draft.

Applicable toward graduation where program structure permits:
• Certificate or Degree - All Certificates and All Degrees
• Group Requirement - Communications
• Area of Concentration - Not Applicable

REQUIRED MATERIALS:  
Mandatory texts include, in their current editions:
• William Strunk Jr., and E. B. White, The Elements of Style. \(^1\)

Discussions from other texts may include, in their current editions:
• The Contemporary American Family –
  ○ David L. Bender, ed., The Family, Opposing Viewpoint Series.

\(^1\) In addition to the composition text, The Allyn and Bacon Guide, you will be required to read the Strunk and White text within approximately the first week of classes. Friedman will be the text upon which you will rely for the intellectual substance of the course. When you begin working on your papers, while there will be some guidance concerning Modern Language Association (MLA) documentation requirements, you may wish to consult the Richland Homepage as well as Allyn and Bacon for help in documenting electronic sources and the current edition of the MLA Handbook for Writers of Research Papers for very detailed guidance. Finally, the course is focused on examining issues that are important and topical to your intellectual development and assumes that you possess a solid grounding in the fundamentals of college writing, including developing closed-form, classical arguments in research papers supported by fact, whenever possible, as well as expert opinion to enhance your argumentative theses.
• Values and American Character –
  o Mary E. Williams, ed., American Values, Opposing Viewpoint Series.

• Globalization –
  o Thomas L. Friedman, The World is Flat: a Brief History of the Twenty-first Century.
  o Bjorn Lomborg, Global Crises, Global Solutions.
  o Joseph E. Stiglitz, Globalization and its Discontents.
  o Bruce Greenwald and Judd Kahn, glob·ali·za·tion: The irrational fear that someone in China will take your job.

• Violent Crime in Contemporary America –

• Economics –
  o Steven Levitt and Stephen J. Dubner, Freakonomics: A Rogue Economist Explores the Hidden Side of Everything.
  o Andrew Ross Sorkin, Too Big to Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System from Crisis—and Themselves.

• Psychology and Personal Responsibility in Contemporary America –
  o Christina Hoff Summers and Sally Satel, One Nation under Therapy: How the Helping Culture is Eroding Self-Reliance.

• Science, Cosmology, Religion, Morality, and Culture –
  o Richard Swinburne, Is There a God?
  o Alan Sokal, Beyond the Hoax: Science, Philosophy, and Culture.
  o Robert Jastrow, God and the Astronomers.
  o Philip Zimbardo, The Lucifer Effect: Understanding How Good People Turn Evil.

• The West’s Conflict in the Middle East –
  o Michael R. Gordon and General Bernard E. Trainor, Cobra II: The Inside Story of the Invasion and Occupation of Iraq.
  o Lawrence Wright, The Looming Towers: Al-Qaeda and the Road to 9/11.
  o Walid Phares, The War of Ideas: Jihadism against Democracy.

• Education in Contemporary America –
  o E. D. Hirsch, Jr., The Schools We Need: Why We Don’t Have Them.
  o Anthony T. Kronman, Education’s End: Why Our Colleges and Universities Have Given up on the Meaning of Life.

• Men and Women’s Issues –
  o Caitlin Flanagan, To Hell with All That: Loving and Loathing Our Inner Housewife.
Race Relations in Contemporary America –
- Shelby Steele, *White Guilt: How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era.*
- Juan Williams, *Enough: The Phony Leaders, Dead-End Movements, and Culture of Failure that are Undermining Black America — and What We Can Do about It.*
- William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good.*
- Bill Cosby and Alvin F. Poussaint, *Come On People: On the Path from Victims to Victors.*
- Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream.*

Politics in Contemporary America –
- Joe Klein, *Politics Lost: How American Democracy was Trivialized by People Who Think You’re Stupid.*

COURSE OUTCOMES/OBJECTIVES:
While some of the competencies listed below are developed in English 101, they are enhanced with greater proficiency in English 102. Thus, students successfully completing English 102 should be able to:
- comprehend, analyze, and critique a variety of texts including academic discourse;
- use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;
- engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;
- demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);
- establish a voice appropriate to the topic selected and the rhetorical situation;
- clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;
- select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly;
- demonstrate satisfactory control over the conventions of edited Standard English and competently attend to the elements of presentation (including layout, format, and printing); and
- recognize the existence of discourse communities with their different conventions and forms.
IMPORTANT CONCERNS WHEN COMPOSING RESEARCH PAPERS:
1. Content and Focus — an effective research paper has a clear, consistent, and important purpose. That purpose is supported by every example, background fact, illustration, or quotation — indeed by each sentence.

2. Organization — the research paper is planned so that it moves in clearly-ordered stages. Paragraphs are unified and skillfully developed; they provide transitional bridges between one idea and the next so that readers can move effectively through the complex world of the writer’s ideas.

3. Style — sentences are constructed with care — they are varied, coherent, energetic, and mechanically and grammatically correct. The final draft demonstrates careful revision and editing. Readers are thus able to both enjoy and appreciate the distinct clarity of meaning that the words convey through the writer’s use of language and punctuation and to understand its content as it moves from the mind of the writer into the consciousness of readers.

