

Effective Spring 2018, 201830

Required Syllabus Information – all must be included in the course syllabus

**ENG 122**

**Course Title:** English Composition II: CO2

**Course Credits:** 3

**Course Description:** Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or argumentative compositions.

**GT Pathways Requirements:**

**Guaranteed Transfer (GT) Pathways Course Statement:**

The Colorado Commission on Higher Education has approved ENG 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

**WRITTEN COMMUNICATION CONTENT CRITERIA – GT-CO2**

1. Deepen Rhetorical Knowledge
  - a. Focus on rhetorical situation, audience, and purpose.
  - b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
  - c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
  - d. Practice reflective strategies.
2. Deepen Experience in Writing
  - a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
  - b. Critique one’s own work and other’s work.
3. Deepen Critical and Creative Thinking
  - a. Evaluate the relevance of context.
  - b. Synthesize other points of view within one’s own position.
  - c. Reflect on the implications and consequences of the stated conclusion.
4. Use Sources and Evidence
  - a. Select appropriate sources and evidence.
  - b. Evaluate the relevance of sources to the research questions.
5. Deepen Application of Composing Conventions
  - a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
  - b. Use specialized vocabulary, format, and documentation appropriately.

**COMPETENCIES & STUDENT LEARNING OUTCOMES FOR GT-CO2**

1. **Employ Rhetorical Knowledge**
  - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. **Develop Content**
  - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. **Apply Genre and Disciplinary Conventions**
  - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. **Use Sources and Evidence**
  - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
  - b. Follow an appropriate documentation system.
5. **Control Syntax and Mechanics**
  - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

#### **SYSTEM REQUIREMENTS:**

#### **REQUIRED COURSE LEARNING OUTCOMES**

1. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments.
2. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable.
3. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting.
4. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects.
5. Select and apply contemporary forms of technology to solve problems or compile information.

#### **REQUIRED TOPICAL OUTLINE**

The required topical outline information **MUST** be included in the syllabi. It may be incorporated using one of the following variations: copying the topical outline as written below, integrating the topics within the assignment schedule, or listing the topics to be covered.

Note: Outline details recursive, not linear, activities.

- I. Rhetorical Knowledge
  - a. Rhetorical situations
  - b. Audience
  - c. Purpose
  - d. Reading and writing for multiple discourse communities
  - e. Understanding relationships between form and content
  - f. Genre
  - g. Reflective strategies

- II. Experience in Writing
  - a. Generating ideas
  - b. Planning
  - c. Drafting
  - d. Editing
  - e. Proofreading
  - f. Revising
  - g. Critiquing
  - h. Recursive process
- III. Critical and Creative Thinking
  - a. Evaluating relevance of context
  - b. Presenting a position
  - c. Synthesizing other points of view
  - d. Drawing relevant conclusions and reflecting on their implications
- IV. Research Processes
  - a. Developing a research question
  - b. Locating, selecting, and evaluating sources
  - c. Using technology for research
  - d. Evaluating sources' relevance to research question
  - e. Integrating and synthesizing sources
  - f. Documenting sources in appropriate style
- V. Composing Conventions
  - a. Applying genre conventions
  - b. Voice, tone, and style
  - c. Structuring and paragraphing
  - d. Employing appropriate mechanics, syntax, and diction

Syllabi requirements, including legal compliance information must be included. Individual College syllabi guidelines may include additional information. Please contact your VPI/CAO for specific College requirements.