

ENG 102 English Composition 2 Syllabus

Instructor and Class Information

Instructor Name	Helen Ditouras
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Office Location	LA 575
Office Hours	Monday: 12:30pm-1:30pm, Tuesday: 9:30am-11:30am, Thursday: 9:30am-11:30am
Section Number	141417
Meeting Times	Wednesday, 11:30am-2:24pm
Location	LA 470

Course Information

Course Description

This course teaches students to conduct and integrate research and write the research paper. This process assists students in developing research and writing strategies to use in a variety of college and professional contexts.

Types of Instruction

Instruction Type	Credits/Hours
Credit Hours [transcribed]	3
Lecture Hours	3
Lab Hours	0
Clinical Hours	0

Pre/Corequisites

Prerequisite ENG 101 with a minimum grade of 2.0 or minimum placement test score of 22 ACT, 29 SAT or 108 CPT.

Textbooks

To be determined in accordance with the department's textbook selection policy. Contact the Schoolcraft Bookstore for the appropriate textbook availability at <http://www.schoolcraftbooks.com/>.

Eat Drink Vote: An Illustrated Guide to Food Politics.

Learner Supplies

To be determined by instructor.

Core Abilities

1. Communicate effectively
2. Manage information
3. Demonstrate creative and/or critical thinking

Course Competencies

1. Write short and long papers using primary and secondary research.
2. Conduct dependable on-site, Internet and/or library research for college-level essays, papers or reports.
3. Evaluate researched sources for authority, credibility and relevance.
4. Employ different strategies of integrating research by way of summarizing, paraphrasing and quoting.
5. Construct accurate entries for bibliographies and Works Cited lists.
6. Demonstrate proper MLA or APA style in research papers.
7. Prepare different types of outlines.
8. Apply research strategies to appropriate writing situations.
9. Prepare a documented college-level research paper.

Academic Integrity

In accordance with the Schoolcraft College Student Code of Conduct, students are prohibited from engaging or participating in acts of dishonesty, including but not limited to cheating, plagiarism or other forms of academic dishonesty. The complete Student Code of Conduct is available in the catalog and at:

<http://www.schoolcraft.edu/academics/policies/conduct>.

Any academic dishonesty associated with this course may result in the grade of zero for the assignment or exam and may lead to further disciplinary action.

Cheating

Includes but is not limited to: assistance with tests, quizzes, exams; unauthorized sources when writing papers, preparing reports, solving problems or completing other assignments; taking/receiving academic material (including tests) belonging to a faculty or staff member without permission.

Plagiarism

Includes but is not limited to: the use of published or unpublished work of someone else without full citation. Plagiarism also includes selling/purchasing papers or other academic material. In other words, it is stealing (whether knowingly or unknowingly) another's work and passing it off as your own.

Forms of plagiarism include direct quotations, paraphrasing (restatement of text without changing the meaning and without giving attribution) and aggregation of materials (compilation and rearrangement of materials gathered from several sources).

Additional Services

The Learning Assistance Center (LAC) may have tutors for this course.

Livonia LAC: (734) 462-4436; Bradner Library, Room 119

Radcliff LAC: (734) 462-4400, ext. 6021; Radcliff Center, RC 120

There are general (open) computer labs for student use both at Livonia and Radcliff. In Livonia, MC 010 (lower level of the McDowell Center) is open daily and on weekends with hours posted in the lab. At Radcliff, RC 140 will have weekly hours posted outside the room. Call (734) 462-4400, ext. 5529 for hours at both campuses. Lab technicians are available in MC 010 to help you with hardware or system problems in the labs. They are not tutors for various software packages. Food and drink are not allowed in any computer labs. Additional policies may be posted in the computer labs.

Class Cancellation

Classes canceled will be listed on the Schoolcraft web page. Students can visit <http://www.schoolcraft.edu/cancellationsandclosings> for more information.

For College closings due to weather or other emergencies, listen to major area radio or TV stations for updates.

