

SYLLABUS
ENG 112-06PR College Composition II
M/W/F 11:00-11:50, 206 Burnette Hall
Spring 2013

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Course Description & Prerequisites:

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, and 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. Requires students to develop competency in preparing and delivering an oral presentation. Prerequisite: ENG 111 or its equivalent, a grade of "C" or better in ENG 111, and the ability to use word processing software are recommended. Lecture 3 hours per week.

Repeated Course Policy:

“Students are normally limited to two (2) enrollments in the same course. Prior to registering to take a course for a third time, students must submit a completed Request to Repeat Course Form with all required approvals, and documentation of extenuating circumstances to a campus Student Success Center. Repeat approval is not required for certain exempted courses, and all attempted hours and grade points for these courses will be calculated in the GPA.” (Page 26, JSRCC College Catalogue, 2009-2010)

Library Resources as JSRCC:

The J Sargeant Reynolds Library has a wealth of resources available to students. Please take the time to look at the resources available at the following links:

<http://libguides.reynolds.edu/research>
<http://libguides.reynolds.edu/content.php?pid=81924&sid=618211>
<http://libguides.reynolds.edu/mla>

Required Course Texts & Materials:

Envision In Depth. 2nd edition. Christine L. Alfano and Alyssa J. O'Brien. Boston: Pearson Education, Inc., 2011.

A Writer's Reference. 7th edition. Diana Hacker and Nancy Sommers. New York: Bedford/St. Martin's Press, 2011.

COURSE REQUIREMENTS

Essays:

You will write three fully developed and revised essays this semester. All rough drafts and final copies of essays must be typed or printed from a computer. Please follow this format for all of your essay drafts and final copies:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the JSR Library website and under the MLA tab of *A Writer's Reference*.
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.
5. Your essays must have a title, but please do not make a separate title page.
6. When you submit a final copy of an essay, please include with it a rubric, the assignment sheet, all of your drafts, and your prewriting.

Assignments and Presentations:

We will be reading many essays and articles along with various selections from our course books. You will often be required to fulfill a writing assignment in addition to our regular essay work. These assignments are designed to reinforce what you are learning in class and to help you understand the writing process. In addition, you will be asked to present both a written argument and an oral one in the form of a panel presentation and a three-minute oral argument.

College Attendance Policy:

Students at J. Sargeant Reynolds Community College are expected to attend all classes and to notify the instructor when absences are necessary. Students are responsible for all materials, homework, tests, and other assignments that they miss due to absences from classes. **By JAN 23** any student who has **never attended** the course will be reported to the college. **The last day to withdraw from class and receive a grade of "W" is MAR 21.**

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the essay on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.**

Late Work:

All work – rough drafts and final copies – must be turned in on time and during class. I will not accept late work unless you have made a personal arrangement with me in advance. Essays turned in to my mailbox will not be accepted. If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Communication requirements: Email and Blackboard

- In compliance with JSR policy, **all official communication between students and instructors must take place via your JSR email account.** Because of academic privacy laws, I cannot answer emails from non-JSR email accounts—please make it a priority to learn to use your JSR email account.
- Information about **JSR computer labs** can be found at this link:
http://www.jsr.vccs.edu/jsr_acs/
- Any questions about finding your JSR email ID should be directed to the College Information Center, at 371-3000. You are responsible for fixing any problems promptly so that they do not interfere with turning in assignments. Email problems will not be considered a legitimate excuse for late work.
- For help with computer log-ins and questions, go to
<http://www.reynolds.edu/computing>
- All syllabus changes and announcements will be distributed via BB, as well as various assignment sheets, so you are expected to check Blackboard on a regular basis to keep up with course activities. Regular use of Blackboard is a course requirement.
- Problems with your Blackboard account can be addressed to the **Online Help Desk at <https://support.vccs.edu>.**

The JSRCC Computer Policy:

The following is the part of the policy that concerns students:

College computers and computer information resources are to be used only for purposes directly related to teaching, learning, research, administration, and college-sanctioned activities pursuant to the mission of J. Sargeant Reynolds Community College. The utilization of college computers or computer information resources for political or commercial purposes is strictly prohibited. Personal, not-for-profit use of college computer resources by students or other authorized users, regardless of location, shall be subject to the demand for such resources for teaching, learning, research, administration, and other college-sanctioned activities.

