



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ENG102

Course Title
English Composition II

Credits
3

Hours: 3 Lecture

Pre-requisite
ENG101 with a minimum grade of C

Implementation
Semester & Year
Spring 2024

Catalog description: Second-level composition course designed to assist students in writing 1500- to 3000-word essays, including a formally documented research paper. Readings introduce students to literature and the analysis of concepts, language, and formal elements.

General Education Category:

Goal 1: Written and Oral
Communication

Choose an item.

Course coordinator:

Jacqueline Vogtman, 609-570-3750, vogtmanj@mccc.edu

Required texts & Other materials:

All sections of ENG102 include 1). short nonfiction and literary readings; 2). readings with instruction in MLA/research; and 3). a book-length work (novel or book of nonfiction).

1). For the short readings, instructors may:

- Choose one of the following Bedford Spotlight Readers (Macmillan): *Pursuing Happiness* (Parfitt and Skorczewski, 2nd edition); *Monsters* (Hoffman, 2nd Edition); or *Food Matters* (Bauer, 3rd edition).

Or

- Use a coordinator-approved compilation of free online readings composed of nonfiction and literary sources.

2). For MLA and research instruction, instructors may:

- Use Mike Palmquist's Bedford Researcher 8th edition (MacMillan 2024) for research instruction and MLA reference.

Or

- Use a coordinator-compiled list of free Purdue OWL links for both research instruction and MLA reference.

3). For the book-length work (novel or nonfiction book), instructors may choose from the following lists or pick a book of their own choosing with coordinator approval. Some books in the public domain may be available for free online and some books may be available for free through the MCCC library; otherwise, instructors will send their book order to the bookstore for students to purchase.

To accompany the “Happiness” theme:

- Chbosky, Stephen. *The Perks of Being a Wallflower*
- Fitzgerald, F. Scott. *The Great Gatsby*
- Flaubert, Gustave. *Madame Bovary*
- Frankl, Viktor. *Man’s Search for Meaning*
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*
- Huxley, Aldous. *Brave New World*
- Ishiguro, Kazuo. *Klara and the Sun or Never Let Me Go*
- Junger, Sebastian. *Tribe*
- Kaysen, Sussana. *Girl, Interrupted*
- Lowry, Lois. *The Giver*
- Powers, Richard. *Bewilderment*
- Tolstoy, Leo. *The Death of Ivan Ilyich*
- Turkle, Sherry. *Alone Together: Why We Expect More From Technology and Less From Each Other*
- Wilde, Oscar. *The Picture of Dorian Gray*
- Wurtzel, Elizabeth. *Prozac Nation*

To accompany the “Monsters” theme:

- Dunn, Katherine. *Geek Love*
- Gaiman, Neil. *Coraline*.
- Gardner, John. *Grendel*
- Headley, Maria Dahvana. *Beowulf: A New Translation*
- Kafka, Franz. *The Metamorphosis*
- King, Stephen. *Carrie*
- Lindqvist, John Ajvide. *Let the Right One In*
- Machado, Carmen Maria. *Her Body and Other Parties*
- Miller, Madeline. *Circe*
- Morrison, Toni. *Beloved or The Bluest Eye*.
- Percy, Benjamin. *Red Moon*
- Shelley, Mary. *Frankenstein*
- Stevenson, Robert Louis. *Strange Case of Dr. Jekyll and Mr. Hyde*
- Stoker, Bram. *Dracula*
- Whitehead, Colson. *Zone One*
- Yoder, Rachel. *Nightbitch*

To accompany the “Food” theme:

- Bauermeister, Erica. *The School of Essential Ingredients*
- Cho, Grace M. *Tastes Like War: A Memoir*
- Esquivel, Laura. *Like Water For Chocolate*
- Fielding-Singh, Priya. *How the Other Half Eats: The Untold Story of Food Inequality in America*
- Foer, Jonathan Safran. *Eating Animals*
- Ghosh, Madhushree. *Khabaar: An Immigrant Journey of Food, Memory, and Family*
- Kerangal, Maylis de. *The Cook: A Novel*,
- Li, Lillian. *Number One Chinese Restaurant*
- Moss, Michael. *Salt Sugar Fat: How the Food Giants Hooked Us*
- Nguyen, Tung et al. *Mango and Peppercorns: A Memoir of Food, an Unlikely Family, and the American Dream*
- Pollan, Michael. *The Omnivore’s Dilemma*.

