

City University of New York (CUNY)

## CUNY Academic Works

---

Open Educational Resources

CUNY School of Professional Studies

---

2021

### ENG 102: College Writing II

CUNY School of Professional Studies

[How does access to this work benefit you? Let us know!](#)

More information about this work at: [https://academicworks.cuny.edu/sps\\_oers/21](https://academicworks.cuny.edu/sps_oers/21)

Discover additional works at: <https://academicworks.cuny.edu>

---

This work is made publicly available by the City University of New York (CUNY).  
Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)

# CUNY School of Professional Studies

## ENG 102: COLLEGE WRITING II

3 Credits

General Education

Required Core A English Composition II

Pre-requisite: College Writing I or equivalent

### COURSE DESCRIPTION

A continuation of College Writing I with increased emphasis on expository and analytical writing through research-based assignments in varied academic formats such as reports, formal essays, and research papers across the disciplines, making use of appropriate technology for composing, editing and sharing documents. Research project requires students to use scholarly databases, provide proper attribution and documentation of primary and secondary sources, and argue an opinion based on well-chosen and compelling evidence.

### REQUIRED CORE LEARNING OUTCOMES FOR ENGLISH COMPOSITION II

Students will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own writing and that of others.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

### REQUIRED MATERIALS

This is a Zero-Textbook cost course. There is no required textbook, and all required readings will be provided free of charge through the course site.

### GRADING

Assignment	
Paper #1	150 points
<ul style="list-style-type: none"><li>• Draft in Week 3: 50 points</li><li>• Mandatory Revision: 100 points</li></ul>	
Paper #2	175 points
Paper #3	225 points
Discussion Board (DB): 15 at 10 points each	150 points
Low Stakes Assignments (LSA): 12 at 25 points each	300 points
<b>Total</b>	<b>1000 points</b>

## GRADE DISTRIBUTION

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

## ASSIGNMENTS

### Major Papers

(550 points total—55% of final grade)

The first two papers will be the result of a scaffolded, or staged, process in which students will be guided to read and annotate required reading selections, engage in brainstorming activities, prepare notes and outlines, integrate a substantial research component using academic databases in support of a thesis, prepare an annotated bibliography, and complete multiple drafts to be assessed according to a rubric and standard letter grades. Academic integrity issues will also be stressed. The third paper will consist of an extended term paper for which preparation is ongoing during the last 1/3 of the semester. Students will perform peer review on each other's papers in small group discussion boards on the Blackboard course site. *All LOs addressed.*

### Discussion Boards

(150 points total—15% of final grade)

These assignments enable students to build upon each other's knowledge as the semester progresses through active discussion on each weekly topic. In order to successfully complete the discussion board assignments, students must begin their thread no later than the end of the calendar day on Thursday and then respond to two peers by the end of the week on Sunday. *All LOs addressed.*

### Low Stakes Assignments

(300 points total—30% of final grade)

These smaller assignments provide students with the opportunity to build toward the three papers of the course by completing tasks such as drafting outlines and bibliographies,

completing peer reviews, and reflecting on how to build upon their previous work in order to continuously improve as they move forward. *All LOs addressed.*

### **ACCESSIBILITY AND ACCOMODATIONS**

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see:

[Disability Services on the CUNY SPS Website.](#)

### **ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY**

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: ["Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."](#)

### **ACADEMIC INTEGRITY**

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:

[Academic Integrity on the CUNY SPS Website.](#)

### **TUTORING**

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring.](#)

### **HELP DESK**

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

### **STUDENT SUPPORT SERVICES**

If you need any additional help, please visit [Student Support Services.](#)