SCAlerts RAVE Emergency Alert System

All Schoolcraft College students enrolled in credit classes will automatically be enrolled in the SCAlerts RAVE Emergency Messaging System. The SCAlerts system sends messages about closings and emergencies or dangerous situations involving an immediate threat to the health or safety of students. Visit <http://www.schoolcraft.edu/scalerts> for more information.

Faculty and Off-Site Supervisor Responsibilities

1. Courses will be taught in accordance with the description published in the catalog and common syllabus.
2. A Course Syllabus will be distributed at the first session of each class.
3. Faculty will make themselves available for student consultations and will respond to emails, phone calls and student contacts in a timely manner.
4. Attendance will be taken and reported to the Records Office for State and Federal Report purposes.
5. Timely feedback will be provided to students regarding their progress.
6. Exams and other major assessments not returned to students will be kept on file for a minimum of three months after the semester end.

Important Dates

No Class Meetings: Tuesday Nov. 21 - Sunday Nov. 26 - Thanksgiving Recess

Important dates for registration, semester start and end, withdrawal /refund from classes and holidays for each semester may be found by selecting the "Important Dates" link at <http://www.schoolcraft.edu/importantdates>.

Methods of Instruction

Any combination or all of the following may be used in this course.

Delivery of Course Content:

Lecture, Electronic Presentation, Demonstrations, Video/Audio Presentations, Case Studies, Field Trips, Website(s), Course Books, Articles, Other Resources

Course competencies and outcomes remain the same regardless of course length or modality.

Assessment:

Practical Application, Quizzes and Tests, Papers and Presentations, Discussion, Other Projects

Communication:

Lecture, Collaborative Discussion, Group Projects, Electronic Communication, Course Website

Missed or Late Assignments

Students are expected to plan their schedule so that they can be present for scheduled class sessions and manage their time so that assignments and assessments can be completed on or before the date they are due. Make-up of a missed exam or acceptance of a late assignment is at the discretion of the instructor.

Non-Discrimination Policy

It is the policy of Schoolcraft College that no person shall, on the basis of race, religion, color, gender, age, marital status, disability, sexual orientation, and/or national origin be excluded from participating in, be denied benefits of, or be subjected to discrimination during any program or activity or in employment.

Student Responsibilities

As a Schoolcraft College student (whether online, on campus, or at an off campus educational site), you are expected to:

1. Check your Schoolcraft email, Blackboard (if applicable) and the College website for:

- Announcements
- Class Cancellations
- Assignments
- Other pertinent information

Refer to the Schoolcraft Email User Guide, found on the Schoolcraft website for assistance in setting up your Schoolcraft email.

2. Seek technical assistance, should the need arise, regarding elements needed to complete your coursework including but not limited to SCmail, Blackboard, publisher resources, etc.

3. Use appropriate communications and proper Netiquette between you and the instructor, supervisor, and/or classmates.

4. Complete all course requirements, assignments, reflections, etc. This includes but is not limited to: being responsible for reading the textbook/course materials and not relying on the instructor presenting every detail.

5. Follow the College's policies regarding student conduct, academic integrity, and academic dishonesty.

6. Budget your time to keep up with the course work. At least two hours of study time outside of class for each

hour the class meets is recommended.

7. Check the Schoolcraft College Registration Information web page for important institutional dates (e.g. registration, withdrawal, etc.).
8. Demonstrate respect and courtesy to others whether in the classroom, online, or off-site.
9. Identify yourself and the class you are referring to when contacting your instructor or supervisor via email, by phone, or in person. In addition, show the attempted work when seeking help in completing an assignment.
10. Inform your instructor or supervisor of any situations or health conditions that might create an emergency within the learning environment.
11. Discuss, in advance, any needs you may have for test taking or other accommodations. The instructor must have received notification from Disability Support Services.
12. Adhere to the instructor's classroom policies regarding the usage of any digital device (e.g. cell phone, tablet, etc.) during class.
13. Refrain from all unauthorized recording of any instructor, classmate, etc. without prior permission.

