

ENG 102 Communication Arts II

SYLLABUS

COURSE TITLE: ENG 102- Communication Arts II
(CDLS course: English Language and Composition)

COURSE PREFIX: ENG 102

CREDIT HOURS: 3

PREREQUISITES:

ENG 101 minimum grade D

ACT English Score: 29 or higher; SAT Verbal Score: 660 or higher. Students who place into ENG 102 based on scores will receive ENG 101 credit after semester census date.

COURSE MATERIALS:

Required Textbook:

Contemporary Edition:

Choose one of the following*:

- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *A Work in Progress: A Memoir* by Connor Franta
- *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism* by Naoki Higashida
- *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride
- *Reading Lolita in Tehran* by Azar Nafisi
- *The Glass Castle: A Memoir* by Jeannette Walls

*or an alternate text with the instructor guidance and approval

Student Edition:

Choose one of the following*:

- *Pilgrim at Tinker Creek* by Annie Dillard
- *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* by Tracy Kidder
- *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* by Erik Larson
- *Killing Kennedy: The End of Camelot* by Bill O'Reilly and Martin Dugard
- *Up from Slavery: An Autobiography* by Booker T. Washington
- *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai

*or an alternate text with the instructor guidance and approval

All other content materials for this course are included online in the course. Materials included videos, worksheets, quizzes/tests, and activities.

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CATALOG DESCRIPTION:

The emphasis in this course is upon source-based writing designed to develop skills in critical reading, thinking, and writing. A series of written assignments, including a fully documented paper and oral presentation, are required.

CURRICULAR RELATIONSHIPS:

The Colorado Commission on Higher Education has approved **ENG 102** for inclusion in the Guaranteed Transfer (GT) Pathways program in the CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>;

Meets 3 credits of ASU general education requirements for Communications.

STUDENT LEARNING OUTCOMES (OR COURSE OBJECTIVES):

GT Pathways Competency Criteria & Relevant Adams Outcomes: WRITTEN COMMUNICATION

Student Learning Outcomes (SLOs) Students should be able to:

- **Employ Rhetorical Knowledge**
 - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- **Develop Content**
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
- **Apply Genre and Disciplinary Conventions**
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- **Use Sources and Evidence**
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b. Follow an appropriate documentation system.
- **Control Syntax and Mechanics**
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

COURSE REQUIREMENTS:

In order to receive a passing grade, the student must:

1. Engage in the online course content and activities a minimum of 8-10 hours per week throughout the semester (16-17 weeks each semester).
2. Actively participate in discussions and activities related to course objectives.
3. Complete all graded assignments – including course activities, module/lesson quizzes, discussions, unit post-tests/exams, and end-of-semester assessments.

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Students will be expected to read the syllabus and understand all course requirements and expectations.

Summarizes all Modules with brief information is outlined below. Assignments are downloaded from the course and submitted to the instructor within the course. Quizzes, which are completed in each lesson, and units exams are listed in order below among assignments and discussions. The timing of all assignments and quizzes/exams is included in the Course Schedule section.

Course Outline

Semester 2

Module 5: Realism Edition

Topics Addressed: satire in the form of essays, articles, political cartoons, and short stories; irony; multiple-choice practice; and chiasmus and anaphora.

Students examine satire and associated rhetorical strategies as well as purpose and rhetorical context in readings such as:

- Various political cartoons
- Jonathan Swift's "A Modest Proposal"
- Mark Twain's "Advice to Youth"
- Catherine Beecher's "Peculiar Responsibilities of American Women"
- George Washington Burnap's *The Sphere and Duties of Woman* excerpt
- William Lloyd Garrison's "The Anti-Suffragist"
- Mary E. Wilkins Freeman's "The Revolt of Mother"
- Selected satirical articles from *The Onion*
- Edward O. Wilson's *The Future of Life* excerpts

Learning Products: political cartoon analyses, satire analyses, irony in real life analysis, quiz on various satirical texts, evaluation of student sample essays, reflection on multiple-choice practice, analysis of satire essay, syntax analysis and application, argument essay on the role of humor, crafting chiasmus and anaphora, and Discussion-Based Assessment

Module 6: Modern Edition

Topics Addressed: multiple-choice strategies, synthesis skills, prompt dissection, establishing an effective tone, effective claims, traits of effective essays (scoring guidelines), essays and poetry of the Harlem Renaissance, effective commentary, visual images as texts, response planning in a timed-writing situation, and strategic structure: purposeful use of various modes of development and transitional elements to connect ideas.