- Reichl, Ruth. *Delicious!: A Novel*
- Shipman, Viola. *The Recipe Box: A Novel*
- Tan, Amy. *The Joy Luck Club*.
- Zauner, Michelle. *Crying in H Mart: A Memoir*

Other approved whole-texts for various themes:

- Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
- Atwood, Margaret. *The Handmaid's Tale*.
- Baldwin, James. *If Beale Street Could Talk*.
- Ehrenreich, Barbara. *Nickel and Dimed*
- Gyasi, Yaa. *Homegoing*.
- Kimmerer, Robin Wall. *Braiding Sweetgrass*.
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*.
- Larsen, Nella. *Passing*.
- McCarthy, Cormac. *The Road*
- Nichols, Tom. *The Death of Expertise: The Campaign against Established Knowledge and Why It Matters*
- Nisbett, Richard. *The Geography of Thought*.
- Orange, Tommy. *There, There*
- Satrapi, Marjane. *Persepolis*. (Graphic novel)
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*.
- Wiesel, Elie. *Night*.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Write a college-level research essay that supports a clear argument through synthesis of the writer's claims with those presented by outside sources. **(Claim) Supports ILG 1, 10, 11**
2. Apply the various stages of the writing process, including prewriting, drafting, and revision, to produce organized and developed college-level essays. **(Logic & development) Supports ILG 1**
3. Analyze and synthesize ideas from a variety of sources, with literary texts serving as motivating catalysts for inquiry and both scholarly and popular nonfiction providing support for claims. **(Analysis & synthesis) Supports ILG 1, 6, 10, 11**
4. Apply research methods to find a variety of reliable researched sources and quote/paraphrase those sources correctly to use as evidence to support assertions. **(Use of Research & Evidence) Supports ILG 4, 10, 11**
5. Demonstrate understanding of academic integrity by using MLA style to correctly cite sources. **(Citations) Supports ILG 9, 10, 11**
6. Demonstrate awareness of academic audience by writing essays that employ clear and effective control of language and appropriate tone.. **(Audience Awareness) Supports ILG 1**

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I: Introduction to course theme and review of basic writing concepts [Supports course SLO 2, 3, 4, 6]

Learning Objectives

The student will be able to...

- Identify the central unifying theme for this section of ENG102
- Understand the variety of texts used in academic writing (from nonfiction essays and scholarly articles to fiction, poetry, and new media) and how to use them
- Understand the cultural and historical contexts surrounding texts
- Evaluate the usefulness of fiction and nonfiction to develop an objective academic argument centered in the course theme.
- Become familiar with the strategies of annotation and engaged reading
- Understand what plagiarism is and how to avoid it
- Recall the basics of academic writing, such as thesis/argument, drafting and revision process, essay structure, use of quotations for support, the concept of source synthesis, and appropriate format and tone for college-level writing.
- Complete an in-class first-week writing sample of at least 1-2 pages.

Unit II: Reading, Writing, and Research for Essay 1 [Supports course SLO 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to...

- Critically read, analyze, synthesize, discuss, and write about literary texts to generate ideas for the first essay
- Critically read, analyze, synthesize, discuss, and write about nonfiction texts to provide evidence and support for arguments within the first essay
- Participate in the first Library Orientation
- Recognize the various research tools available to scholars (specifically the MCCC library databases)
- Identify and evaluate key words appropriate for successful research.
- Use Boolean operators to find sources.
- Utilize research tools effectively to find at least one researched article to support their first essay topic and complement the course texts.
- Gather sources into an annotated bibliography for the first Research Log (at least 2 pages)
- Begin to use MLA style formatting to properly cite sources
- Understand how to write a summary, how to paraphrase, and how to quote sources.
- Evaluate written work and identify instances where in-text citation is necessary.
- Place assigned readings in conversation with materials found through research to develop a cogent working thesis
- Write multiple drafts of Essay 1, revising based on instructor and peer feedback, with a final draft of at least 5 pages.