Success in Your Course and Program of Study

Schoolcraft College is dedicated to your success in achieving your goals.

The grade that you earn in this course may impact your ability to progress in future courses or in your program. Students who do not fulfill the minimum requirements set by this course and receive a grade lower than the minimum to progress, or those who do not officially withdraw from this course by the withdrawal deadline and receive a final grade of 0.0, may have their ability to obtain financial aid impacted. This may include future denial of financial aid or the requirement to return funds that have been disbursed.

Grading Rationale

A minimum of three idea-centered essays that incorporate research skills.
One documented research paper which will assess the student's ability to write critically and effectively.
Quizzes, presentations, homework and exams, as required by the instructor, for the final grade.

Determination of Final Grade:

10 response journals	200
Short summary assignment	100
Short documented essay one	150
Short documented essay two	150
Proposal and works cited page	50
Annotated bibliography	100
Final research paper	250

Example of Final Grade Computation:

<u>Example of Final Grade Computation:</u>	<u>Points Possible</u>	<u>Points Earned</u>
10 response journals	200	150

Short summary assignment	100	100
Short documented essay 1	150	100
Short documented essay 2	150	100
Proposal and works cited page	50	50
Annotated bibliography	100	100
Final research paper	250	150

Grade computation: Total points earned: 750
75% = Grade of 2.3 (See below for Grading Scale)

Grading Scale

Descriptions	Grade Scores	Grade Points		Descriptions	Grade Scores	Grade Points
	100-94	4.0			76	2.4
	93-92	3.9			75	2.3
	91-90	3.8			74	2.2
	89	3.7			73	2.1
	88	3.6		Average	72-70	2.0
Excellent	87	3.5			69	1.9
	86	3.4			68	1.8
	85	3.3			67	1.7
	84	3.2			66	1.6
	83	3.1		Below Average	65	1.5
Very Good	82	3.0			64	1.4
	81	2.9			63	1.3
	80	2.8			62	1.2
	79	2.7			61	1.1
	78	2.6		Poor	60	1.0
Good	77	2.5		Unacceptable	59 & Below	0.0

Schedule

NOTE TO STUDENTS: The basic topics in this course must be covered but may be accomplished using a modified version of the schedule listed below

Session	Topics	Target Competencies	Assignments/ Assessments	Due Date
Weeks 1-2	Review of English 101 (paragraph organization and grammar); Introduction of MLA citation method	Demonstrate proper MLA or APA style in research papers.	MLA Overview Welcome! Journal #1 due	Wed. Aug. 30
Weeks 3-4	Introduction to research methods; Evaluation of sources; Review of thesis statements, topic sentences and paper organization	Prepare different types of outlines. Apply research strategies to appropriate writing situations.	Journal #2 due Screening: <i>Parts Unknown: Sichuan With Eric Riper</i>	Wed. Sep.6 Wed. Sep.13
Weeks 5-6	Writing workshop; Revision and editing methods; Outlining	Write short and long papers, using primary and secondary research. Conduct dependable on-site, Internet and library research for college-level essays, papers, or reports.	Summary Assignment due Library Tour & Journal #3 due Screening: <i>A Bite of China</i> Journal #4 Due	Wed. Sep.20 Wed. Sep. 27
Weeks 7-8	Argument and other rhetorical strategies	Evaluate researched sources for authority, credibility, and relevance.	Short Documented Essay #1 Due "Jiudouwan" classroom banquet Journal #5 due Screening: <i>Feeding Frenzy</i> Journal #6 due	Wed. Oct. 4 Wed. Oct. 11
Weeks 9-10	Organization of the longer paper	Apply research strategies to appropriate writing situations. Prepare a documented college-level paper.	Reading: <i>Eat Drink Vote</i> Short Documented Essay#2 Due Journal #7 due	Wed. Oct. 18 Wed. Oct.25

