

ENG 112 - ENGLISH COMPOSITION

Course Description

This is a writing course based on critical reading from various fields. Writing assignments reinforce skills in summary, analysis, evaluation, and synthesis. Emphasis is on argumentation, research methods, and information literacy. Group 1 course.

Credit Hours

4

Contact Hours

4

Lecture Hours

4

Required Prerequisites

Successful completion of ENG 111 or ENG 111/11.

General Education Outcomes supported by this course

Communications - Direct, Critical Thinking - Direct

Other college designations supported by this course

Infused: Writing Intensive

Course Learning Outcomes

Knowledge:

- Read effectively for multiple purposes.
- Learn key rhetorical concepts through analyzing a variety of texts.
- Shape their writing in terms of audience and purpose.
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising.

Application:

- Use key rhetorical concepts to compose a variety of texts, including research-backed argument with a revelatory claim and effective support.
- Respond to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium and/or structure.
- Use a variety of technologies to address a range of audiences.
- Use composing processes as a means to discover and reconsider ideas.

Integration:

- Locate and access academic and popular sources.
- Effectively evaluate (for relevance, credibility, accuracy, bias and so on) those sources.
- Synthesize information and ideas from source material.
- Make connections between their own ideas, opinions, experiences, and expertise and those of others.

Human Dimension:

- Analyze and evaluate their own thinking and the thinking of others.
- Interact productively in giving and receiving constructive feedback.
- Recognize themselves as writers and arguers.
- See the world from other points of view.

Caring - Civic Learning:

- Examine topics that contain local and personal connections to issues that directly affect both them and their communities.
- Become more interested in the implications of a variety of topics on both themselves and their communities.
- Contribute to an ongoing conversation about a topic.

Learning How to Learn:

- Recognize their own writing processes.
- Effectively manage large, long-term projects.
- Develop collaborative and recursive strategies for generating, revising, editing, and proof-reading texts.
- Develop strategies for effectively reading a variety of texts.
- Imagine new possibilities for their own and other's written work.