

Core Course Syllabus Template

Year Course Offered: 2014/2015
Semester Course Offered: Fall, Spring, Summer
Department: Writing
Course Number: 1302
Name of Course: First-Year Composition II
Name of Instructor: Writing Faculty

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Requirement

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Learning Objectives (LO)

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Core Objectives (CO)

Writing 1302 addresses the following core objectives to ensure students develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in their lives. The core objectives meet the Texas Core Curriculum objectives for the Language, Philosophy, & Culture Foundational Component Area

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Major Assignments/Exams

- Students will write approximately 25-30 pages of polished prose.
- Students will analyze a text or set of texts for their ethical and rhetorical impact on an audience. LO 1 and 3; CO – TW, CT, and COM
- Students will write a final text that is a polished researched essay incorporating multiple voices and texts. LO 2, 4, and 5; CO PR, COM, and CT
- These assignments will count for at least 60% of the course grade.

Learning Outcomes	CO	Assessment Methods	Criteria/Targets
1. Demonstrate knowledge of individual and collaborative research processes.	TW	Assess collaborative rhetorical analysis assignment. (see #3)	Use rubric to evaluate collaborative rhetorical analysis assignment as unacceptable, acceptable, or excellent. At least 60% of WRIT 1302 students will receive an evaluation of acceptable or better.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	PR/COM	Assess final writing project. (see also #4 and #5)	Use rubric to evaluate final projects as unacceptable, acceptable, or excellent. At least 60% of WRIT 1302 students will receive an evaluation of acceptable or better.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	CT/COM	Assess collaborative rhetorical analysis assignment. (see #1)	Use rubric to evaluate rhetorical analysis assignment as unacceptable, acceptable, or excellent. At least 60% of WRIT 1302 students will receive an evaluation of acceptable or better.

4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	CT/COM	Assess final writing project. (see also #2 and # 5)	Use rubric to evaluate final projects as unacceptable, acceptable, or excellent. At least 60% of WRIT 1302 students will receive an evaluation of acceptable or better.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	COM	Assess final writing project. (see also #2 and # 4)	At least 60% of WRIT 1302 students will receive an evaluation of acceptable or better.

Required Reading

Choose one of the following texts, which can be used for both 1301 and 1302:

- X. J. Kennedy, Dorothy M. Kennedy and Marcia Muth. *Bedford Guide for College Writers*, 9th ed. N.Y.: Bedford/St. Martin's, 2011.
- Johnson-Sheehan, Richard and Charles Paine. *Writing Today*, 2nd ed. N.Y.: Longman, 2013.

Recommended Reading

Choose one of the following recommended texts for either 1301 or 1302:

- Hacker, Diana and Nancy Sommers. *A Writer's Reference*, 7th ed. N.Y: Bedford/St. Martin's., 2011.
- Aaron, Jane E. *LB Brief*, 5th ed. N.Y.: Longman, 2014.

List of Discussion/Lecture Topics

- Writing in multiple genres and documentation styles
- Developing complex critical reading and thinking skills
- Practicing effective strategies for applying ethical and rhetorical analysis
- Developing expository and argument texts
- Writing in electronic venues
- Using library resources and research tools
- Evaluating information sources.