



## COURSE SYLLABUS

### COURSE INFORMATION

**Format:** 16 weeks

**Course ID:** ENGL 1323

**Course Title:** English Composition II

**College:** Steelman Library

**Prerequisites:** None

**Credit Hours:** 3

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

This course develops intermediate skills in writing the major types of composition such as description, narration, example, analysis, definition, classification, comparison/contrast, and cause/effect. Students will practice techniques in advanced structure, syntax, and style. This course is equivalent to ENGL 1233.

### Intended Learning Outcomes

**As a result of reading, study, and assessments in this course, the student will be able to:**

1. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
2. Evaluate and synthesize information from multiple sources for integration into original compositions.
3. Analyze and respond to multiple perspectives on a given topic with clarity and coherence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

# SOUTHEASTERN POLICIES

## Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

## Late Work

Late Assignments will not be accepted. Students who request an extension must do so AT LEAST 48 HOURS BEFORE THE ASSIGNMENT is due. Extensions will be granted at the instructor's discretion.

## About This Course

This course is intended for students who have completed the *Institute for Excellence in Writing* (IEW) Structure and Style Level C, Year 1 curriculum through Units 7–9, including the "Response to Literature" unit. It provides students the opportunity to submit advanced writing assignments for college credit, demonstrating their competence in a range of rhetorical styles and analytical tasks. Built on a competency-based model, the course emphasizes critical thinking, literary response, and structured argumentation aligned with college-level expectations. Each assessment is graded using a tailored MLA-style rubric that respects the advanced syntax, structure, and style developed through IEW. Students will refine their ability to synthesize sources, articulate complex ideas, and write persuasively across multiple genres.

## Assessments

This course is completed in an assessment based style in which students will submit artifacts of learning (papers and essays) to demonstrate mastery of the intended learning outcomes at a college level. These assessments will be graded by your college professors and feedback provided to justify the grade assigned to each assessment.

### Assessment 1 | Due Date: Tuesday of Week 2 at 11:59pm EST | 100 total points

Assessment 1 demonstrates competency of the following course-intended learning outcomes:

1. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

### University Application Essay

Write a five-paragraph University Application Essay, based on a chosen prompt from page 142 of SSS-1C. SSS-1C, Unit 7, Week 14, pg. 139-143.

### **Assignment Guidelines:**

#### **Requirements:**

- Must demonstrate creativity, structure, and clarity suitable for college-level writing.
- Built from your KWO (Key Word Outline).
- Assess for quality and structure.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 5 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## **Assessment 2 | Due Date: Tuesday of Week 10 at 11:59pm EST | 100 total points**

Assessment 2 demonstrates competency of the following course-intended learning outcomes:

1. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
3. Analyze and respond to multiple perspectives on a given topic with clarity and coherence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

### **Literary Critique - “The Ransom of Red Chief”**

Write a five-paragraph literary critique of *The Ransom of Red Chief*.

SSS-1C, Unit 9, Week 20, pg. 221-235.

### **Assignment Guidelines:**

#### **Requirements:**

- Must demonstrate analytical thinking and critique of literary devices or themes.
- Built from your KWO (Key Word Outline).

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 5 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

### **Assessment 3 | Due Date: Tuesday of Week 12 at 11:59pm EST | 100 total points**

Assessment 3 demonstrates competency of the following course-intended learning outcomes:

1. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
3. Analyze and respond to multiple perspectives on a given topic with clarity and coherence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

#### **Essay - "Treasure Island"**

Write a five-paragraph paper on *Treasure Island*. SSS-1C, Unit 9, Week 21, pg. 237-239.

#### **Assignment Guidelines:**

##### **Requirements:**

- Must demonstrate analytical thinking and critique of literary devices or themes.
- Built from your KWO (Key Word Outline).

##### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

##### **Word Limit:**

- The paper should be 5 paragraphs in length, excluding any included title page and/or bibliography.

##### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## **Assessment 4 | Due Date: Tuesday of Week 16 at 11:59pm EST | 100 total points**

Assessment 4 demonstrates competency of the following course-intended learning outcomes:

1. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
2. Evaluate and synthesize information from multiple sources for integration into original compositions.
3. Analyze and respond to multiple perspectives on a given topic with clarity and coherence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

### **Final Essay - "Devil and David Webster"**

Submit a five-paragraph essay on *The Devil and Daniel Webster* based on your KWO. SSS-1C, Response to Literature, Week 23, pg. 249-261.

