

NEW RIVER COMMUNITY COLLEGE  
DUBLIN, VIRGINIA

COURSE PLAN

Course Number and Title: ENG 112 - College Composition II

Prepared by: English Faculty Spring 2025  
(Date)

Approved by: *S. Tolbert-Hungo* Spring 2025  
(Dean) (Date)

**I. Course Description**

Further develops students' ability to write for academic and professional contexts with increased emphasis on argumentation and research. Requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper. This course requires proficiency in using word processing and learning management software. This is a UCGS transfer course.

Lecture 3 hours. Total 3 hours per week. Prerequisite: ENG 111. 3 credits

**II. Introduction**

ENG 112 further develops students' ability to write in academic and professional contexts. Students will apply critical thinking and reading techniques, demonstrate knowledge of rhetorical strategies, and conduct independent research to produce a range of academic and multimodal texts that effectively analyze, synthesize, and argue, culminating in a fully documented research paper.

To enroll in ENG 112, students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software.

**III. Student Learning Outcomes**

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

Goal One: Writing Processes: Successful writers use multiple composing processes to conceptualize, develop, and finalize projects. Composing processes are both recursive and flexible, adapted to different contexts and occasions to meet purpose and audience.

- Demonstrate the ability to apply a recursive writing process to create a variety of academic texts, including at least one fully documented, original research paper, producing a total of at least 4500-6000 words (approximately 15-20 pages) of polished, graded writing.
- Independently apply the writing process, including planning, drafting, revising, editing, reflecting, and sharing compositions.

- Examine and analyze their experiences and readings as sources of material for writing and engage with complex ideas, which they incorporate in well-structured prose that considers the purpose, audience, and genre
- Effectively apply organizational strategies to open and close their texts and to move the reader between and within ideas, paragraphs, and sentences.
- Reflect on the rhetorical situation of their compositions and revise to improve.
- Revise and edit to improve clarity and correctness of writing.

Goal Two: Rhetorical Knowledge and Application: Rhetorical knowledge is the ability to analyze writing, reading, and speaking occasions and make strategic choices to navigate the rhetorical situation. Rhetorical knowledge includes the ability to demonstrate command of purpose, audience, and context.

- Apply rhetorical principles (i.e. purpose, audience, stance, genre, context) in order to improve the quality of the texts they create.
- Apply their rhetorical knowledge (e.g. audience, purpose, context, genre, and design) to reading texts in a variety of genres and media (e.g. print and digital).
- Apply knowledge of rhetorical context to guide their choices of evidence, language, organization, and rhetorical and persuasive strategies in texts they create.
- Demonstrate their understanding of the impact of genre, audience, context, and media on the stance, tone, design, and content of the texts they compose.

Goal Three: Critical Thinking and Argumentation: Critical thinking refers to the ability to investigate ideas and solve problems through analyzing, interpreting and evaluating information, situations, and texts. Critical reading is the practice of making connections between and among texts to develop complexity and discern implications of ideas.

- Analyze and investigate ideas from multiple perspectives and to apply sound reasoning to arguments, their own and others'.
- Develop and apply strategies for critical thinking, reading, and writing processes, including inductive and deductive reasoning.
- Read, comprehend, summarize/paraphrase, analyze, synthesize, and evaluate college-level, cultural texts in a variety of genres.
- Examine subjects from multiple perspectives and recognize their own biases to formulate and express their own perspective.
- Recognize, gather, and test factual and inferential evidence and avoid logical fallacies in their own writing.
- Identify different parts of an argument including concession, counter argument/refutation, and confirmation.

Goal Four: Research and Information Literacy: Research is the process of promoting inquiry by asking questions, finding appropriate resources, evaluating their value, incorporating them successfully into a text, and developing an understanding of documentation to produce complex, effective texts grounded in evidence. Information literacy encompasses the know-how to use print and digital media to find, select,

evaluate, and incorporate sources relevant to personal, scholarly, and professional pursuits.