Students develop their analysis and synthesis skills in varied texts such as:

- Langston Hughes's "The Negro Speaks of Rivers"
- Langston Hughes's "Theme for English B"

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- Countee Cullen's "From the Dark Tower"
- Countee Cullen's "Incident"
- Claude McKay's "America"
- Claude McKay's "The Yellow Peril and the Dockers"
- W.E.B. Du Bois's "The Criteria of Negro Art" excerpt
- John F. Kennedy's "Civil Rights Address"
- Langston Hughes's "Let America Be America Again"
- Martin Luther King Jr.'s "I Have a Dream"
- Marco Rubio's "Speech at Miami's Freedom Tower"
- Barack Obama's "Speech on the American Dream"
- John Steinbeck's *The Grapes of Wrath* excerpt
- Zora Neale Hurston's "How It Feels to Be Colored Me"
- Franklin D. Roosevelt's "Address at the Dedication of the National Gallery of Art"
- Palmer Hayden's "The Janitor Who Paints"
- Dorothea Lange's "Migrant Mother"
- Langston Hughes's "The Negro Artist and the Racial Mountain"

Learning Products: reflection on multiple-choice practice, quiz on synthesis essentials, prompt dissection and source analysis, quiz on synthesis of texts from the Harlem Renaissance, synthesis paragraph, OPTIC analysis of visual sources, evaluation of student sample essays, response plan, Discussion- Based Assessment, revision, crafting purposeful structure: expository analysis and application, synthesis essay: write a well-developed essay that argues a clear position on whether the artist has a responsibility beyond providing entertainment and pleasure.

- **Sample activity:** Students conduct a structure analysis, considering how ideas are presented and how those choices impact tone and meaning. Students are guided through an analysis of

Hurston's "How It Feels to be Colored Me" and then carry out an independent analysis of Steinbeck's essay "I Remember the Thirties." Then, students apply the same analysis to one of their past essays. They are challenged to revise their writing, modeling their structural choices after one of the professional author's organizational choices.

- **Sample activities:** Students practice synthesizing on in an informal writing assignment and receive instructor feedback on diction, syntax, purposeful structure, transitions, and use of evidence and detail, before moving to the next assignments, all of which build on those skills. Students then work independently to generate an outlined / planned response to a synthesis prompt. Before moving to writing, students submit their plan, receive feedback, and have individual conferencing sessions with their instructor. With the written and conference feedback, students revise their work, and eventually move to independent response to another synthesis prompt.

Module 7: Contemporary Edition

Topics Addressed: multiple-choice strategies, timed writing strategies, research strategies, memoir genre, rhetorical appeals, structure, juxtaposition, motif, rhetorical devices, syntactical devices, tone, and sentence variety

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Students synthesize the many reading, writing, and thinking skills that they have developed throughout the course as they examine style, rhetorical strategies including appeals, devices, tone, and syntax in texts such as:

- Roy Peter Clark's "How to Fix the Memoir Genre"
- John F. Kennedy's "Inaugural Address"
- Martin Luther King Jr.'s "Letter from Birmingham Jail"
- Mark Twain's "Patriotism is a Religion"
- Second Amendment
- Thomas Paine's "Thoughts on Defensive War" excerpt
- Barack Obama's "Remarks by the President on Common-Sense Gun Safety Reform"
- Justice McReynolds's Opinion of the Court
- John Muir's "Our National Parks" excerpt

Choice of memoir includes the following possible texts:

- *A Work in Progress* by Connor Franta
- *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride
- *The Glass Castle* by Jeanette Walls
- *Narrative of the Life of Frederick Douglass: An American Slave* by Frederick Douglass
- *Reading Lolita in Tehran* by Azar Nafisi
- *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism* by Naoki Higashida

Learning Products: dialectical journal for selected memoir, appeals in argument quiz, argument essay, rhetorical analysis quiz, rhetorical analysis essay, evaluation and reflection on student's previously submitted synthesis essay, synthesis essay, and crafting sentence variety: analysis and revision.

Module 8: Student Edition

Topics Addressed: nonfiction text and application of reading, researching, analysis, and composition skills learned throughout the course

Students synthesize the many reading, writing, and thinking skills that they have developed throughout the course as they examine purpose, style, rhetorical strategies, including appeals, devices, tone, and syntax in texts such as:

- *Pilgrim at Tinker Creek* by Annie Dillard
- *Nickel and Dimed: On (Not) Getting by in America* by Barbara Ehrenreich
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* by Tracy Kidder
- *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* by Eric Larson
- *Killing Kennedy: The End of Camelot* by Bill O'Reilly and Martin Dugard
- *Up from Slavery: An Autobiography* by Booker T. Washington
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai

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Learning Products: a nonfiction portfolio including historical context timeline; analysis responses; research-based argument essay; argument essay; thematic creative project that incorporates poetic and rhetorical devices learned throughout the year; rhetorical analysis essay; and Discussion-Based Assessment

- **Sample Activity:** Students read a nonfiction work from a list and consider the various social issues presented in the text. Students choose one issue and conduct research, using credible, nonliterary sources and appropriate research strategies. Students then synthesize their research into an argument essay, citing their sources with appropriate MLA documentation.

