

General Studies 2017 Course Review

English 102

I. Course Description: ENG 102: College Composition II (3 credit hours)

WLU Catalog Description: English 102 is a continuation of English 101 and emphasizes persuasion, argumentation, and researched writing. Students will undertake a researched writing project involving several process drafts, which conclude in a well-documented academic essay. A minimum grade of 'C' is required for graduation. **Prerequisite** "C" or better in College Composition I (English 101).

II. Course Assessment:

Because the goal of this course is for students to learn how to use research to support a written argument, every section of ENG 102 culminates in what the course description identifies as "a well-documented academic essay." This research essay is the course's common assignment, which instructors--the majority of whom are full-time faculty members--assess using the GS Communication Rubric. While all instructors teach this common assignment, they also have the flexibility to determine the topics/subjects that their students research and write about. For example, in the spring 2017 semester, Dr. Jeremy Larance asked his students to choose a topic related to Michael S. Roth's *Beyond the University: Why Liberal Education Matters*. Dr. Angela Rehbein asked her students to write a proposal argument, in which they propose a solution to a problem. Dr. Scott Hanna's students researched the history of their hometown. Instructors also use a variety of pedagogical methods--including online discussion groups, in-class workshops, reading journals, individual conferences, and others--to achieve the course's common goals. To illustrate some of the methods used and topics/subjects addressed in the course's common assignment, a copy of assignment sheets from the spring 2017 semester are attached, from the following instructors: Dr. Scott Hanna, Dr. Wally Hastings, Dr. Dominique Hoche, Dr. Jeremy Larance, and Dr. Angela Rehbein.

III. Course Delivery and Consistency:

This course is delivered in two ways: in the traditional classroom, and in hybrid sections. In the spring 2017 semester, there are two (2) hybrid sections, taught by Dr. Scott Hanna (sections 4 and 5), and thirteen (13) traditional sections, for a total of fifteen (15) sections. Dr. Hanna's hybrid sections meet every Monday and select Wednesdays, for a total of 50% of course time being spent in the classroom, 50% strictly online. The remaining thirteen sections meet in the classroom for the required two and a half hours per week.

In order to ensure consistency across sections, the department chair Dr. Jeremy Larance collects and reviews all syllabi prior to the start of each semester, to make sure that all instructors are including the correct course description and addressing the required course content. Additionally, instructors will meet prior to the end of the semester for a "norming" session, wherein we read student samples of the course's common assignment (with names and identifying information removed), assess these sample essays using the GS Communication rubric, and discuss/compare our respective assessments.

In order to address issues of accessibility for students with diverse learning styles, students are given opportunities to complete assignments using suitable but flexible methods, when appropriate. For example, students who find the pace of the course challenging are encouraged to schedule one-on-one conferences for personalized instruction and interaction. Students who have difficulty processing written arguments might be encouraged to seek out alternative rhetorical forms, such as recorded lectures, when gathering research materials. The very environment of the writing classroom is one of inclusivity and diversity, wherein students learn to listen to voices other than their own, and to envision themselves as members of a discursive community. In emphasizing this fact, instructors build diverse learning styles into the classroom situation.

IV. Syllabus and attachments: submitted via LiveText