



English 120 and 121 H: College Composition II, 3 cr.

Catalogue Description. Advanced Guided practice in college-level writing from sources and in applying rhetorical strategies. Emphasis on rhetorical strategies and incorporating research in academic writing. Does not apply toward the English major. Prerequisite: ENGL 110.

Learning Activities. English 120 continues the movement of the composition sequence from private to public writing. It continues instruction in expository writing and moves into argument, persuasion, research, synthesis of multiple sources, and formal documentation. Students continue to engage in reading, writing and critical thinking as active processes.

Texts & materials. A current handbook and college-level reading materials. A good collegiate dictionary.

Rationale. Students in English 120 write to discover their own ideas and to communicate those ideas clearly to others or to shape them into arguments for appropriate audiences. These activities will enhance the students' academic, professional, and civic lives.

Course themes and areas of emphasis. Each course instructor will determine theme and emphasis, which may include genres as a way of uncovering choices in writing and the interaction of form and content; adapting writing for different audiences; revising; analyzing how written words cause people to change their thinking or action; examining the relationship of purpose and genre; developing an expository paper with research; exploring the use (and limitations) of the Internet as a research tool; locating and evaluating sources, including electronic data bases, following formal and informal documentation; developing an argument about a literary work; using evidence ethically and effectively; choosing appropriate strategies of argument.

Learning Outcomes. As a skills-based course, English 120 targets the following six learning outcomes.

Writing Process: Students will continue to practice prewriting, writing, rewriting, responding and editing strategies, individually and collaboratively.

Mechanics & Usage: Students will demonstrate skills in the mechanics and usage of edited English using the context of self-edited writing.

Supporting Evidence: Students will locate and assess sources, including those online, state the purpose of their references, provide a context for them and follow the citing formats of at least one system (MLA, APA, or Chicago).

Rhetorical Context: Students will analyze the form, structure and logic of texts, in order to generate well-developed and sustained arguments.

Voice: Students will work toward developing a confident and authentic voice appropriate for the intended audience and the writer's purpose.

Using & Referencing Resources: Students will understand resources available within and beyond the library, use the library and field exploration knowledgeably to conduct sustained, rigorous and discriminating research.

Methods of instruction. The instructor will facilitate exercises and activities as students use a process approach to discuss readings and writings in small and large groups, revise their own and other students' writings, and practice writing to a variety of forms, with emphasis on research and creating an effective piece of source-based writing.

Methods of evaluation. Students will complete 5,000 to 8,000 words of prose (20-32 pages), including two to four formal pieces of writing. Students will be evaluated on such assignments as journal writings, quizzes, responses, collaborative projects, source-based papers, and reflective self-evaluations.

Method of program assessment. Near the end of the semester, students will submit a piece of university-level prose. Using a previously designed rubric based on the five learning outcomes, a committee will evaluate a representative sampling and will recommend specific ways to improve instruction. All submissions will be anonymous and final samples will be randomly selected.