

Oklahoma City Community College
Division of Arts and Humanities
Department of Language Arts
English 1213: English Composition II
And

English 1203: Multicultural English Composition II

(English 1203: Multicultural English Composition II has the same requirements and uses the same textbook as English 1213: English Composition II, but is designed for multicultural and international students)

This general course syllabus/policy statement is an overview of the content of English 1213 and English 1203 and serves as a guide through the course. Your instructor will provide a more detailed course syllabus that is individualized according to the instructor's teaching style and methods. Details related to assignments, due dates, and other pertinent information will be provided in the instructor's course syllabus.

Course Description: In this advanced writing course, students will create essays that explore and evaluate a variety of issues and perspectives suggested by fiction, poetry, drama, essays, and other types of cultural texts. Students will refine and augment the writing techniques they learned in English 1113 or English 1103 to develop well-reasoned, well-structured arguments in a clear, fluid, and engaging prose style.

Prerequisite: English 1113; English Composition I or English 1103: Multicultural English Composition I or permission of instructor.

Course Competencies English 1213 has six objectives. By the end of the semester, the student should demonstrate competency in the following objectives:

1. Students will use a writing process that includes invention strategies, drafting, revising, and editing. Specifically, they will:
 - a. use invention strategies to explore a topic, develop a focus for their essays, generate ideas and comments related to the topic, and make preliminary considerations of their audience and purpose.
 - b. move from invention strategies to the drafting stage of writing projects.
 - c. learn from each other by discussing ideas related to the selected readings and participating in classroom activities which may include work-shopping, peer-editing, and sharing of each other's work.
 - d. revise their work.
2. Students will write organized and effective arguments. Specifically, they will:
 - a. organize their essays around controlling or dominant claims.
 - b. develop subordinate claims and evidence that effectively support the controlling or dominant assertion.
 - c. utilize sound principles of logic when constructing their arguments.
 - d. consider alternative perspectives.
 - e. employ organizational patterns that develop ideas thoroughly, clearly, and consistently.
3. Students will write in a clear, fluid, and engaging prose style appropriate to their audience and purpose. Specifically, they will:
 - a. adapt the essay's purpose to specific audiences and contexts.
 - b. select appropriate language, diction, and tone.
 - c. construct effective and varied sentences.
 - d. develop a writer's persona and distinctive voice.
4. Students will read, think, and write critically about a variety of issues and perspectives suggested by the selected readings. Specifically, they will:
 - a. discover the intentions, meanings, premises, or ideas inherent in selected readings.
 - b. synthesize the ideas from selected readings.

- c. evaluate and address alternative perspectives.
5. Students will connect the selected readings to real-life, global concerns. Specifically, they will:
 - a. read and respond to selections taken from a variety of cultures.
 - b. recognize how the conflicts in the selected readings may relate to issues in their own lives.
6. When required, students will locate, evaluate, and integrate sources to support their claims. Specifically, they will:
 - a. gather information from the primary source and/or other print or non-print sources.
 - b. evaluate the credibility and relevance of the source(s).
 - c. use quotations or paraphrases that are both relevant and effective.
 - d. integrate sources in a manner that preserves the context and maintains the flow of the writing.
 - e. properly document the sources using MLA style.

Note: This sample syllabus is being provided in order to give general knowledge of the subject and should not be considered the sole outline of the course. Class format, assignments, and due dates may vary by professor.