



Western Technical College

20801203 English 2 (Liberal Arts/ Transfer Course)

Course Outcome Summary

Course Information

Description	Advanced Composition continues the study of expository writing for students who wish to attain advanced skills in managing the written language. Students learn critical reading and thinking skills, including textual analysis and evaluations.
Career Cluster	Collegiate Transfer
Instructional Level	College Parallel
Total Credits	3
Total Hours	54

Pre/Corequisites

Prerequisite 20801201 English 1 (OR) 10801136 English Composition 1

Textbooks

Rules for Writers. 10th Edition. Copyright 2022. Hacker, Diana and Nancy Sommers. Publisher: MacMillan Higher Education. **ISBN-13**: 978-1-319-39294-9. Required.

English 2 Course Guide <https://westernnc.libguides.com/English2/OERZTC/>

Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Develop Resilience
4. Live Responsibly: Foster Accountability

5. Refine Professionalism: Act Ethically
6. Refine Professionalism: Improve Critical Thinking
7. Refine Professionalism: Participate Collaboratively
8. Refine Professionalism: Practice Effective Communication

Course Competencies

1. Apply the conventions of academic essay writing.

Assessment Strategies

- 1.1. by submitting assigned essays that meet all requirements specified for the instructor for length, content, and format of documents
- 1.2. (optional) by submitting revised documents by incorporating comments from instructor
- 1.3. by preparing drafts of essays with word processing software and keeping back-up copies of all drafts on disk
- 1.4. by taking five quizzes, one on each of the following: clarity, conciseness, punctuation, grammar and diction

Criteria

You will know you are successful when you:

- 1.1. write essays that contain an introduction, a body, and a conclusion
- 1.2. write thesis statements
- 1.3. develop thesis statements through the use of supporting details, evidence, and analysis
- 1.4. choose an appropriate organizational plan for the essay
- 1.5. write paragraphs with topic sentences and supporting details, evidence, and analysis
- 1.6. construct the essay through a series of well crafted paragraphs, with each paragraph contributing to a dominant idea
- 1.7. use transitional phrases to show logical connections between paragraphs
- 1.8. write sentences that are grammatically correct
- 1.9. observe standard rules for punctuation and mechanics
- 1.10. write essays that are free of spelling and typographical errors
- 1.11. write essays that observe the conventions for academic diction, conciseness, and critical thinking skills
- 1.12. write essays that show provocative imagery and coherent narrative sequencing

2. Write essays.

Assessment Strategies

- 2.1. by writing a minimum of 6 essays (minimum 1,200 words) in a combination of in-class and out-of-class situations
- 2.2. by revising- at least once- all these essays
- 2.3. by writing a review of an academic work
- 2.4. by writing a 2,000 word profile of a controversial subject, person, or place
- 2.5. by writing essays that meet all expectations stated by the instructor for content and length
- 2.6. by completing all pre-writing exercises assigned by the instructor
- 2.7. (optional) by revising essays through a prescribed peer review process
- 2.8. by preparing essays using word processing software and keeps back-up copies of essays on disk

Criteria

You will know you are successful when you:

- 2.1. apply the conventions of academic essay writing
- 2.2. use a process of prewriting, drafting, revision, and editing to complete each essay
- 2.3. summarize and restate ideas written by others
- 2.4. write essays that demonstrate knowledge of a variety of rhetorical patterns (comparison/contrast, classification, analogy, definition, analysis, etc.)
- 2.5. write essays and paragraphs that present arguments and develop them through supporting evidence
- 2.6. write essays for a variety of purposes (examples: informative, explanatory, evaluative, persuasive, narrative, descriptive)
- 2.7. write essays that are unified

- 2.8. construct and defend arguments responding to ideas presented in the writing of others
- 2.9. write essays that are coherent
- 2.10. write essays that explore a topic in depth

3. Revise essays.

Assessment Strategies

- 3.1. by participating in revision exercises
- 3.2. by meeting deadlines for completing drafts of the length and type specified by the instructor
- 3.3. by revising essays and submitting them for additional review, as specified by the instructor
- 3.4. by using word processing software to prepare essays and keeping back-up copies on disk

Criteria

You will know you are successful when you:

- 3.1. revise essays using evaluation from self, peers, and/or instructor
- 3.2. participate in all peer review exercises assigned by the instructor
- 3.3. prepare essays that are free of typographical and spelling errors
- 3.4. recognize invalid or missing parts of an essay: thesis statement, logical organization, topic sentences, sufficient evidence, coherence, unity, usage
- 3.5. identify strengths within an essay
- 3.6. make constructive suggestions about an essay
- 3.7. judge appropriateness of suggestions for revision
- 3.8. add, delete, rearrange, or rewrite information based on suggestions
- 3.9. prepare essays that follow standard guidelines for format (margins, spacing, indentation, page numbering, etc.)
- 3.10. copy-edit essays for mechanical and grammatical correctness
- 3.11. proofread essays