ATTENDANCE and ADMINISTRATIVE DROP POLICIES:
Diction, logic, mechanics, organization, and sophistication of thinking will be considered when evaluating your work. Following the college policy as outlined in the RCC Community College Catalog: “Regular attendance is necessary for satisfactory college work. Richland faculty will take attendance at each class meeting. If a student is absent for one week plus one day (or less, if specified by the instructor in the course outline), his/her name may be sent to the Admission and Records Office. Students with unsatisfactory attendance will be sent a “stopped attending” letter.

At midterm the college will administratively drop any student who has failed to meet the attendance standard as certified by the instructor.

A student who fails to attend the first two classes of a course may also be dropped from the class. The college may drop any student who has unsatisfactory attendance as stated in the course syllabus during the period from the midterm through the last regular week of classes before finals. Faculty certification is required for such action.

Also, a student may be dropped by an instructor for unsatisfactory course progress.

Students are not to assume they will be automatically dropped and must follow appropriate procedures for withdrawing from a course.

You must call me about any absence within 24 hours of that absence. However, this will not necessarily assure that the absence will not count against you. You are responsible for all missed information on any day that you are absent (lecture information, assignments, etc.).

GRADING POLICY:
Based on the policies articulated in the paragraphs immediately preceding, satisfactory performance in this course requires that a portion of your grade reflect attendance and participation. You will be expected to attend all of every class period. Class discussion and writing workshops cannot be duplicated or “made up.”
Consider yourself to be a **member** of this class, which means that you not only have privileges and receive benefits, but you also have responsibilities — both to yourself and to your fellow class members. The grade you earn will be based on an average developed as indicated below:

<table>
<thead>
<tr>
<th>Assignments/Examinations:</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper(s)</td>
<td>70%</td>
</tr>
<tr>
<td>Participation²</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>10%</td>
</tr>
</tbody>
</table>

The (inclusive) grading scale for English 102 is as follows:

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

**GRADING STANDARD:**

In addition to a point total given for essays, the following standards are applied to the assessment of English 102 research papers:

- **“A”** research papers are superior, excellent, or outstanding (though not necessarily perfect). They are distinguished either through the quality of the writing that embodies them, the quality of thinking that constitutes their intellectual framework, or both. Within “A” essays, ideas have been articulated clearly and support, with great effectiveness, and with well-written and specific thesis statements. The structure of “A” research papers has been developed logically and displays unity and coherence. Diction and syntax are precise and clear; moreover, if there are mechanical errors, they are minor and do not distract readers. The tone is one of appropriately dispassionate argument, persuasive but not shrill or unreasonably emotive. Overall, readers will be led through an “A” research paper carefully, with sophistication and sensitivity, to arrive at an understanding of an argument about which they have learned a good deal and are likely to have been persuaded by the writer’s line of reasoning and evidence.

- **“B”** research papers are good to very good, clearly above average. They are well-planned, with theses that are clear and specific, though less effective than those upon which “A” papers are based. When mechanical errors exist, such errors do not inhibit the reader’s capacity to comprehend the paper’s meaning. The development of a “B” paper is very sound, although it may, at some points, lack unity and coherence. Diction and syntax are also essentially correct, even though there may be occasional lapses in their accuracy. While “B” research papers may share important qualities with those earning “As,” they will manifest two or three deficiencies in key elements such as the logical development of argument; the effective, clear articulation of one’s analysis, the optimal support of a major assertion of the paper, or two or three minor errors in citing sources.

² The participation element of one’s grade in the course reflects both the reliability of a student’s attendance and the quality of his or her involvement in and contribution to class discussion.

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“C” research papers are satisfactory and meet the course’s minimum requirements. They are average in quality, demonstrating a generally clear purpose and logical development, an acceptable thesis (where appropriate), a structure that is appropriate with paragraphs that are unified, clear sentences with adequate (although perhaps undistinguished) structure, diction and syntax that reveal few serious faults. Such papers include appropriate and effective introductions and conclusions and an acceptable level of documentation with no major errors in citing sources.

Research papers with serious deficiencies in any of the criteria listed for “C” papers will receive a “D” or an “F.” More specifically, a “D” paper typically lacks a thesis that makes an arguable point; contains major errors of logic or fact in its argument; has a body that does not develop the point of the thesis; includes several paragraphs that don’t stay with a particular point; lacks convincing or specific support; contains sentences that struggle for sense, probably because of errors in grammar (particularly comma splices, fused sentences, fragments, subject-verb agreement errors), word usage, or punctuation; and fail to include adequate sources and/or to document sources, consistently, as required by Modern Language Association (MLA) formal requirements.

“F” research papers have more than one of the characteristics listed for “D” papers, do not address the assignment, or use an acceptable topic. Often, “F” research papers exhibit poor organization, little control of Standard English, do not contain an effective thesis, include an argument that is so illogical or erroneous as to be completely indefensible, and contain sources that are inadequate and/or have failed, widely, to document sources as prescribed by MLA requirements.