Course Outline

Course Number: WR-121
Title: English Composition
Date Approved: 6/5/2015
Credits: 4
Length of Course: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: Pass WR-095 or WRD-098, or placement in WR-121
Co-requisites: None
Recommended: Pass RD-090 or placement in RD-115.
Required: None
Related Instruction Area: Communication
Uses Library Resources: Yes

Department: English
Outline Developed by: David Mount
Course Approved as: Lower Division Collegiate

Course Description:
Introduces the academic essay. Students learn to use a writing process, from brainstorming to polishing, as they develop original responses to challenging articles and academic essays. The class emphasizes information literacy: how to find and evaluate source material, as well as integrate and cite it.

Student Learning Outcomes:
Upon successful completion of this course, students should be able to:
1. accurately read and respond, in discussion and writing, to college level texts, and analyze them in detail, for both content and form; (WR1) (WR3)
2. independently create clearly written, thesis-driven academic essays of 4 to 5 pages, with few errors, using a process that includes generating ideas, drafting, critiquing, revising, and polishing; (WR1)
3. plan and organize essays according to the logical and stylistic demands of specific academic audiences and writing situations, (WR1)
4. identify and apply some basic elements of argumentative writing, such as examining evidence, developing a complex position, and answering objections; (WR2) (WR3)
5. locate information to address specific academic research problems, drawing on a larger understanding of modern information issues; evaluate their findings; and synthesize them with their own ideas in a meaningful and ethical way using MLA citation format; (WR2) (IL1) (IL2) (IL3) (IL4) (IL5)
6. participate constructively and respectfully in discussions and writing groups; independently analyze and improve their own and others’ writing; and reflect independently on their own learning. (WR1)

Major Topic Outline:
1. Reading and responding to college-level texts: how to apply basic critical thinking skills to complex issues in texts and other forms of media. How to build responses to reading into original essay topics.
2. The writing process: how to use prewriting tools such as brainstorming and free writing to generate ideas. How to improve essays through revision and polishing.
3. Elements of academic essay writing, including organization, paragraph structure, sentence structure, and style, as well as some review of grammar, mechanics, and usage, as necessary.
4. The variety of academic audiences and disciplines: how to analyze and address their expectations.
5. Introduction to argumentation: how to recognize and analyze it in reading, and how to begin crafting it in writing.
6. Finding, evaluating, and using information: an introduction to the economic, social, and legal issues surrounding the use of information, and how to use advanced research techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How to integrate source materials and avoid plagiarism using MLA citation format.
7. Discussing ideas and critiquing others’ writing in a constructive and respectful manner. Reflecting on one’s own writing and learning.
Outcomes addressed by the course:
'C' - this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
'S' - this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
'P' - this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

AL: Arts and Letters Outcomes

2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.