Unit III: Reading, Writing, and Research for Essay 2 [Supports course SLO 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to...

- Critically read, analyze, synthesize, discuss, and write about literary texts to generate ideas for the second essay
- Critically read, analyze, synthesize, discuss, and write about nonfiction texts to provide evidence and support for arguments within the second essay
- Participate in the second Library Orientation

- Recognize the various research tools available to scholars, particularly books, E-books, and research found outside the bounds of the college library.
- Identify criteria for evaluating sources for reliability, accuracy, and objectivity.
- Evaluate research for relevance, accuracy, authority, and objectivity.
- Utilize research tools effectively to find at least two researched sources (including at least one peer-reviewed) to support their second essay topic and complement the course texts.
- Gather sources into an annotated bibliography for the second Research Log (at least 2 pages)
- Use MLA style formatting to properly cite sources
- Effectively summarize, paraphrase, and quote sources.
- Evaluate written work and identify instances where in-text citation is necessary.
- Place assigned readings in conversation with materials found through research to develop a cogent working thesis
- Write multiple drafts of Essay 2, revising based on instructor and peer feedback, with a final draft of at least 6 pages.

Unit IV: Reading, Writing, and Research for the final Research Paper Project [Supports course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to...

- Critically read, analyze, synthesize, discuss, and write about a book-length work of fiction or nonfiction to generate ideas for the final research paper
- Use ideas from the course readings to create an original research paper topic
- Formulate research questions, including a central research question
- Revise, narrow, deepen, or expand their original research topic as needed during the research process
- Write and present a research proposal (oral report 1)
- Participate in the third library orientation (workshop), and work with a librarian and/or independently to find research using the MCCC library and other sources of information.
- Evaluate research for relevance, accuracy, authority, and objectivity.
- Utilize research tools effectively to find a wide variety of researched sources to support the research paper, including at least two scholarly peer-reviewed articles, at least one researched book, and at least 6 researched sources in addition to class texts.
- Conduct field research, if warranted for the research topic.
- Gather sources into an annotated bibliography for the fourth Research Log (at least 4 pages)
- Effectively and correctly use MLA style formatting to properly cite sources
- Effectively summarize, paraphrase, quote, and synthesize sources.
- Evaluate written work and identify instances where in-text citation is necessary, and cite appropriately.
- Place assigned readings in conversation with materials found through research to develop a cogent working thesis
- Complete an end-of-semester conference defending the ideas presented in the research paper (oral report 2)
- Write multiple drafts of a substantial final research paper, revising based on instructor and peer feedback, with a final draft of at least 10 pages.
- Write an in-class course reflection essay of at least 1-2 pages that reflects on all writing throughout the semester, especially the research project.

Evaluation of student learning:

SLOs will be evaluated through submission and grading of written work: research log drafting/research projects and formal essays. Additionally, students will contribute to class discussions and oral presentations on critical reading assignments and other information literacy and writing tasks. Assessment may also involve short in-class writing responses (including a writing sample and course reflection essay) and quizzes. The final research paper project should be worth 30-40% of the course grade, and all formal essays combined must be worth at least 70% of the final grade. Students should produce a minimum of 25 pages of formal, graded written work (includes essays and research logs), but emphasis should be placed on the process of creating these works.

Sample grade weights:

Essay 1:	10%
Essay 2:	20%
Final Research Paper Project:	40%
Research Logs, Drafts, Research Proposal, and Oral Reports	20%
Class participation, discussions, journals, peer reviews, quizzes (optional), in-class writing (writing sample and course reflection), etc.	10%