WEEK	TOPICS	ASSIGNMENTS
1	<b>The Writing Process, Rhetorical Appeals, and Research Questions</b> <ul style="list-style-type: none"> <li>• First drafts and writing process</li> <li>• Introductions</li> <li>• Ethos, Pathos, Logos</li> <li>• How to write a research question</li> <li>• Introducing Paper #1</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Introductions</li> <li>• LSA 1: Ethos, Pathos, and Logos in Commercials</li> </ul>
2	<b>Toulmin Argumentation and Engaging in the Writing Process</b> <ul style="list-style-type: none"> <li>• Toulmin method of argumentation</li> <li>• Critical thinking</li> <li>• Outlines</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Applying Toulmin to Anne Lamott's Essay</li> <li>• LSA 2: Paper Map and Outline of Paper #1</li> </ul>
3	<b>Visual Rhetoric</b> <ul style="list-style-type: none"> <li>• About visual rhetoric</li> <li>• Quoting, paraphrasing, and summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Using a Visual Source</li> <li>• LSA 3: Summary, Paraphrase, Quote, Cite</li> <li>• <b>Paper #1 Draft Due</b></li> </ul>
4	<b>Feedback &amp; Peer Review</b> <ul style="list-style-type: none"> <li>• Providing and getting feedback</li> <li>• The peer review process</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Peer Reviewed</li> <li>• Paper #1 Peer Review Group Discussion Board</li> <li>• LSA 4: Submit Your Peer Review Templates</li> </ul>
5	<b>Revision, In Depth</b> <ul style="list-style-type: none"> <li>• Editing, proofreading, and revision</li> <li>• APA formatting</li> </ul>	<ul style="list-style-type: none"> <li>• DB: The Writing Process</li> <li>• <b>Paper #1 Revised Draft Submission</b></li> </ul>
6	<b>Qualitative vs Quantitative Information: Definitions and Rhetorical Uses</b> <ul style="list-style-type: none"> <li>• Qualitative versus quantitative</li> <li>• Stories in defense of DACA</li> </ul>	<ul style="list-style-type: none"> <li>• DB: The Persuasive Effect of Numbers</li> <li>• LSA 5: Qualitative and Quantitative Effects</li> </ul>
7	<b>Analyzing Resources</b> <ul style="list-style-type: none"> <li>• Primary vs secondary sources</li> <li>• Analyzing sources</li> <li>• Using the library</li> <li>• Critical thinking</li> <li>• Essay outline</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Outline Peer Review</li> <li>• LSA 6: Using Resources</li> </ul>
8	<b>Integrating Sources</b> <ul style="list-style-type: none"> <li>• Quotes, paraphrases, summaries</li> <li>• APA tables and figures</li> <li>• Primary and Secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• DB: An Updated Outline</li> <li>• LSA 7: Informative Annotated Bibliography for Paper 2</li> </ul>
9	<b>Audience, Purpose, and Style</b> <ul style="list-style-type: none"> <li>• Audience, purpose, and the rhetorical situation</li> <li>• Structuring paragraphs</li> <li>• Writing for an audience</li> <li>• Investing in your introduction</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Purpose and Audience for Paper 2</li> <li>• LSA 8: Introduction for Paper 2</li> </ul>
10	<b>In-depth Research</b> <ul style="list-style-type: none"> <li>• Finding sources</li> </ul>	<ul style="list-style-type: none"> <li>• DB: Favorite Online Research Tricks</li> <li>• <b>Paper #2 Due</b></li> </ul>

WEEK	TOPICS	ASSIGNMENTS
	<ul style="list-style-type: none"> <li>Using search engines effectively</li> </ul>	
11	<b>Structuring the Longer Paper</b> <ul style="list-style-type: none"> <li>Formatting persuasive papers</li> <li>Paper outlines</li> <li>APA sample paper</li> <li>Review Paper #3 assignments and materials</li> </ul>	<ul style="list-style-type: none"> <li>DB: Paper anxieties?</li> <li>LSA 9: Preliminary outline</li> </ul>
12	<b>Audience, Purpose, and Style, Part 2: Using Reflection Rhetorically</b> <ul style="list-style-type: none"> <li>Reflections and the writing process</li> </ul>	<ul style="list-style-type: none"> <li>DB: Reflection</li> <li>LSA 10: Reflections on Paper #1 and Paper #2</li> </ul>
13	<b>Advanced Revision Techniques or Rhetorical Grammar</b> <ul style="list-style-type: none"> <li>Correctness and rhetorical grammar</li> </ul>	<ul style="list-style-type: none"> <li>DB: Sentence Work Process – Writing Powerful Sentences</li> <li><b>Paper #3: Submit 2-3 consecutive pages and an outline for peer review</b></li> </ul>
14	<b>Writing and Review Week</b> <ul style="list-style-type: none"> <li>Sample flow charts</li> </ul>	<ul style="list-style-type: none"> <li>DB: Visual Flow Chart</li> <li>Paper #3 Peer Review</li> <li>LSA 11: Submit your peer review templates</li> </ul>
15	<b>Looking Back and Looking Forward</b> <ul style="list-style-type: none"> <li>Sample reflections</li> </ul>	<ul style="list-style-type: none"> <li>DB: Strategies and Ideas for the Future</li> <li>LSA 12: Writing Process and Product Flow Chart and Reflection</li> <li><b>Paper #3 Due</b></li> </ul>