

WR 60 – Course Description and Outcomes – Effective Fall 2018
 COCC Humanities Department (Backwards Design from WR 65 Outcomes)

WR 60 – Rhetoric and Critical Thinking I

Introduce concepts of rhetorical reading, thinking, and writing as tools for college-level study. Establish an understanding and basic familiarity with key rhetorical concepts, such as audience and purpose, for both reading and writing. Reflect on their reading and writing as processes in order to understand their own practice as readers and writers. Demonstrate familiarity with using MLA conventions for format and citations in writing. Produce at least 1,500 words of revised, final draft copy, including at least one thesis-driven, minimum 750-word academic essay. P/NP grading.

Recommended Preparation: Minimum placement into WR 060.

Credits: 4 Lecture: 4

WR 60 Outcomes	WR 60 Suggested Assessments
Rhetorical Awareness	
<ul style="list-style-type: none"> Identify the role of voice, audience, purpose, and point of view in a variety of texts. 	<ul style="list-style-type: none"> Students will create a variety of compositions demonstrating familiarity and an understanding of key rhetorical concepts, including both formal (e.g., essays, letters, reader response, wikis) and informal (e.g., discussion boards, blog posts, journals, collage) writing. Other writing tasks will be designed to help students recognize and become familiar with the idea of 1. writing for an audience; 2. writing within context; and 3. writing with a purpose. Students will read and discuss appropriate level texts (fiction or nonfiction), analyzing the rhetorical situation in which the text was created and received.
Critical Thinking, Reading, and Writing	
<ul style="list-style-type: none"> Critically read and analyze a variety of challenging texts. Apply a range of reading strategies including activating prior knowledge and cultural understanding to increase comprehension. Identify and evaluate a variety of academic sources, demonstrating the purpose of research in academic writing. 	<ul style="list-style-type: none"> By producing notes and annotations, students will demonstrate the use of reading strategies. In a variety of formats (e.g., journals, discussion boards, summaries, multimodal projects), students will respond to a variety texts. Students will demonstrate comprehension by identifying rhetorical strategies and applying them to texts (e.g., paraphrase, summarize,

	<p>reflect, respond).</p> <ul style="list-style-type: none"> • In order to demonstrate comprehension, students will complete evaluations (e.g., quizzes, group work) which show understanding of the concepts of inference, bias, tone, vocabulary, and source evaluation. • Students will demonstrate familiarity with library resources and basic search tools in support of writing goals, demonstrating knowledge of critical research tools and online search techniques (e.g., class visit from a research librarian, worksheets, group work, short response).
Processes	
<ul style="list-style-type: none"> • Demonstrate the reading process including pre-reading, responding, exploring, and applying reading strategies. • Produce original writing that demonstrates the writing process, including pre-writing, drafting, revising, peer reviewing, polishing, and publishing text. • Collaborate in the exchange of writing as both reviewer and author, generating and evaluating feedback as part of the revision process. 	<ul style="list-style-type: none"> • Students will annotate readings and produce notes that demonstrate active reading. These annotations and notes may include questions, reflections, and summaries of readings (or portions of them). • Students will demonstrate the reading process through written response, group work, and discussion. • Students will practice integrating ideas from sources into written and/or oral responses. • Students will develop multi-paragraph, revised compositions that demonstrate the writing process including pre-writing, drafting, peer reviewing, revising, polishing, and publishing text. These compositions will include an expository essay of at least 750 words. • In both formal and informal compositions, students will develop effective thesis statements, topic sentences, evidence, and transitions. • Analyze, evaluate, and integrate writing styles, ideas, and themes from multiple sources into a written or oral response.
Knowledge of Conventions	
<ul style="list-style-type: none"> • Identify and apply the appropriate English language conventions to daily and academic writing. 	<ul style="list-style-type: none"> • Students will produce compositions that demonstrate control of basic sentence structure, vocabulary, and accurate word choice. • Students will demonstrate an understanding of the principles of MLA conventions through written work, group work, and discussion.
Metacognition and Transfer	
<ul style="list-style-type: none"> • Apply reading and writing strategies to personal and academic goals. 	<ul style="list-style-type: none"> • Students will demonstrate the ability to organize and retrieve information gained through employing critical reading and writing strategies. • Students will compose short reflections that recall and describe knowledge gained and employed during the course.