Inappropriate use of college computer resources includes but is not limited to:

- Unauthorized use of said resources.
- Using said resources for political, commercial, or wrongful personal purposes.
- Using said resources to gain illegitimate access to other computer systems.
- Any breach of computer security measures.
- Any breach of confidentiality of computer files.
- Any violation of copyright laws or license agreements.
- Modification or removal of equipment or software.
- Using disruptive or destructive programs (viruses, etc.).
- Disseminating unlawful, fraudulent, obscene, harassing, or threatening messages.
- Accessing, downloading, printing, or storing information, files or services having sexually explicit content, except to the extent required in conjunction with an agency-approved research project or other agency-approved undertaking.

Plagiarism:

Please consult the JSRCC Student Handbook for policies concerning plagiarism and academic honesty. All policies and penalties for violations stated in these materials apply to our class.

The penalty for plagiarism in this course is automatic failure in the course. You may find the student handbook at this address:

<http://www.reynolds.edu/catalog/JSRCCCollegeHandbook.pdf>

Student Conduct:

In order to maintain an environment conducive to learning, J. Sargeant Reynolds upholds the highest standards of behavior by its students. As such, disruptive behavior of any sort, either inside or outside the classroom, will not be tolerated. Disruptive behavior will be addressed by the instructor and / or reported to the Associated Vice President for Student Affairs for judicial processing. If you have any questions regarding the Student Conduct Policy (#1-35), please refer to the Student Handbook online, or contact the Student Affairs Office at 523-5296. The student conduct policy can be found at <http://www.reynolds.edu/StudentLife/image/1-35.pdf>.

Student Accommodations & Disabilities Services:

All students with disabilities are guaranteed, by law, a learning environment that provides reasonable accommodation for the disability. Section 504 of the Rehabilitation Act of 1973 in combination with the Americans with Disabilities Act (ADA) of 1990 prohibits discrimination in the recruitment, admission, or treatment of students. The college supports, in full, the spirit as well as the intent of this federal legislation. Students who self-disclose and present official documentation of disabilities may request accommodations. The complete accommodations policy is online at <http://www.reynolds.edu/studentaffairs/accom.htm>. If you do not have an Accommodations Notification Form, you can contact the J. Sargeant Reynolds Office of Student Accommodations for information (PRC 523-5289; DTC 523-5628).

Emergency Preparedness:

In case of any emergency event at the college, the following shall take place:

1. Your instructor will take the lead in directing students with regards to the proper evacuation process. If you are required to evacuate out of the facility, go at least 300 feet from the building. If the event mandates a "shelter in place" (inside the facility), your instructor will announce the location.
2. After you are evacuated to the proper location, please stay with your instructor. Your instructor will be asked to take roll and report to the Emergency Coordinator.
3. During an emergency event, use the stairway NOT the elevator.
4. The parking deck at the DTC is NOT to be used as an evacuation point. The deck will be closed off during an emergency event.
5. The place of rescue for handicapped individuals is in a stairwell.

THE GRADING SYSTEM

Essay Grades:

I will collect rough drafts and final copies for each essay you write. You are required to submit rough drafts so I can give you helpful written or oral feedback on your progress, but the rough drafts will not receive a grade. I will provide you with written or oral comments and a grade for your final drafts.

An A essay clearly demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The A essay shows a clear pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear and highly specific. The A essay is the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole.

A B essay contains few mechanical errors (none of which impede communication) and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well-developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the A essay. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent and correct.

A C essay is generally competent and reasonably well-developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening.

A D or F essay shows serious weakness in at least one area. The overall quality of the essay is significantly hindered because of these weaknesses. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar.

Incomplete Grading: A grade of "I" (incomplete) bears no credit. An instructor may award the "I" grade for documented, unavoidable reasons and only when the student is passing the course and has completed a significant portion of the course requirements. Since the incomplete extends enrollment in the course, requirements for satisfactory completion shall be established through student/faculty consultation. The grade of "I" will automatically

revert to a grade of “F” by the last day of classes the following semester. The student is expected to complete course work as quickly as possible.

Withdrawing from the Course:

The last day to withdraw from class and receive a grade of “W” is **March 21**. Students may withdraw by visiting a campus Student Success Center to complete the appropriate withdrawal from in accordance with College Withdrawal Procedures. After that date, students shall receive the grade earned at the time of withdrawal for the course, which may adversely affect loan eligibility or other benefits. Mitigating circumstances must be documented.

Letter Grade/Point Scale for English 112:

Your final grade in English 112 will be based on the following point scale. Each assignment will be worth a varied amount of points as is noted below:

Assignment	Points Possible
Homework Assignments	10
Essay One	15
Essay Two	20
Essay Three	30
Panel and Oral Presentation	15
Participation/Attendance	10

Once all points have been awarded, add the total together and use the following scale to determine your final grade for the course:

- 100-90 points = A
- 89-80 points = B
- 79-70 points = C
- 69-60 points = D
- 59 and below = F

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on Blackboard regularly.