Semester 2 Exam: Comprehensive exam testing skills in reading, writing, and rhetorical devices presented throughout the course.

Pacing Chart

Week	Lesson
1	05.00 Forecast 05.01 Understanding Satire 05.02 Political Cartoons 05.03 "A Modest Proposal"
2	05.04 That's So Irony 05.05 Irony to Ignite
3	05.06 Analyzing Satire 05.07 Exploring the Satirical Prompt
4	05.08 Multiple-Choice Practice 05.09 Practice AP Language Essay Prompt
5	05.10 Crafting Chiasmus and Anaphora 05.11 Practice AP Language Essay Prompt 05.12 Discussion-Based Assessment
6	06.00 Forecast 06.01 Multiple-Choice Practice 06.02 Meet the Synthesis Essay 06.03 Conversations and Claims
7	06.04 Synthesizing the Voices of the Harlem Renaissance 06.05 Cultivating Commentary 06.06 An Image is Worth 1,000 Words
8	06.07 Evaluating Student Responses 06.08 Planning a Response 06.09 Discussion-Based Assessment
9	06.10 Crafting Purposeful Structure 06.11 Practice Language Essay Prompt
10	07.00 Forecast 07.01 Multiple-Choice Practice 07.02 The Memoir 07.03 Appeals in Argument
11	07.04 Practice Language Essay Prompt 07.05 Rhetoric in Action
12	07.06 Practice AP Language Essay Prompt 07.07 Evaluate and Implement
13	07.08 Practice AP Language Essay Prompt 07.09 Crafting Sentence Variety
14	08.00 Forecast

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	08.01 Research the Context 08.02 Analyze the Author's Choices 08.03 Argue an Issue
15	08.04 Pick a Perspective 08.05 Create a Connection 08.06 Interpret Rhetorical Strategies
16	08.07 Discussion-Based Assessment 08.08 Semester Two Exam
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Student Evaluation

Besides engaging students in challenging curriculum, the course guides students to reflect on their learning and evaluate their progress through a variety of assessments. Assessments can be in the form of practice lessons, multiple-choice questions, writing assignments, projects, research papers, discussion-based assessments, and course discussions. This course will use the state-approved grading scale. Each course contains a mandatory final exam that will be weighted at 20% of the student's overall grade.

Scoring Components

- The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).
- The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.
- The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.
- The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.

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- The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, and criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.
- The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.
- The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.
- The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.
- Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).
- The teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.
- The teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.
- The teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.
- The teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.
- The teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help

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the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASU academic policies, no D may apply to a major or minor field.

Grade Distribution (Weights):

Discussions	15%
Assignments	20%
Quizzes	20%
End of Unit Tests	20%
End-of-Semester Exam	25%
Total	100%

Grade Scale:

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

ADA STATEMENT:

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to university programs. In order for a course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services (ODS) is located in Richardson Hall, Suite 3-100, by mail at 208 Edgemont Blvd., Suite 3-100, Alamosa, CO 81101, by email at odsd@adams.edu, or by calling 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses. Please communicate with them as early as possible; this can be in person, via email, or by phone. The Disability Services Coordinator shall either provide you letters to give to your professors for accommodations or email these letters out to you and your professors.

ACADEMIC INTEGRITY:

In accordance with Academic Policy 100-03-01, Adams State University, to preserve academic integrity, does not tolerate academic dishonesty (misconduct). Every student is required to practice and adhere to the principle of ACADEMIC INTEGRITY while undertaking studies at Adams State University. Students and faculty at Adams State University value academic honesty as a virtue essential to the academic process. Cheating, plagiarism, unauthorized possession or disposition of academic materials, or the falsification or fabrication of one's academic work will not be tolerated.

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Any offense will result in a zero for the exam, lesson, or exercise in question and will result in failure of the course. Please refer to the ASU Extended Studies Academic Integrity website for more information including the student handbook: [Academic Integrity at Adams State University](#).

All written work is subject to plagiarism detection software review.

STUDENT IDENTITY VERIFICATION:

Adams State University utilizes a variety of methods to verify the identity of students enrolled in courses, including but not limited to: secure logins and pass codes, proctored exams, security questions, and other technologies and practices that are effective in verifying student identity. Some of these methods may incur an extra cost to students; associated costs will be outlined in the course syllabus, other University documents, and on the University website. Adams State University reserves the right to request additional government-issued documentation of identity from students for the purpose of ensuring that the person enrolled in the course is the person completing assignments, exams, and all other course requirements. Any student engaged in incidents of student identity fraud may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation, or suspension from the course, academic program or University, or expulsion from the University.

COURSE SCHEDULE:

Students will engage in the online course content and activities a minimum of Monday through Friday each week of the semester(s), which will run 17-18 weeks. The minimum time spent actively working online and on course assignments will be 1.5-2 hours per day.

In working with their school district, students will complete course content in structured time periods during the school day along with unstructured time periods decided by the student.