HUMANITIES DEPARTMENT

COURSE TITLE: Rhetoric and Critical Thinking I
COURSE NUMBER: WR 060
COURSE CREDITS: 4
RECOMMENDED PREPARATION: Reading and Writing placement test scores that place the student
                                                   in WR 60.

COURSE DESCRIPTION: WR 60 is the first course in a two-course series of instruction in developmental writing and reading. The writing process is examined from invention to final draft. Students read, analyze and evaluate texts of varying lengths that show each stage of the process. Short narratives and expository essays will be composed.

Upon completion of this course, the successful student will:	One or more of the following assessments will verify these outcomes.
1. demonstrate understanding of the basic concepts of rhetoric, such as voice, audience, purpose, and point of view, by creating and understanding text.	• Students are able to identify the needs, values, and expectations of different audiences. • Students' work reflects understanding of audience, purpose, and voice in their reading of class materials.
2. demonstrate the understanding of the principles of the writing process in its basic form by generating ideas, organizing, drafting, revising, and editing.	• Students' work demonstrates understanding of the conventions of idea generation and means of conveying those ideas.
3. recognize and produce text containing the common components of a standard essay: • Introduction • Body • Conclusion	• Students' work demonstrates an understanding and ability to use different organization techniques. • Students' work reflects understanding of the function of common essay components from a reader's perspective.
4. compose adequately developed expository essays of at least 750 words, meeting entry level requirements for WR 65, that maintain focus and coherence, and include: • A main idea • Supporting ideas • Specific evidence • Analysis	• Students' work, taken as a whole, will demonstrate clarity of thought, overall focus, and adequate development. • Students' work, taken as a whole, will demonstrate application of main ideas, supporting details, and analysis to prepare study notes and tools to process texts they have read to learn.
5. produce text containing a variety of sentence lengths and structures, including some compound sentences, and appropriate college level vocabulary.	• Students' work exhibits a good balance between complexity and simplicity of thought. • Students' work exhibits use of acceptable academic vocabulary.
6. assist other writers to revise by analyzing focus, coherence, specific development, and	• Students practice collaborative revision strategies that exhibit responsible teamwork

critical thinking.	skills, constructive criticism, and solid writing advice.
7. demonstrate use of vocabulary improvement strategies including recognition of common context clues, creation of notes/flashcards for vocabulary study, and dictionary skills.	• Students' work, taken as a whole, will exhibit use of basic academic vocabulary. • Students are able to explain when and how to use vocabulary acquisition strategies when reading unfamiliar words in class materials.
8. edit their own writing assignments using standard conventions of spelling, grammar, diction and mechanics.	• Students' work demonstrates adequate use of standard conventions in their writing, including drafting, revision, and editing; students' final drafts exhibit marked improvement from initial drafts.
9. achieve basic conformity to MLA formatting and citation requirements.	• Students' work conforms to MLA conventions in formatting and accurate use of prepared documentation for instructor-provided items.
10. **Information Literacy:** Students will be able to use online and print specialized encyclopedias to expand background knowledge, help explore topics, and insert prepared in-text citations for instructor-provided items.	• Students will be presented with such research resources as print and online encyclopedias, topic narrowing devices as Credo, and models of MLA documentation procedures.

COURSE OUTLINE BY MAJOR TOPICS:
- Developing expository essay and effective rhetorical strategies
- Situational analysis
- Essay conventions
- Writing essays as a process
- Becoming self-aware writers
- Developing effective reading comprehension strategies
- Enhancing retention of information acquired through reading by practicing effective study strategies
- Developing college level vocabulary by becoming familiar with effective vocabulary acquisition strategies and tools

PRIMARY ASSIGNMENTS:
- 1-2 written summaries
- 2 expository thesis driven essays, one of which achieves at least 750 words in length.
- 1 self-reflective essay

Revised March 2012