IMPORTANT DATES

- January 7 First day of class
- January 21 Martin Luther King, Jr. Day (no classes)
- January 23 Last day to drop a class with a refund
- February 4 First draft of Essay #1 due
- February 11 Final draft of Essay #1 due
- February 22 First draft of Essay #2 due
- March 1 Final draft of Essay #2 due
- March 11-17 Spring Break (no classes)
- March 18 First draft of Essay #3 due
- March 21 Last day to withdraw from a class with a 'W'
- March 25 Final draft of Essay #3 due
- April 22-26 Oral Presentations
- April 29 Portfolios due
- April 30-May 6 Final Exam Period

ED = Envision In Depth

WR = A Writer's Reference

Week 1

Monday, January 7

In Class: Discussion of syllabus, course texts and general business.

Homework: Purchase the required texts at the campus bookstore. Read pp. 2-16 in ED. Come to class prepared to discuss.

Wednesday, January 9

In Class: Discussion of rhetoric and analyzing texts.

Homework: Read pp. 16-26 in ED. Complete #2 under "Writing Projects" using any of the cartoons available on Blackboard. Your rhetorical analysis should be typed. Due Friday.

Friday, January 11

In Class: Discuss rhetorical analysis assignment.

Homework: Read pp. 27-44 in ED. Complete #2 under "Writing Projects" using the Coca-Cola ads on Blackboard. Focus on the last question: How does the ad use logos, pathos and ethos to comment on or criticize this cultural moment?

Week 2

Monday, January 14

In Class: Discuss historical analysis assignment.

Homework: Read pp. 45-69 in ED. Come to class prepared to discuss.

Wednesday, January 16

In Class: Discussion of composing arguments reading assignment. Introduction to Essay #1: Arguing a Position with Sources.

Homework: Read pp. 73-90 in ED. Choose two possible topics for Essay #1 and bring them to class on Friday.

Friday, January 18

In Class: Discuss topic selection and narrowing a topic. Review of writing thesis statements. Students work in groups on narrowing their topics and drafting thesis statements.

Homework: Settle on a topic for Essay #1 and write a research proposal similar to the one on pp 87-90 in ED. Type it up and bring it to class on Wednesday.

Week 3

Monday, January 21

Martin Luther King, Jr. Day – No Class

Wednesday, January 23

Research Proposal for Essay #1 DUE

In Class: Discussion of research proposals.

Homework: Read pp 93-108 in ED. Meet in the Library on Friday.

Friday, January 25

CLASS MEETING IN LIBRARY

In Class: Introduction to research.

Homework: Begin researching for Essay #1. Meet in the library on Monday.

Week 4

CLASS MEETING IN LIBRARY

Monday, January 28

In Class: Spend time locating sources for Essay #1.

Homework: Read pp. 114-124 in ED. Create an outline of Essay #1. Bring your typed outline to class on Wednesday.

Wednesday, January 30

In Class: Discuss integrating sources: summary, paraphrase, direct quotations and documentation while drafting.

Homework: Read pp 124-145. Come to class prepared to discuss. Begin drafting your essay. Completed rough drafts due Monday.

Friday, February 1

In Class: Introduction to counterarguments: credibility and your audience. Introduction to peer review: how we do it; why we do it. Being graded on the quality of your peer reviews.

Homework: Complete the first draft of your arguing a position with sources essay. Due Monday.

Week 5

Monday, February 4

First Draft of Essay #1 DUE

In Class: Peer review of essay #1. Introduction to MLA style.

Homework: Read pp. 147-166. Write a works cited page for all sources used in your essay. Bring it to class (typed) on Wednesday. Begin revising your essay based on the feedback you received in your peer review.

Wednesday, February 6 **Works Cited Page due**

In Class: Peer review of works cited page. Discussion of formatting. Questions? Introduction to the rest of the semester: themes.

Homework: Review the subjects explored in the “Readings” section of ED: “Fueling Ourselves” (p 218); “Culture” (p 288); “Marked Bodies” (p 383); Sports and Media (p 430); “Representing Reality” (p 482); and “Crossing Cultures” (p 525). Choose one area on which you’d like to focus. This will be your focus for the remainder of the semester – so choose wisely! Continue revising essay #1.

Friday, February 8

In Class: Hand back student drafts with comments. Discuss difference between editing and revising. Discuss subjects explored in the “Readings” section of ED. In groups, students discuss advantages/disadvantages of working with the various subjects represented.

Homework: Finalize the revisions and edits to essay #1 – due Monday. Begin scanning the reading groups and narrow your subject area to two possible sections.