### **Assignment Guidelines:**

#### **Requirements:**

- Reflects synthesis of composition skills developed throughout the course.
- Evaluated for content, structure, grammar, and formatting.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 5 paragraphs in length, excluding any included title page and/or bibliography. Typed final draft of approximately 2-3 pages.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.  
*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## ENGL 1323 Composition Grading Rubric

Each major assignment (100 points total) will be assessed in four equally weighted categories:

Category	Excellent (25–23 pts)	Proficient (22–20 pts)	Developing (19–17 pts)	Beginning (16–0 pts)
<b>Content &amp; Ideas</b>	Addresses prompt with depth and originality; thesis is insightful and well supported with detailed examples and multiple perspectives; shows synthesis.	Ideas are thoughtful and mostly supported; thesis is clear; begins to integrate perspectives or sources, though some may be underdeveloped.	Thesis is vague or general; ideas are predictable or loosely developed; limited integration of perspectives or sources.	Thesis is missing or unclear; little development; no integration of sources or engagement with opposing views.
<b>Organization</b>	Logical, flowing structure that matches rhetorical mode; smooth transitions; paragraphs are unified and ordered to enhance clarity and persuasion.	Mostly clear organization; minor lapses in cohesion or flow; paragraph structure is adequate with some transitions.	Weak or inconsistent structure; awkward or missing transitions; some paragraphs lack unity or coherence.	Lacks clear organization; disjointed paragraphs and transitions; structure interferes with readability.
<b>Grammar &amp; Mechanics</b>	Demonstrates advanced control of grammar, syntax, and punctuation; errors are rare and do not hinder clarity or academic tone.	Occasional errors in grammar or usage, but meaning remains clear; demonstrates editing effort and understanding of conventions.	Frequent errors in syntax, grammar, or punctuation; these issues sometimes obscure meaning or tone.	Numerous and distracting mechanical errors; interferes with understanding and academic credibility.
<b>Formatting &amp; Style</b>	Consistently applies MLA format accurately; tone is formal and academic; integrates and cites sources seamlessly and ethically.	MLA formatting is mostly correct; tone is generally appropriate; citations are present but may lack consistency.	MLA formatting is inconsistent; tone may fluctuate or lean informal; citation errors are noticeable.	MLA format ignored or misused; tone is inappropriate for academic writing; significant citation errors or missing references.

### Notes for Instructors

- This rubric directly assesses all ILOs in balance. Content/Ideas targets ILOs 1, 2, and 3. Organization and Grammar/Mechanics target ILO 4. Formatting/Style addresses ILO 5 (MLA citation and academic integrity) and 4 (stylistic techniques).
- Emphasis on Source Synthesis: Ensure students are evaluated on integration and evaluation of multiple sources, not just citation correctness.
- Academic Integrity & Voice: Encourage use of IEW stylistic techniques where appropriate, but require increasing mastery of academic tone, especially in critique and analysis.
- Creativity Still Welcome: Students using advanced vocabulary or varied sentence structures should be rewarded when these elements enhance clarity and engagement.

## GRADES AND QUALITY POINTS

The following scale of letter grades is used in recording a student's academic progress:

Explanation	Grade	Explanation	Points Range	Quality Points
Outstanding (90-100)	A	Superior performance in all aspects of the course with work exemplifying the highest quality-Unquestionably prepared for subsequent courses in field.	94-100 %	4.0
	A-	Superior performance in most aspects of the course; high quality work in the remainder-Unquestionably prepared for subsequent courses in field.	90-93%	3.67
Above Average (80-89)	B+	High quality performance in all or most aspects of the course-Very good chance of success in subsequent courses in field.	87-89%	3.33
	B	High quality performance in some of the course; satisfactory performance in the remainder-Good chance of success in subsequent courses in field.	84-86%	3.0
	B-	Satisfactory performance in the course-Evidence of sufficient learning to succeed in subsequent courses in field.	80-83%	2.67



Average (70-79)	C+	Satisfactory performance in most of the course, with the remainder being somewhat substandard-Evidence of sufficient learning to succeed in subsequent courses in field with effort.	77-79%	2.33
	C	Evidence of some learning but generally marginal performance-Marginal chance of success in subsequent courses in field.	74-76%	2.0
	C-	Minimal learning and substandard performance throughout the course-Doubtful chance of success in subsequent courses.	70-73%	1.67
Below Average (60-69)	D+	Minimal learning and low quality performance throughout the course-Doubtful chance of success in subsequent courses.	67-69%	1.33
	D	Very minimal learning and very low quality performance in all aspects of the course-Highly doubtful chance of success in subsequent courses in field.	64-66%	1.0
	D-	Little evidence of learning-Poor performance in all aspects of the course-Almost totally unprepared for subsequent courses in field.	60-63%	.67

No Credit (0-59)	F	Failure to meet requirements of the course-Unprepared for subsequent courses in field.	0-59%	0.0
No Credit	W	Course Withdrawal		N/A
No Credit	WF	Administrative Withdrawal		N/A
No Credit	WD	College Withdrawal		N/A
No Credit	I	Incomplete		N/A
Credit	P	Pass		N/A
No Credit	S	Satisfactory		N/A
Credit	CR	Credit		N/A
No Credit	NC	No Credit		N/A
No Credit	IP	In Progress		N/A