



HUMANITIES DEPARTMENT

COURSE TITLE: Rhetoric and Critical Thinking II
COURSE NUMBER: WR 065
COURSE CREDITS: 4
RECOMMENDED PREPARATION: Reading and Writing placement test scores that place the student in WR 65; or a grade of "C" or higher in WR 60.

COURSE DESCRIPTION: WR 65 is the second course in a two-course series of instruction in developmental writing and reading. Students will study one long text and shorter selections from varying points of view representing the three major academic disciplines of humanities, science, and social science. Mirroring the reading and writing skills used in college, students read and write about the primary ways of thinking across the disciplines.

Upon completion of this course, the successful student will:	One or more of the following assessments will verify these outcomes.
1. demonstrate control of the basic concepts of rhetoric, such as voice, audience, purpose, and point of view, as these apply to the creation and understanding of text.	<ul style="list-style-type: none"> • Students will analyze 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 control of the principles of the writing process by generating ideas, organizing, drafting, revising, and editing.	<ul style="list-style-type: none"> • Students' work demonstrates use of the conventions of idea generation and means of conveying those ideas.
3. demonstrate understanding of the basic structure of an essay, including the difference between introductory/concluding paragraphs and body paragraphs, and the distinction among general ideas, specific evidence, and analysis of evidence in expository text by producing essays and critiquing the text of others.	<ul style="list-style-type: none"> • Students' work demonstrates an understanding and ability to use different organization techniques. • Students' work reflects understanding and ability to use the function of common essay components from a reader's perspective. • Students' work demonstrates use of text structure for annotating and summarizing, note-taking, and retention strategies used to study advanced expository texts.
4. maintain focus and coherence in essays of at least 1000 words, including thesis statements and transitions.	<ul style="list-style-type: none"> • Students' work, taken as a whole, will be focused, coherent, and well developed and will demonstrate clarity of thought. • Students will incorporate ideas gathered from reading.
5. produce essays containing a variety of sentence lengths and structures, including some complex sentences and employing college level vocabulary.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Students practice critical reading, analysis, and collaborative revision strategies that

critical thinking.	exhibit responsible teamwork skills, constructive criticism, and solid writing advice.
7. demonstrate critical comprehension of text including separation of facts and opinions; making appropriate inferences; diagnosis of author purpose, tone, and bias; acknowledge denotative and connotative meanings of words; and recognition of common propaganda techniques.	<ul style="list-style-type: none"> • Students' work demonstrates effectiveness in critically reading, summarizing, analyzing, and evaluating sources. • Students' work demonstrates effectiveness in responsibly incorporating facts, opinions, judgments, and data from research in their writing.
8. achieve conformity to MLA formatting and citation requirements.	<ul style="list-style-type: none"> • Students' work conforms to MLA conventions in formatting and accurate documentation.
9. Information Literacy: Students will become familiar with basic library resources to expand background knowledge and help explore topics, and will be able to insert prepared in-text citations for instructor-provided items.	<ul style="list-style-type: none"> • Students will use such research resources as print and online encyclopedias, topic-narrowing devices as Credo, and practice source attribution by MLA documentation procedures.
10. Information Literacy: Students will be able to execute effective web searching and evaluation of web resources for critical reading, writing and thinking.	<ul style="list-style-type: none"> • Students will use research resources available through the College's library such as databases and academically acceptable web browsers and sites. • Students will evaluate print and web resources to determine their suitability for inclusion as a source in an academic essay.

COURSE OUTLINE BY MAJOR TOPICS:

- Developing expository essay and effective rhetorical strategies
- Writing essays as a process
- Becoming self-aware writers
- Developing effective critical reading comprehension strategies
- Enhancing retention of information acquired through reading by practicing effective study strategies
- Developing discipline specific vocabulary by becoming familiar with effective vocabulary acquisition strategies and tools
- Developing awareness of reading and writing conventions employed in the three major academic disciplines: humanities, social science, science/technology

PRIMARY ASSIGNMENTS:

- Summary Assignment
- Literature Critique Assignment
- Rubric for web site evaluation based on requirements for a researched paper
- 2 expository thesis driven essays, one of which incorporates at least 3 outside sources and achieves at least 1000 words in length
- 1 self-reflective essay

Revised March 2012