

WR 65 – New Course Description and Outcomes: Effective Fall 2018
 COCC Humanities Department
 (Backwards Design from WR 121 OWEAC Outcomes)

WR 65 – Rhetoric and Critical Thinking II

WR 65 focuses on rhetorical reading, thinking, and writing as a means of inquiry. Students will develop understanding and basic fluency with key rhetorical concepts, such as audience and purpose. They will also reflect on their reading and writing process and develop metacognitive awareness. Students will demonstrate understanding of MLA conventions for format and citations. Students will produce at least 2,000 words of revised, final draft copy, including at least one thesis-driven, minimum 1,000 word academic essay.

Recommended Preparation: A passing grade (C or better) in WR 60 or a placement exam score placing student in WR 65 or WR 95.

Credits: 4 Lecture: 4

WR 65 Course Outcomes	WR 65 Suggested Assessments
Rhetorical Awareness	
<ul style="list-style-type: none"> Analyze and compare the role of voice, audience, purpose, and point of view in a variety of texts in different disciplines. 	<ul style="list-style-type: none"> In class discussions, informal presentations, written responses to readings, and on quizzes, students will explain the differences among texts produced for varied writing situations. In class discussions, informal presentations, written responses to readings, and on quizzes, students will distinguish among fiction and non-fiction narrative; popular and academic articles; encyclopedic and peer-reviewed sources.
Critical Thinking, Reading, and Writing	
<ul style="list-style-type: none"> Critically read, analyze, and evaluate a variety of college-level texts. Apply a range of reading comprehension and retention strategies for college-level texts that represent varied contexts and purposes. Select and evaluate sources that are appropriate for academic writing and research 	<ul style="list-style-type: none"> In written summary paragraphs students will demonstrate comprehension of reading materials. In short-answer responses to questions, in quizzes, or in group analyses, students will evaluate sources to show understanding of inference, bias, tone, fact vs. opinion, and vocabulary. In quizzes, worksheets, and writing samples (paragraph or essay), students will demonstrate that they can use research tools and online search techniques to find basic library resources that support their writing goals
Processes	

<ul style="list-style-type: none"> • Demonstrate reading process strategies that facilitate comprehension, analysis, and retention. • Construct original writing that demonstrates use of process-based approaches to writing, including pre-writing, drafting, peer reviewing, revising, polishing, and publishing text. • Students will 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 write notes that demonstrate active reading. These annotations and notes may include questions, reflections, and summaries of readings (or portions of them). • Students will integrate ideas from multiple complex sources into a written and oral responses. • Students will develop multi-paragraph, revised compositions of at least 1,000 words that demonstrate the writing process including pre-writing, drafting, peer reviewing, revising, polishing, and publishing text. • In formal compositions and practice exercises, students will write effective thesis statements, topic sentences, and transitions. • Construct original, well-developed, focused and coherent compositions that include thesis statements, topic sentences, and transitions in a variety of compositions.
Knowledge of Conventions	
<ul style="list-style-type: none"> • Identify English language conventions to daily and academic writing that are appropriate for the writing situation. 	<ul style="list-style-type: none"> • In class discussion and small group activities, students will identify in course readings the conventions of writing in English, and writers' use of variety in sentence structure, vocabulary, and word choice. • In composing their own writing, students will apply conventions of writing in English, including variety in sentence structure, vocabulary, and word choice that are appropriate for the writing situation. • In their own compositions, students will apply MLA conventions for format and citations.
Metacognition and Transfer	
<ul style="list-style-type: none"> • Explain and demonstrate how reading and writing strategies and processes apply to personal, professional, and academic goals. 	<ul style="list-style-type: none"> • In short reflective essays, journal writing, and written communication with their instructor or peers, students will recall and describe knowledge gained through employing critical reading and writing strategies.

