

**WR 121 and 122 – New Course Descriptions and Outcomes – Effective Fall 2017**  
 COCC Humanities Department  
 (OWEAC recommended outcomes)

**WR 121 - Academic Composition**

WR 121 focuses on rhetorical reading, thinking, and writing as a means of inquiry. Students will gain fluency with key rhetorical concepts and utilize these in a flexible and collaborative writing process, reflecting on their writing process with the goal of developing metacognitive awareness. They will employ conventions, including formal citations, appropriate for a given writing task, attending to the constraints of audience, purpose, genre, and discourse community. Students will compose in two or more genres. They will produce 3000-3500 words of revised, final draft copy or an appropriate multimodal analog for this amount of text. If the focus is primarily multimodal, students will produce at least one essay that integrates research and demonstrates an understanding of the role of an assertive thesis in an academic essay of at least 1000 words.

Prerequisite: A passing grade (C or better) in WR 65 or 95 or a placement exam score placing student in WR 121. Credits: 4  
 Lecture: 4

**WR 122 - Argument, Research, and Multimodal Composition**

WR 122 continues the focus of WR 121 in its review of rhetorical concepts and vocabulary, in the development of reading, thinking, and writing skills, along with metacognitive competencies understood through the lens of a rhetorical vocabulary. Specifically, students will identify, evaluate, and construct chains of reasoning, a process that includes an ability to distinguish assertion from evidence, recognize and evaluate assumptions, and select sources appropriate for a rhetorical task. Students will employ a flexible, collaborative, and appropriate composing process, working in multiple genres, and utilizing at least two modalities. They will produce 3500-4500 words of revised, final draft copy or an appropriate multimodal analog for this amount of text. If the focus is primarily multimodal, students will produce at least one essay of a minimum of 1500 words, demonstrating competence in both research and academic argumentation.

Prerequisite: A passing grade (C or better) in WR 121 or equivalent coursework. Credits: 4    Lecture: 4

WR 121 Outcomes	WR 122 Outcomes
<b>Rhetorical Awareness</b>	
<ul style="list-style-type: none"> <li>• Exhibit rhetorical awareness and develop rhetorical competence</li> <li>• Use key rhetorical concepts through analyzing and composing a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit rhetorical awareness &amp; competence</li> <li>• Apply key rhetorical concepts through analyzing and composing a variety of texts</li> </ul>

WR 121 Outcomes	WR 122 Outcomes
<b>Critical Thinking, Reading, and Writing</b>	
<ul style="list-style-type: none"> <li>• Critically read and use college-level texts to support writing goals</li> <li>• Locate, evaluate, and use sources for writing goals; demonstrate an understanding of the communal and conversational nature of research</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and synthesize college-level texts for specific and varied rhetorical tasks/goals</li> <li>• Engage in research as a recursive and inquiry-based process; capitalize on the communal and conversational nature of academic research in composing a variety of texts</li> </ul>
<b>Processes</b>	
<ul style="list-style-type: none"> <li>• Develop and compare flexible strategies for composing processes;</li> <li>• Collaborate in the exchange of writing as both reviewer and author, generating and evaluating feedback as part of the revision process;</li> <li>• Use a variety of technologies in composing for different purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate flexible and rhetorically appropriate composing strategies</li> <li>• Provide constructive peer feedback; respond effectively to peer and instructor feedback</li> <li>• Experiment with and adapt composing processes for a variety of technologies and modalities</li> </ul>
<b>Knowledge of Conventions</b>	
<ul style="list-style-type: none"> <li>• Recognize and apply the conventions of Standard Edited English</li> <li>• Vary text structure, paragraphing, sentence structure, and word choice appropriate to genre</li> <li>• Apply citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately use the conventions of Standard Edited English to enhance meaning</li> <li>• Consistently maneuver text structure, paragraphing, sentence structure, and word choice appropriate to genre</li> <li>• Systematically and skillfully apply citation conventions</li> </ul>
<b>Metacognition and Transfer</b>	
<ul style="list-style-type: none"> <li>• Reflect and document procedural knowledge gained in the areas of writing strategies</li> <li>• Discuss how to transfer and apply writing knowledge to new contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect and document procedural knowledge gained in the areas of writing strategies</li> <li>• Transfer and apply writing knowledge to new contexts</li> </ul>