Weeks 11-12	Writing workshop; Preparing annotated bibliography; Using sources effectively	Apply research strategies to appropriate writing situations. Employ different strategies of integrating research by way of summarizing, paraphrasing, and quoting. Construct accurate entries for bibliographies and Works Cited lists.	Journal #8 due Chili Bowl Luncheon	Wed. Nov. 1 Wed. Nov. 8
Weeks 13-14	Assembly of the final research paper; Revision techniques	Prepare a documented college-level research paper.	Individual Conferences Proposal/works cited due Journal #10 due Annotated Bibliography due	Wed. Nov. 15 Wed. Nov. 29
Week 15	Assembly of the final research paper; revision techniques	Prepare a documented college-level research paper.	Final Research Paper due Final class	Wed. Dec. 6 Wed. Dec. 13

Updated by Curriculum Committee

April 2017

ENG 102 Documented Essay Writing Rubric

Manuscript Formatting/Typing (10 points)

Inadequate: 0-4 points

Satisfactory: 5-9 points

Proficient: 10 points

Introduction and thesis (10 points)

Inadequate: 0-5 points

Satisfactory: 6-9 points

Proficient: 10 points

Essay Beginning Section (20 points)

Inadequate: 0-8 points

Satisfactory: 9-16 points

Proficient: 17-20 points

Essay Middle Section (20 points)

Inadequate: 0-8 points

Satisfactory: 9-16 points

Proficient: 17-20 points

Essay Ending Section (20 points)

Inadequate: 0-8 points

Satisfactory: 9-16 points

Proficient: 17-20 points

MLA Referencing Skills in Text (40 points)

Inadequate: 0-20 points

Satisfactory: 21-34 points

Proficient: 35-40 points

Works Cited (10 points)

Inadequate: 0-2 points

Satisfactory: 3-6 points

Proficient: 7-10 points

Usage, Mechanics and Investment (20 points)

Inadequate: 0-8 points

Satisfactory: 9-16 points

Proficient: 17-20 points

Schoolcraft College – English 102 Summary Assignment

Assignment:

Summarize the article titled “From Mandarin to Szechuan.” The summary should be double spaced typed and approximately 2 pages long.

Objectives:

- To develop critical reading skills
- To write a clear, accurate and objective summary that convey to others an understanding of the author’s main point(s) without their having to read it themselves

Please refer below to some of the summary writing criteria before you begin drafting your assignment:

- Do not rewrite the original piece.
- Your summary should be significantly shorter than the original.
- **Do not quote from the text** – use your own words.
- Do not include your opinion of the issue or topic discussed in the original piece.
- Write in the **present tense** (i.e. prologue shows).
- Introduce the prologue you are summarizing in the opening sentence of your summary.

Here is an easy way to begin your summary:

In his article “From Mandarin to Szechuan,” Chef Hugh McEvoy compares...

Verbs for Introducing Summaries:

-Verbs for Making a Claim: argue, insist, observe, believe, claim, report, emphasize, suggest

-Verbs for Expressing Agreement: acknowledge, endorse, admire, extol, agree, praise, corroborate, support

-Verbs for Questioning or Disagreeing: complain, disavow, complicate, question, contend, refute, contradict, reject, deny, renounce

-Verbs for Making Recommendations: advocate, implore, call for, plead, demand, recommend, encourage, urge, exhort, warn

Grading Criteria:

Paragraphs of summary are organized logically and are fully developed.

Assignment is well organized.

Diction is mature.

Punctuation is correct.

Assignment is free of grammatical errors and typos.

Assignment follows MLA style format.

Assignment fulfills the length requirement (2 pages).

Bibliography

A Bite of China: A Perfect Blend of Five Flavors . Directed by Xiaoqing Chen, Wen Liu, Zhanfan Hu, and Ming Luo, CCTV, 2012. Accessed 19 July 2017.

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Short Documented Essay #1
English 102

First, read *The New Yorker* article titled "Chinese Food and the Joy of Inauthentic Cooking" by Hua Hsu. Then, refer to the assignment prompt below under the "Topic" heading.

