

Course Outline

Course Title: College Writing II
Semester Course Prefix and Number: ENGL 1512
Old Quarter Course Prefix and Number: ENGL 112
Submitted By: English Department
Approval Date:
Revision Date: February 2012

Number of Credits: 4
Semester(s) Offered: All 25
Negotiated Class Size:
Number of Lecture Credits: 4
Number of Lab Credits:
Number of Studio/Demonstration/Internship Credits:

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

Students in this advanced freshman-level composition course will focus on the basic principles of argumentation and the ability to apply those principles in written argument. Basic concepts of reasoning, critical thinking, and problem solving are introduced and included in a variety of argument papers. In addition, students will learn to conduct thorough and meaningful research and to present the results of such research in a formal research paper that employs a standard documentation style in the presentation of sources.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None
Reading Prerequisite: College-level reading
Composition Prerequisite: ENGL 1511 (or previous course ENGL 111)
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:

Two semesters of college freshman composition are required for all transfer students.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

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| 0. <input type="checkbox"/> None | 6. <input type="checkbox"/> The Humanities and Fine Arts |
| 1. <input checked="" type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

Regarding the following skill areas of this course, the students will:

Audience and Purpose:

- Select appropriate communication choices for specific audience, purpose, and role
- Employ appropriate tone
- Demonstrate awareness of opposing argument
- Employ correct usage and punctuation

Writing Process:

- Use the writing process that works for them
- Construct logical and coherent arguments
- Synthesize source material smoothly and effectively into their own argument

Research and Documentation

- Locate current and credible source material
- Evaluate reliability and credibility of sources
- Handle and document source material appropriately to avoid plagiarism

Student assessment methods:

- Argumentative/research essays and/or papers which will vary from instructor to instructor
- Shorter assignments to clarify and develop specific skills
- Critical analysis of the arguments of others
- Tests and/or quizzes which will vary from instructor to instructor

Use of instructional technology (includes software, interactive video and other instructional technologies):

As part of the course instruction, students will be in the computer lab regularly to explore available research options and to synthesize into their written work concepts introduced and demonstrated in class, and possibly emphasized in lab.

Outline of the major course content:

- Students will continue to develop their expository writing skills beyond what they achieved in English 1511.
- Students will learn how to construct effective arguments in their own writing, providing adequate support for claims.
- Students will learn to critique judiciously the arguments of others, identifying in what ways those arguments are strong, weak, or fallacious.
- Students will learn research methods and how to apply a major research documentation style (i.e. MLA, APA) and demonstrate that learning in a research paper that has an appropriate selection and use of sources and strict adherence to the prescribed documentation style.

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs and Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office
Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty member, Scheduler,
Records, Student Services, Learning Center, Library

Revised: October 2006