- Engage independently in extended, formal research processes.
- Apply research processes to select a topic, develop effective research questions, identify relevant information, and locate sources, using print and digital media/networks.
- Discern between scholarly and popular sources and evaluate their merit and reliability.
- Select sources appropriate to rhetorical situation, including genre, purpose, audience, and context.
- Synthesize and incorporate information and ideas from sources into compositions using correct summary, paraphrase, and direct quotation, documenting sources to avoid plagiarism and in order to support analytical and/or argumentative purposes.
- Demonstrate knowledge of intellectual property and fair use in applying correct documentation of sources using instructor-specified formats and style guides (e.g. MLA, APA).

Goal Five: Knowledge of Discourse Conventions: Conventions are the formal rules and informal guidelines that define genres; they govern such concepts as mechanics, usage, spelling, and citation practices. Writing in academic and professional contexts demands adherence to various conventions of discourse communities that shape readers' and writers' perceptions of correctness and appropriateness.

- Implement conventions of academic discourse to produce texts with effective approaches, style, and formats
- Demonstrate understanding that conventions differ across communities, disciplines, and genres.
- Use Edited American English in texts they compose.
- Demonstrate contextually appropriate usage and linguistic structures (e.g. syntax, mechanics) in texts they compose.
- Select and apply conventions, including multimodal techniques/strategies, to choices for design, style, structure, paragraphing, tone, diction, and vocabulary.

Use correct documentation and design systematically in their own work using instructor-specified formats and style guides (e.g. MLA, APA).

#### **IV. General Education Student Learning Outcomes Included in Course**

General education at NRCC provides the educational foundation necessary to promote intellectual and personal development. Upon completing the associate degree, graduates will demonstrate competency in student learning outcomes in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

This course includes the following general education student learning outcomes:

- Recognize the value of diverse feelings, perspectives, and life experiences and the strength that such diversity brings to civic life
- Identify the problem or complex issue and its various parts
- Seek and evaluate the information needed to fully understand the problem or complex issue
- Identify complexities of an issue, relevant perspectives and/or important relationships when taking a position on a complex issue or problem
- Communicate a controlling idea in a manner appropriate to the audience and occasion
- Critically evaluate and integrate qualitative and/or quantitative evidence in written communication
- Students will be able to demonstrate critical reading proficiency by identifying rhetorical patterns, main and supporting ideas, and appropriate responses to college-level texts
- Interact with honesty and integrity

**V. Instructional Materials**

- A. No textbook is needed for this course

**VI. Instructional Methods**

- A. Lecture and class activities  
B. Peer evaluation and group discussion  
C. Instructor/student conference

**VII. Course Content**

- The writing process: prewriting, drafting, revising, editing, reflecting
- Finding and narrowing a topic
- Purpose, audience, and voice
- Focus and unity
- Organization, including openings and closings
- Argumentative and persuasive strategies
- Locating print and electronic source material
- Evaluating sources and evidence
- Synthesizing sources
- Summary, paraphrase, and direct quoting
- Bibliography / list of works cited
- Clarity: syntax, semantics, and diction
- Sentence variety and coherence
- Critical self-awareness
- Critical reading
- Peer collaboration
- Grammar and mechanics
- Following assignment requirements
- Document design and appropriate format

## **VIII. Evaluation**

A. The final grade for the course will be determined as follows:

60-70% - Three to four major argumentative papers with one being a research paper.

15-25% - Daily assignments and quizzes

10-15% - Final Exam

(The student will demonstrate the ability to read and paraphrase an article and correctly incorporate information into a short in-class paper. Also the student will exhibit knowledge of correct documentation within the paper.)

B. The following grading scale will be used:

A =	90 - 100
B =	80 - 89
C =	70 - 79
D =	60 - 69
F =	0 - 59

NOTE: Evaluation and attendance policies may vary according to individual instructors. These policies will be distributed in each class at the beginning of the semester.

