

## WR122 (4-CR) Outcomes

Revised Nov.2012

### HUMANITIES DEPARTMENT

COURSE TITLE: English Composition  
(Argumentative Writing)  
COURSE NUMBER: WR 122  
COURSE CREDITS: 4  
COURSE  
PREREQUISITES A passing grade (C or better) in  
WR 121 or equivalent  
coursework

**COURSE DESCRIPTION:** This transfer course emphasizes critical reading, observation, or investigation to explore topics in depth. Students learn to incorporate, accommodate, or refute other voices, use evidence and persuasion, and follow patterns of reasoning to support their positions in a major research paper.

### GENERAL COURSE OUTCOMES:

<b>Upon completion of this course, the successful student will be able to</b>	<b>These outcomes will be verified by one or more of the following assessments</b>
1 Analyze audiences and writing situations.	Students' work demonstrates understanding of the context in which writing is taking place: the needs, values, and expectations of different audiences; conventions of persuasive writing and means of persuasion; and cultural considerations.
2 Demonstrate an understanding of and appreciation for controversy, debate, and diverse opinions, values, and viewpoints.	Students analyze and report their analytical findings on written texts and other materials that engage controvertible topics, incorporating diverse viewpoints in written arguments on debatable issues.
3 Identify and use sources appropriately, including evaluating information for accuracy and reliability.	Students' work demonstrates proficiency in critically reading, analyzing, and evaluating sources in order to responsibly incorporate facts, opinions, judgments, and data from research.
4 Demonstrate a command of the basic rhetorical moments in argumentative discourse.	Students are able to identify, explain and evaluate basic structural components of written arguments such as claims, support and evidence, rebuttal and refutation, and final appeal (peroration). Students also know and can deploy such basic rhetorical strategies as appeals to ethos, logos, and pathos and can effectively distinguish between legitimate and illegitimate modes of argument and persuasion.

6 Write ethically and responsibly.	Students demonstrate ethical considerations in their writing; act responsibly by using information technologies ethically, incorporating and crediting sources appropriately and without plagiarism, and by consciously avoiding inaccurate or misleading information.
7 Manage a substantial research writing project.	Students create research strategies that focus investigation and analysis on a discrete, manageable topic in a field of appropriately sophisticated inquiry; find information by using academic research methodologies, tools, and materials; develop an effective system of note-taking and drafting that avoids plagiarism and fairly represents sources; demonstrate such integral tasks as research proposal, preliminary bibliography, and outline; and develop competence in one system of documentation.
8 Work collaboratively	Students build responsible teamwork skills in peer editing and other group tasks germane to argumentative writing; they provide peers with suggestions for revising and editing.

### **PRIMARY ASSIGNMENTS**

- A rhetorical analysis or evaluation of a text (text being written, visual, auditory, etc.)
- A research proposal
- An annotated bibliography including evaluation of 8-10 sources
- Collaborative work (might include peer review, small group work, group presentations, etc.)
- A final research paper: 8-10 pages in length, incorporating 5-8 sources

### **Information Literacy Proficiencies 2, 4, 5, 7**

- 2: “Find information efficiently and effectively, using appropriate research tools and search strategies.” Outcome 7
- 4: “Treat research as a multi-stage, recursive learning process.” Outcome 7
- 5: “Ethically and legally use information and information technologies.” Outcome 6
- 7: “Manipulate and manage information, using appropriate tools and technologies.” Outcome 7