Week 6 **Final Draft of Essay #1 DUE**

Monday, February 11

In Class: Collect student essays. Introduction to Essay #2: Justifying an Evaluation. Developing criteria: what is it? How to do it?

Homework: Read through both of your subject area choices and make a final decision on which reading group you will work with for the rest of the semester.

Wednesday, February 13

In Class: As a class, discuss how we can develop criteria by which to evaluate products which exemplify our subject areas. For example: “Marked Bodies” deals with body image. We might then evaluate a particular film or television show or artist based on criteria dealing solely with its or her impact on body image. In groups (based on subject area), discuss possible areas of evaluation and criteria for such.

Homework: Closely read through your chosen subject area. Based on the readings, formulate a debatable thesis statement in which you either applaud or ridicule (in a scholarly way) a product, film, artist, etc. that exemplifies your subject area. Bring your thesis statements to class on Friday.

Friday, February 15

In Class: In groups based on subject area, students discuss thesis statements and review/revise as necessary. Begin drafting an outline of essay #2.

Homework: Complete the outline for essay #2 – making note of where you can use sources from your reading group in ED for support – and begin to fill in holes with outside research. Bring all research and typed outlines to class on Monday.

Week 7

Monday, February 18

Essay #2 Outlines Due

In Class: Group review of research and writing plan for essay #2. Begin drafting in class.

Homework: Continue drafting essay #2 – due Friday.

Wednesday, February 20

In Class: Review of grammar and punctuation trouble areas. Questions about essay #2?

Homework: Complete the first draft of essay #2 – due Friday.

Friday, February 22

First Draft of Essay #2 DUE

In Class: Peer review of essay #2.

Homework: Begin revising your essay based on the feedback you received in class today.

Complete a works cited page for all sources utilized in your draft. Bring your works cited page (typed) to class on Monday.

Week 8

Monday, February 25

In Class: Hand back student essays. Peer review of works cited page. Review of MLA formatting and parenthetical citations. Questions?

Homework: Continue revising your essay – second draft due Wednesday.

Wednesday, February 27

Second Draft of Essay #2 due

In Class: Peer review of essay #2 paying particular attention to grammar and mechanics and proper in-text citation of all sources.

Homework: Revise and edit essay #2 based on the feedback you received in class today. Final drafts due Friday.

Friday, March 1

Final Draft of Essay #2 DUE

In Class: Collect student essays. Introduction to Essay #3: Arguing a Position as Part of Academic Discourse & The Research Panel. In groups, students identify various arguments related to their reading group which, when placed together, formulate a full and complete picture of the topic.

Homework: Review the “Four Styles of Academic Argumentation” handout on Blackboard. Based on your discussion with your group, determine which type of argumentation will be most effective for your part of the panel presentation. Review the material in your reading group again. Draft a working thesis statement and bring it to class with you on Monday.

Week 9

Monday, March 4

In Class: Groups work on organizing and clarifying panel presentations.

Homework: Write an outline of your research and writing proposal. Bring it (typed) to class on Wednesday.

Wednesday, March 6

In Class: Groups work with outlines – review and revision as necessary. Groups present the rough idea of their panel presentation to the class – complete with title of the panel and discussion of the papers to be presented.

Homework: Begin researching for essay #3.

Friday, March 8 **CLASS MEETING IN LIBRARY**

In Class: Research for essay #3 – panel presentations.

Homework: Complete your research and write a rough draft of essay #2 – due on Monday, March 18. Have a good break!

Week 10 **SPRING BREAK – NO CLASSES**

Week 11

Monday, March 18 **First Draft of Essay #3 DUE**

In Class: Peer review of essay #3.

Homework: Begin revising your essay based on the feedback you received in class today.

Wednesday, March 20

In Class: Discussion of panel presentations: what they look like, proper conventions, etc. Questions?

Homework: Continue revising essay #3 – final drafts due Monday.

Friday, March 22

In Class: Groups determine final, logical order for panel presentations and do a practice run through.

Homework: Complete the final draft of essay #3 – due Monday. Panel presentations begin Monday.

Week 12 **Panel Presentations**

Monday, March 25 **Final Draft of Essay #3 DUE**

In Class: “Fueling Ourselves” panel presentation

Wednesday, March 27

In Class: “Culture” panel presentation

Friday, March 29

In Class: “Marked Bodies” panel presentation

Week 13 **Panel Presentations**

Monday, April 1

In Class: “Sports and Media” panel presentation

Wednesday, April 3

In Class: “Representing Reality” panel presentation

Friday, April 5

In Class: “Crossing Cultures” panel presentation

Week 14

Monday, April 8

In Class: Introduction to Proposing Solutions Oral Argument assignment

Homework: Read pp 192-215 in ED: Delivering Presentations. Be prepared to discuss in class.

