

Anoka-Ramsey Community College

ENGL 1120: Cross-Current College Writing and Critical Reading

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires any of these five prerequisites

ENGL 0890 - Preparing for College Writing (Minimum grade: 2.0 GPA Equivalent)

A score of 54 on test Accuplacer Reading Comprehension

A score of 236 on test Accuplacer NG Reading

A score of 54 on test Multiple Measures move up Engl 0990/1120

A score of 236 on test Multiple Measures move up Engl 0990/1120

Corequisites: None

MnTC Goals: Goal 01 - Communication, Goal 02 - Critical Thinking

(MnTC Goals 1 and 2)

Prerequisites: Completion of ENGL 0890 with a grade of C or better, or achievement of the recommended scores on the measures used for placement. In addition, co-requisite registration in ENGL 0990 is required.

Recommended Skills, Abilities, or Coursework: If student placed into ENGL 0890, then completion of READ 0910 with a grade of C or better, and enrollment in READ 0990 is also required. If student did not place into and take ENGL 0890 and READ 0910, then READ 0990 is strongly recommended.

Taken concurrently with ENGL 0990, this course provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper. Students are required to register for and complete both this course and ENGL 0990 to complete their college-level writing requirement (MnTC Goal 1A).

B. COURSE EFFECTIVE DATES: 12/01/2015 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Continued practice with the writing process (prewriting, composing, revising, editing, and proofreading)
2. Rhetorical analysis of selected readings as well as students' own writing
3. Development of carefully focused and organized academic essays
4. Rhetorical strategies for persuasion and argument
5. The research process
 - a. Selecting a topic and identifying the related issues
 - b. Drafting search questions
 - c. Designing a research plan
 - d. Locating, analyzing, evaluating and synthesizing sources
 - e. Integrating sources through summary, paraphrase, and quotation
 - f. Documenting sources using a standard formatting and citation style
6. Review grammar, punctuation, spelling, and mechanics

D. LEARNING OUTCOMES (General)

1. Develop effective essays
 - a. By practicing writing as a process of discovering, planning, drafting, revising, editing, and proofreading
 - b. By selecting information to support a thesis clearly, concisely, and logically
2. Read analytically both published texts and students' texts, including their own (i.e., identify the thesis, analyze support, and evaluate the effectiveness of the writing for the purpose and audience)
3. Recognize and direct writing to a particular audience for a particular purpose; solve writing problems by
 - a. Identifying a purpose or goal
 - b. Describing the audience's assumptions and expectations
 - c. Selecting from a variety of writing strategies the methods appropriate for meeting the writing goal
 - d. Make language choices appropriate to their audience and context. These choices include consideration of diction, tone, consistent point of view, and style
4. Use grammar, punctuation, spelling, and mechanics correctly
5. Recognize the basic strategies of persuasion and argument and apply these to specific writing assignments that address a variety of purposes and audiences
6. Use various information-gathering techniques (including library research, electronic sources, interviews, and/or observation) to obtain evidence which a student can then use to support assertions in his or her argumentative essays and research papers
7. Analyze and evaluate sources to identify the writer's authority, purposes, target audiences, biases, assumptions, and reasoning. Based on these analyses, students will select those most appropriate as support for their own assertions.
8. Represent sources in their own writing through accurate summaries, paraphrases, and direct quotation
9. Cite and document sources correctly utilizing a style format such as MLA

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 01 - Communication

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
3. Select appropriate communication choices for specific audiences.
4. Construct logical and coherent arguments.
5. Use authority, point-of-view, and individual voice and style in their writing and speaking.
6. Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted