



## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### ENG 2206: COMPOSITION II SECTION Y CREDIT: 3 UNITS

#### 1. COURSE DESCRIPTION

Principles of effective composition continued from ENG 1106; emphasis is on argumentative writing; critical reading and critical thinking; integrating and documenting sources.

This course is based on the principles of effective learning with special emphasis on argumentative writing. It reviews characteristics of the academic essay with respect to structure, and approaches in writing them including the requirements for support, unity, coherence and effective sentence skills. These are then linked to critical reading and critical thinking strategies. The course then explores the characteristics of argumentative essays before venturing into the writing of effective argumentative essays. Rhetorical appeals in developing arguments and a review of other persuasive strategies including errors in reasoning and fallacies are then tackled. The course then considers citation and documentation of sources including how to integrate the sources in argumentative writing. The rest of the course is dedicated to analyzing arguments and reviewing different types of reports.

*Prerequisite:* Competence in ENG 1106 of grade 'C' or higher, or the equivalent as approved by the dean, SHSS.

#### 2. LINK TO UNIVERSITY & GE PROGRAM LEARNING OUTCOMES

The course content for English 2206 directly contributes to the attainment of the University Mission outcomes: **Higher Order thinking**, and **Literacy**. It directly teaches and provides knowledge and skills that contribute to the following General Education outcomes:

- Gather, interpret and evaluate information through the skills of inquiry to formulate valid conclusions.
- Use qualitative and quantitative methods to collect, analyze and evaluate data in problem solving.
- Communicate effectively in both speech and writing.
- Demonstrate mastery of their field of knowledge within a multicultural and global context.
- Demonstrate commitment to social and environmental issues.
- Articulate and uphold civic and ethical values in their social and professional engagements. (The course speaks to PLO c and f; the others may not apply)

#### 3. EXPECTED COURSE LEARNING OUTCOMES

**At the completion of this course, students should be able to:**

- Evaluate arguments

- b. Write effective argumentative essays
- c. Extract and integrate relevant information from other sources in their academic writing
- d. Identify and use an appropriate documentation style
- e. Write various types of reports

## **4. CONTENT & CLASS SCHEDULE**

### **WEEK ONE: Introduction to Composition II**

- General revision on characteristics of academic writing: the parts of an essay and approaches in writing them
- General overview of the requirements of support, unity, coherence and effective sentence skills

### **WEEK TWO: Identifying and Exploring Writing Topics (Outcomes a, b)**

- General introduction to Critical Reading and Critical Thinking Reading strategies
- Orientation to the course
- Identifying a problem (Focus on argumentative writing)
- Exploring the problem, making claims: purpose, audience, genre - open and closed forms

**Readings:** Ramage, Bean & Johnson (chapters 1, 2, & 3)

### **WEEK THREE: An introduction to critical reading and thinking (Outcomes a, b)**

- Reading strategies
- Evaluating sources
- Analyzing bias in sources
- Analyzing and synthesizing ideas

**Readings:** Ramage, Bean & Johnson (Chapter 5; 21)

### **WEEK FOUR: Introduction to the characteristics of an argumentative essay (Outcomes a & b)**

- Types of arguments
- Identifying fallacies
- Introducing an argument essay: thesis/claim; logos, pathos ethos
- Outlining

**Reading:** Ramage et al. (Chapter 3)

<https://owl.english.purdue.edu/owl/owlprint/724/>

### **WEEK FIVE: Developing and Writing the Argumentative Essay (Outcomes a, b)**

- Developing body paragraphs; essay structure
- Refutation and concession
- Concluding an argumentative essay

**Reading:** Ramage et al. (Chapter 13)

### **WEEK SIX: Persuasion Strategies (Learning outcomes, b, c, d)**

- **Logos** – appeals to reason/logic
- **Ethos**- appeals to the character of the writer.
- **Pathos:** appeals to the values, beliefs and emotions
- Fallacies

- Review of the American Psychological Association documentation style

**Reading: Chapter 13**

**WEEK SEVEN: (Outcomes: a, b, c)**

***MID-TERM EXAMINATION***

**WEEK EIGHT: Citing and Documenting Sources (Outcomes: a, b, f, g)**

- Citation and Referencing:
- The American Psychological Association (Main Focus)  
Student to review documents e.g. journal articles/papers, books, etc based on APA style.

**Reading: Ramage et al. (Chapter 23)**

**WEEK NINE: Citing and Documenting sources ( outcomes a,b,f,g)**

- The Chicago Manual
- The Modern Language Association style

**WEEK TEN: Review of Report documents:**

- Journal articles
- Books
- Research reports etc

Student to review documents e.g. journal articles/papers, books, etc based on APA style, MLA, and Chicago Manual style in terms of documentation, citations, argumentation, Bibliography, etc

**WEEK ELEVEN Analyzing Arguments (Outcome (a))**

- Reading and Analyzing Arguments in class.

**WEEK TWELVE: Group presentations (All Outcomes)**

Group Presentations of aspects of their argumentative essays

**WEEK THIRTEEN: Group presentation (All Outcomes)**

- Group Presentations of aspects of their argumentative essays
- Recap of the course

Consultation, write up and submission of research paper/reports

**WEEK 14: FINAL EXAMINATION**

## 1. TEACHING METHODS

Lecture, class discussions, group presentations and writing tasks

## 2. COURSE TEXT :

Ramage, J.D., Bean, J.C., & Johnson, J. (2003) *The Allyn & Bacon guide to writing* 3<sup>rd</sup> ed. New York: Longman.

## OTHER RELEVANT READINGS

Bloom, L. Z. & White, E. M. (ed.) (1993) *Inquiry: A Cross-curricular Reader*. Boston: Prentice Hall (Good source of articles for critical reading and critical thinking)

Pfeiffer W. S. (1994). *Technical Writing: A Practical Approach*. (2<sup>nd</sup> ed.). New York: MacMillan. (Check with University Library if there are any current books).

Slade, C. (1997). *Form and Style*. Boston: Houghton Mifflin Company. (good for documentation of sources/Citation styles).

Vanalstyne, J. S. & Tritt, M. D. (2002). *Professional and Technical Writing strategies*. (5<sup>th</sup> ed.) New Jersey: Prentice Hall.(good for report writing)

American Psychological Association (2009). *Publication Manual and the American Psychological Association*. Washington: American Psychological Association. Print.

The Modern Language Association. (1977). *MLA Handbook for Writers of Research Papers*, 8th Ed. The Modern Language Association.

**Students can check with Library if there are any other current and relevant text books**

## 3. OTHER LIBRARY RESOURCES:

You can access Web Based Databases such as EBSCOhost, Ebrary, Keesings, Online, PsycARTICLES, JSTOR, Gale to locating articles in journals, electronic books, magazines and newspapers through the library catalog, which is available on-line from within and outside the campus via the USIU website (<http://www.usiu.ac.ke>). There are 24 workstations within the library, and Wired access points, available throughout the building, provide high speed network connections. There are also other workstations in the computer labs. Accessibility of e- resources off campus is through Virtual Private Network (VPN).

## 4. COURSE EVALUATION

<b>Attendance and participation</b>	<b>10%</b>
<b><i>Assignments &amp; Quizzes</i></b>	<b><i>10%</i></b>
<b><i>Term paper/practical project</i></b>	<b><i>10%</i></b>
<b><i>Group presentation &amp; Report</i></b>	<b><i>20%</i></b>
<b><i>Mid-Semester Exam</i></b>	<b><i>20%</i></b>
<b><i>Final Exam</i></b>	<b><i>30%</i></b>
<b>Total</b>	<b>100%</b>

## 5. OTHER REQUIREMENTS

You are expected to attend all the classes and arrive or log into the classroom on time depending on **whether the class is online or face to face**; do all the assignments and submit them on the due dates; and participate in class and group discussions.

## 6. COURSE REQUIREMENTS AND ASSESSMENT<sup>1</sup>

- a. Attendance will always be taken; and, as per the University regulations, if you are absent 7 times, you fail the course. This means that even if you earned 90% total points that could earn you an A, you still get an F, automatically. So, if you want to avoid earning an automatic F grade, avoid missing classes beyond seven (7) times.
  - b. Lateness counts as absence: If you arrive in class after your name has been called, you will be counted as absent.
  - c. Remember that even if you have a reason for coming in late, you still count as absent. This means that if you miss a quiz, you earn a zero. Only in extenuating circumstances, will you get an opportunity to get a makeup quiz.
  - d. As part of learning discipline, it is best you arrive earlier than the class time so that you are ready to start learning on time.
  - e. Please understand that it is in your best interest to attend all classes; there exists a correlation between class attendance and marks earned by students.
  - f. To do well in this course, you must strive to master the material covered in both the readings and the lectures. You are thus expected to keep up with the reading assignments and also encouraged to consult the many other sources of information available in the University Library that are relevant to the subject matter of this course.
  - g. All students are encouraged to participate in discussion sessions; these are critical for learning. Do note that the lectures in this course are prepared to supplement the readings. I, therefore, expect you to present ideas that are not, necessarily, covered in your readings.
  - h. To pass this course, you must complete all assignments, all tests/quizzes, a mid-term examination and a final examination. If you are unable to complete an assignment, with valid and genuine reasons, as stipulated in the USIU Handbook, you need to make a written request by the end of the semester to get an “I” grade. An “I” grade means “incomplete.” An “I” changes into an automatic “F” at the end of the next semester if you have not completed the missing assignment. Note
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that a lecturer has no obligation to accept a request for an “T” grade and will weigh the merits of each request and make the appropriate decision.

- i. A lecturer reserves the right to administer impromptu quizzes, as he or she may deem necessary. These will go towards your grade point (all the more reason not to come to class late). Students bear sole responsibility for any announcements made during class.
- j. All cell phones must be turned off during class. Laptops are only used with permission and instruction from a lecturer. Even if you have been allowed to use your devices, it will not be allowed during tests/quizzes and exams. The instructor has the right to confiscate any device used without permission and keep it for the semester.

## **7. COURSE/ACADEMIC POLICIES AND PROCEDURES**

- a. Read your syllabus thoroughly, some exam or quiz questions will be based on it: A syllabus is a contract between the instructor and learners. It is your duty to make sure you understand course requirements, policies, assignments and your responsibilities as a student. Requirements are not up for re-negotiation at the end of the semester. Ask questions if you are confused about anything on the syllabus.
- b. Seek Help: If you have questions or need help, come and see me or e-mail me promptly! Do not wait until the last week of the semester if you are having trouble. At that point in time, it is usually too late to do anything meaningful.
- c. Beware of Cheating: Plagiarism and any other form of cheating will not be tolerated. This is consistent with the USIU 2009 - 2010 catalog (pp. 48-49) governing acts of misconduct. If you are unsure about what constitutes cheating, I'll be glad to clarify it for you. Anyone found to be engaging in plagiarism and other forms of cheating with respect to assignments, tests and examinations will receive a failing grade for the course.
- d. Class Etiquette: Please respect other students and the lecturer by arriving on time and staying until the class is over. If circumstances require you to arrive late or leave early, please inform me beforehand and enter or exit as unobtrusively as possible. Please turn off and store away all cell phones. Also, do not have conversations with other students during class. All these are considered disruptive behavior.
- e. E-mail Communication: You are free to communicate with me over e-mail. Do note however, that I am not on-call 24/7. I may not check my work e-mail over the weekend or on holidays. I also do not check my incoming e-mail throughout the day. I will strive to respond to e-mail within 24 hours of receiving it during the week.

- f. The lecturer reserves the right to, and will assign additional readings, introduce guest speakers and videos where possible as the course progresses, to enhance the learning experience. These will be announced in class as the semester progresses.

## **8. USIU GRADING**

A	90 - 100
A-	87 - 89
B+	84 - 86
B	80 - 83
B-	77 - 79
C+	74 - 76
C	70 - 73
C-	67 - 69
D+	64 - 66
D	62 - 63
D-	60 - 61
F	0 - 59

### ***QUESTIONS TO GUIDE YOU IN READING ARTICLES CRITICALLY***

Respond to the following questions:

1. What is the author's main point (thesis)?
2. What is the author's general purpose?
3. What evidence does the author present?
4. Is the author stating facts or opinions?
5. What is the source of the author's information? Is the source reliable and up-to-date?
6. What is the tone of the article? (Angry, critical, sarcastic?)
7. Are there weaknesses in the author's reasoning?
8. Does the author use emotional language?
9. Does the article interest you? If so in what way?
10. Does the author change your way of thinking about the topic?
11. Is there anything in the article that reveals the culture of the author?
12. Do you share the attitude and opinion of the author on the topic?
13. If you were to write on the same topic what would be your focus?



## **MISSING EXAMINATIONS**

In the past some students have failed to present themselves for scheduled examinations without good cause.

All students must ensure that they familiarize themselves with the examination timetable so as to report for each examination at the appointed time and place.

However, in the event of serious illness, bereavement or accident the victim should report the matter to the appropriate Dean and instructor as promptly as possible. Only those cases reported immediately and supported with evidence will be considered and administered to **a special examination on the 3<sup>rd</sup> Friday of the subsequent semester.**

All class/course related grievances should be channeled through the course instructor before being accelerated to the Chair of Department or to the respective deans of schools.