Wednesday, April 10

In Class: Discussion of the reading. Students brainstorm topic ideas.

Homework: Do some preliminary research and settle on a problem for which you'd like to propose a solution. Bring your preliminary research and topic to class on Friday.

Friday, April 12

In Class: Discussion of similarities and differences in writing for an oral presentation and a written one. Students work on presentations in class.

Homework: Complete a draft of your 3-minute oral presentation. Practice in front of a mirror. Bring your note cards to class on Monday.

Week 15**Monday, April 15**

In Class: Students practice presentations in groups. Group review.

Homework: Revise your presentation based on the feedback you received in class today. Determine any additional research you may need to do to fully support your argument.

Wednesday, April 17

In Class: Impromptu speaking exercise

Homework: Continue revising your presentation

Friday, April 19

In Class: Introduction to portfolio project.

Homework: Finish the revisions to your presentation. Practice, practice, practice – use a mirror and ask friends or family to listen. Begin putting your portfolio together – Due Monday, April 29

Week 16**Oral Presentations****Monday, April 22**

In Class: Oral presentations

Wednesday, April 24

In Class: Oral presentations

Friday, April 26

In Class: Oral presentations

Week 17**Portfolios DUE****Monday, April 29****Last Day of Classes**

In Class: Oral presentations & course wrap-up

Final Exam: May 3, 11:00-1:40

112 OUTCOMES STATEMENT

Adopted by the English Program Faculty, 26 October, 2010.

English 112 Statement of Purpose

ENG 112 will strengthen the academic writing and reading skills learned in ENG 111. Students will further develop strategies to become active, critical, analytical readers of texts. Students will write papers that analyze, interpret, evaluate and respond to a variety of print and non-print texts. A major focus of ENG 112 will be techniques of academic research and argumentation. General Course Goals

By the end of English 112, students shall have:

1. Adapted the writing process to a variety of tasks, formats, and genres, with a primary focus on the research process and argumentation.
2. Produced researched essays that are based on the readings of a variety of authoritative texts, grounded in evidence, and appropriately documented.
3. Correctly incorporated other sources and voices; demonstrated academic integrity and intellectual inquiry.
4. Recognized when information is needed when producing or reading a variety of texts; have the ability to locate, evaluate, and use effectively the needed information.
5. Continued to demonstrate oral communication skills to include producing and delivering, either individually or collaboratively, at least one prepared oral presentation.
6. Used digital technologies for several purposes, such as composing, editing, collaborating, researching, and publishing.

The outcomes of ENG 111 are also outcomes for ENG 112. ENG 112 will reinforce and extend students' understanding of and experience with rhetorical knowledge; critical thinking, reading, and writing processes; oral communication skills; and, digital technologies, with a specific emphasis on argumentation and academic research.

In addition, the following are outcomes specific to ENG 112:

Rhetorical Knowledge

By the end of English 112, students shall have:

1. Recognized and employed elements of argumentation in academic texts, including the rhetorical triangles.
2. Adapted writing to meet the demands for argumentation in academic contexts.
3. Analyzed and met the needs and expectations of instructors, students, and other audiences.
4. Used appropriate documentation styles to establish credibility.
5. Linked claim, evidence, and analysis in a variety of tasks, formats, and genres.
6. Used research effectively to accomplish specific rhetorical purposes.
7. Delivered academic texts appropriately in print, digital, visual, or oral modes so as to meet audience expectations and needs.

Critical Thinking, Reading, and Writing Processes

By the end of ENG 112, students shall have:

1. Applied techniques of academic inquiry and research, such as finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
 2. Made distinctions in thinking, reading, and writing between popular and scholarly sources.
 3. Used authoritative resources to produce accurately documented essays.
 4. Evaluated, integrated, and synthesized information from multiple sources.
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1. Understood the ethical, economic, legal, and social issues surrounding the use of and access to information.
 2. Accessed needed information effectively and efficiently.
 3. Determined the extent of information needed when reading or when constructing academic arguments or researched papers.

Oral Communication

By the end of ENG 112, students shall have:

4. Participated in interactive discussions, peer reviews, and one or more formal individual and/or group oral presentations.
5. Used non-verbal cues as an essential aspect of self-presentation.
6. Demonstrated use of listening skills.

Digital Technologies

By the end of Eng 112, students shall have:

1. Used available electronic environments for drafting, revising, reviewing, editing and submitting texts.
2. Located, evaluated, organized and used information retrieved from electronic sources, including academic databases and web resources.
3. Disseminated texts in both print and electronic forms