## **XI. Attendance**

Regular attendance at classes is required. When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study missed during an absence. Any instruction missed and not subsequently completed will necessarily affect the grade of the student regardless of the reason for the absence.

## **X. Cheating Policy**

Cheating includes:

1. Giving or receiving information pertaining to tests; and
2. Plagiarizing, which is defined as taking and using as one's own the writing or ideas of another. (Definition adapted from the American Heritage Dictionary.)

Any student found cheating on an assignment may receive a grade of zero for that assignment with no opportunity to make it up. Blatant plagiarism can result in a grade of "F" for the course.

Personal electronic devices cannot be accessed during final exams, tests, and/or other assignments as indicated by the instructor.

## **XI. Withdrawal Policy**

### **Student Initiated Withdrawal Policy**

A student may drop or withdraw from a class without academic penalty during the first 60 percent of a session. For purposes of enrollment reporting, the following procedures apply:

- a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
- b. After the add/drop period, but prior to completion of 60 percent of a session, a student who withdraws from a class will be assigned a grade of “W.” A grade of “W” implies that the student was making satisfactory progress in the class at the time of withdrawal, that the withdrawal was officially made before the deadline published in the college calendar, or that the student was administratively transferred to a different program.
- c. After that time, if a student withdraws from a class, a grade of “F” or “U” will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance.

A retroactive grade of “W” may be awarded only if the student would have been eligible under the previously stated policy to receive a “W” on the last date of class attendance. The last date of attendance for a distance education course will be the last date that work was submitted.

Students requesting a late withdrawal due to documented mitigating circumstances should contact the Coordinator of Admissions and Records.

### **No-Show Policy**

A student must either attend face-to-face courses or demonstrate participation in online courses by the last date to drop for a refund. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student’s financial aid award.

### **Instructor Initiated Withdrawal**

A student who adds a class or registers after the first day of class is counted absent from all class meetings missed. Each instructor is responsible for keeping a record of student attendance (face-to-face classes) or performance/participation (online classes) in each class throughout the semester.

When a student’s absences equal twice the number of weekly meetings of a class (equivalent amount of time for summer session), the student may be dropped for unsatisfactory attendance in the class by the instructor.

Since attendance is not a valid measurement for Online courses, a student may be withdrawn due to non-performance. A student should refer to his/her online course plan for the instructor’s policy.

When an instructor withdraws a student for unsatisfactory attendance (face-to-face class) or non-performance (DE class), the last date of attendance/participation will be documented. Withdrawal must be completed within five days of a student's meeting the withdrawal criteria. A grade of "W" will be recorded during the first sixty percent (60%) period of a course. A student withdrawn after the sixty percent (60%) period will receive a grade of "F" or "U" except under documented mitigating circumstances when a letter of appeal has been submitted by the student. A copy of this documentation must be placed in the student's academic file.

The student will be notified of the withdrawal by the Admissions and Records Office. An appeal of reinstatement into the class may be approved only by the instructor.

Any student found cheating on an assignment will receive, at a minimum, a grade of zero for that assignment with no opportunity to make it up. Blatant plagiarism can result in a grade of "F" for the course.

## **XII. Disability and Non-Discrimination Statements**

If you are a student with a documented disability who will require accommodations in this course, please register with the Disability Services Office located in the Advising Center in Rooker Hall for assistance in developing a plan to address your academic needs.

This College promotes and maintains educational opportunities without regard to race, color, national origin, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), veteran status, or other non-merit factors.

### **Required Safety Training**

Virginia law, effective August 1, 2024, requires campus safety and emergency preparedness training for all students enrolled in on-campus classes at public colleges and universities. The training must focus on an active shooter event and be completed by the last day of their first term in college.

To comply with this legislation, students will view a college-provided awareness and training video during the first two weeks of class for this course.

**Evacuation Procedure: Please note the evacuation route posted at the classroom doorway. Two routes are marked in case one route might be blocked.**