

**NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
ENG 112 - COLLEGE COMPOSITION II (3 CR.)**

Course Description

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Lecture 3 hours per week.

General Course Purpose

ENG 112 will prepare students for all other expected college writing and for writing in the workplace by engaging the writing process, critical thinking and writing, argument, and research.

Course Prerequisites/Co-requisites

Students must successfully complete ENG 111 or its equivalent and must be able to use word processing software.

Course Objectives

GOAL ONE: PROCESS

ENG 112 will help students understand that writing is a process that develops through experience and varies among individuals. Students will be able to:

- engage in all phases of the writing process: prewriting, drafting, revising, editing, and reflecting
- incorporate reading and experience into their writing processes
- learn to conform their texts to instructor-specified document formats
- create, save, and print texts using word processing technology
- write for a variety of rhetorical purposes
- employ a clear focus that guides their choices of evidence, language, organization, and rhetorical and persuasive strategies
- effectively apply organizational strategies to open and close their texts and to move the reader between and within ideas, paragraphs, and sentences
- appropriately employ grammatical and mechanical conventions in the preparation of readable manuscripts.

GOAL TWO: CRITICAL THINKING AND WRITING

ENG 112 will develop students' ability to analyze and investigate ideas and to present them in well-structured prose appropriate to the purpose and audience. Students will be able to:

- develop strategies for critical thinking, reading, and writing processes
- examine and analyze their experiences, literature (poetry, drama and/or fiction), non-fiction prose, and other cultural texts (film, popular culture, new media and/or other visuals) as sources of material for writing.
- competently read, summarize, analyze, evaluate, and write about college-level texts – their own and others' – of varying lengths
- examine subjects from multiple perspectives and formulate and express their own perspectives.

GOAL THREE: ARGUMENT

ENG 112 will teach students to understand and apply rhetorical principles of argument, as applied to literature (poetry, drama and/or fiction), non-fiction prose, and other cultural texts (film, popular culture, new media and/or other visuals) in order to improve the persuasiveness of their writing.

Students will be able to:

- recognize, gather and test factual and inferential evidence
- apply inductive and deductive reasoning
- avoid fallacies
- recognize and employ different parts of an argument including concession, refutation, and confirmation
- recognize and select persuasive rhetorical language

GOAL FOUR: RESEARCH

ENG 112 will develop students' ability to locate, evaluate, use, and document information to support their thinking and writing. Students will be able to:

- synthesize information from a variety of sources
- write a text of a minimum of 1,000 words that incorporates documented research
- apply methods of research, using primary and secondary sources in print and electronic formats
- identify the merit and reliability of sources
- employ the mechanics of introducing, integrating, and documenting source material

Major Topics to be Included

The writing process: prewriting, drafting, revising, editing, reflecting:

- a. Finding and narrowing a topic
- b. Purpose, audience, and voice
- c. Focus and unity
- d. Organization, including openings and closings
- e. Argumentative and persuasive strategies
- f. Locating print and electronic source material
- g. Evaluating sources and evidence
- h. Synthesizing sources
- i. Summary, paraphrase, and direct quoting
- j. Bibliography / list of works cited
- k. Clarity: syntax, semantics, and diction
- l. Sentence variety and coherence
- m. Critical self-awareness
- n. Critical reading of texts, including literature (poetry, drama and/or fiction), non-fiction prose, and other cultural texts (film, popular culture, new media and/or other visuals)
- o. Critical writing
- p. Following assignment requirements
- q. Document design and appropriate format
- r. Grammar and mechanics