4. Use the research process.

Assessment Strategies

- 4.1. by meeting all requirements the instructor has specified for content and length of assigned research paper
- 4.2. by meeting all requirements the instructor has specified for number and type of sources to be compiled for the research paper
- 4.3. by meeting deadlines for submitting drafts for review
- 4.4. by using word processing software to prepare research paper and keeps back-up copy of all work on disk

Criteria

You will know you are successful when you:

- 4.1. identify sources that are credible and current
- 4.2. gather information from appropriate sources (e.g., the library, the Internet, and personal interviews)
- 4.3. prepare accurate summaries of information gathered from sources
- 4.4. incorporate alternative perspectives on a topic
- 4.5. present your own point of view on information and analysis taken from sources
- 4.6. support a thesis with supporting evidence taken from sources
- 4.7. document sources using MLA or other standard academic documentation formats
- 4.8. prepare a list of works cited for the research paper

5. Apply critical thinking to research data and arguments of others.

Assessment Strategies

- 5.1. by integrating critical thinking competencies into writing and revising assigned essays

Criteria

You will know you are successful when you:

- 5.1. identify your own biases and cultural assumptions
- 5.2. identify tacit assumptions and connotations encoded in definition and euphemism
- 5.3. analyze and evaluate data, research, and arguments of others
- 5.4. identify logical fallacies

5.5. analyze data and construct well documented and supported arguments in response to academic issues

6. Write argumentative essays.

Assessment Strategies

6.1. Written Products

Criteria

You will know you are successful when:

- 6.1. You include an introduction that has a hook, context, and thesis statement.
- 6.2. You write a thesis that includes the topic, your opinion, and a preview of main points.
- 6.3. Your paragraphs include a topic sentence that correlates with the thesis statement.
- 6.4. Your paragraphs are fully developed with evidence that supports the topic sentence.
- 6.5. Your diction, style, and language creates prose that flows smoothly and maintains interest.
- 6.6. Your conclusion sums up the content of the paper, addresses the "so what?" question, and ends with a sense of completion.
- 6.7. You have fewer than 4 grammar errors in the paper.
- 6.8. You use and properly cite sources according to MLA guidelines.
- 6.9. You include a works cited pages that is correctly formatted according to MLA guidelines.

Learning Objectives

- 6.a. Outline 3 models of argumentation.
- 6.b. Compare different types of arguments.
- 6.c. Formulate a claim.
- 6.d. Apply conventions of essay writing.
- 6.e. Write draft.
- 6.f. Revise essay.

7. Write a rhetorical analysis that identifies rhetorical appeals.

Assessment Strategies

7.1. Written Product

Criteria

You will know you are successful when

- 7.1. You include an introduction that has a hook, context, and thesis statement.
- 7.2. You write a thesis that describes how the author uses ethos, pathos, logos.
- 7.3. Your paragraphs include a topic sentence that correlates with the thesis statement.
- 7.4. Your paragraphs are fully developed with evidence from the essay analyzed.
- 7.5. Your diction, style, and language creates prose that flows smoothly and maintains interest.
- 7.6. Your conclusion sums up the content of the paper, addresses the "so what?" question, and ends with a sense of completion.
- 7.7. You have fewer than 4 grammar errors in the paper.
- 7.8. You use and properly cite sources according to MLA guidelines.
- 7.9. You include a works cited pages that is correctly formatted according to MLA guidelines.

Learning Objectives

- 7.a. Identify ethos, pathos, and logos in an essay.
- 7.b. Explain how author uses appeals to support his/her argument.
- 7.c. Write a clear claim about the author's use of appeals.
- 7.d. Support claim with evidence from essay.
- 7.e. Apply conventions of essay writing.
- 7.f. Write essay.

8. Explain sources in an annotated bibliography.

Assessment Strategies

8.1. Written Product

Criteria

You will know you are successful when

- 8.1. You compile a number of sources for research paper in a working bibliography.
- 8.2. You print, read, and annotate sources.
- 8.3. You write a short summary of each source to be used for your paper.
- 8.4. You write an explanation of how you will use each source in the paper.
- 8.5. You format bibliography according to MLA standards.
- 8.6. You have fewer than 3 grammar errors in the annotated bibliography.

Learning Objectives

- 8.a. Summarize content of source.
- 8.b. Describe how source will be used in essay.
- 8.c. Format according to MLA guidelines.