Notes to Remember:

- You will need to create a 2.5-3 page double spaced typed essay. Remember to include MLA citations in the essay and a Works Cited page. Also, the entire essay must be formatted according to **MLA guidelines**.
- Remember to have a strong thesis statement.
- Remember that you will need a minimum of **2 sources**. These sources should include one popular source and one scholarly source from the library databases. In addition, you may also use web sources with the following domains: .edu, .gov, .or .org sites. These sources should be used as support (in-text citations) for your analysis.
- Do not use Wikipedia Sources!

Topic

In her new documentary, "Off the Menu," the filmmaker Grace Lee asks: "Do we think we understand a culture better when it's in our stomachs?" By and large, the answer seems to be yes: the belief that we can better understand one another by eating each other's food quietly underwrites an increasingly expansive vision of American cuisine.

Assignment: Develop an essay that addresses the prompt above (particularly the core idea that eating cuisine from another culture *could* aid in understanding that culture). You may select any cultural cuisine you wish to explore and include citations that document your analysis of this cuisine.

Huang's World - Chengdu: Journal Assignment

Watch Chef Eddie Huang's episode of *Huang's World* where he explores the capital of Sichuan province, Chengdu. What are some of the cultural exports that Huang describes in this episode? What are some of the similarities AND differences between China and America that Huang describes? And finally, according to Huang, what is unique about Sichuan street food and why has it become a popular cultural artifact?

Questions to consider:

- *What are some important facts that Huang reveals about Chengdu? How does this background relate to his exploration of Sichuan food?
- *Why does Huang choose to explore street food instead of fine dining?
- *Why does Huang use pandas as a metaphor for this episode?
- *Why does Huang refer to himself as a 'human panda'?
- *By describing the differences he encounters in Chengdu, what is Huang implying about life in America?

Sichuan "Jiudouwan" (Nine Big Bowls) Journal Assignment

Watch the Youtube video "Jiudouwan" that describes the Sichuan culinary banquet popular in rural areas in the province. This banquet is held on important social occasions such as festivals, wedding ceremonies, and even funerals. After screening the video, prepare a journal where you describe what your own "jiudouwan" banquet would consist of. Describe your selected '9 big bowls' and your rationale behind these selections.

"Jiudouwan" critical thinking prompts:

- *What role does food play in your immediate/extended family life?
- *Does your family belong to a particular ethnic/cultural group? If so, what kinds of foods are regular staples in your home?
- *Do you have any dietary rules/restrictions/lifestyle choices that shape the kind of food you eat? If so, how may these choices impact your "Jiudouwan" selections?
- *What kinds of foods do you and your family typically eat during gatherings/celebrations?
- *If you had to just pick "9 big bowls" that reflect your culinary interests/tastes, what would they consist of and why?

Sichuan Module: "Chinese Food and the Joy of Inauthentic Cooking" Discussion questions:

p. 1: What does Hsu mean when he says, "It's possible that Asian food is more prominent in the American imagination than the Asian people who produce it." Explain.

p.2: According to Hsu, what kinds of changes have occurred in the culinary world of Chinese cooking since Martin Yan's first screening of "Yan Can Cook?"

p.2: Revisiting our assignment prompt, comment upon Grace Lee's question: "Do we think we understand a culture better when it's in our stomachs?"

p.3: Hsu describes the various ways that Asian food has transformed over the years. Why does she state, "Being able to ask such a question suggests relative privilege?"

p.4: According to Hsu, what is inherently different about Peter Meehan's "101 Easy Asian Recipes" in comparison to previous Chinese cookbooks?

p.5: What do you think Talde means when he states, "Growing up in a Filipino household, this other America often seemed out of reach."

p.6: What does Hsu mean when she states "The 'strange and awesome' possibility of America might be found, then, in its openness to the hustling spirit."

p.7: Do you agree with Hsu's statement that "Inauthenticity becomes a kind of power, a refusal of someone else's expectations and tastes."