

# Minnesota State College Southeast

## ENGL 2525: College Writing II

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires any of these four prerequisites

ENGL 1215 - College Writing I

ENGL 2515 - College Writing I

ENGL 1445 - Introduction to Creative Writing

ENGL 2545 - Introduction to Creative Writing

Corequisites: None

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

Reading critically and writing persuasively from multiple sources is emphasized. Students will evaluate the stylistic, structural and substantive merits of what they read; they will analyze and synthesize various points of view, develop interpretive skills, and employ various critical stances and techniques. Students must write at least one research paper substantially based on the reading of at least one book-length text (assigned to the whole class by the instructor). The text may be fictional, non-fictional, dramatic, or poetic. Students will write at least three academic essays of analysis and/or synthesis. (MN Transfer Goals 1 and 2) (Prerequisites: "C" or better in ENGL2515 College Writing I, ENGL2545 Introduction to Creative Writing, or equivalent course transfer) (3 credits: 3 lecture/0 lab)

**B. COURSE EFFECTIVE DATES:** 04/28/2009 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Scholarly Research
2. Close Reading
3. Analytical Writing
4. Synthesizing Sources

### D. LEARNING OUTCOMES (General)

1. Apply techniques of close reading to college-level works (fiction or non-fiction)
2. Demonstrate careful scholarly research skills
3. Employ extended rhetorical analysis
4. Show a capacity to synthesize complex source material
5. Employ systematic academic summarization and analysis
6. Display an understanding of the use of appropriate balance of objective and subjective commentary in scholarly work
7. Demonstrate an ability to systematize modes of annotation as applied to multiple complex texts
8. Make their own inferences and then make the connections between and among them evident
9. Employ appropriate documentation styles, such as MLA or APA
10. Grapple with the larger issues behind implicit assumptions made in texts

## **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. Construct logical and coherent arguments.
4. 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. 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.
3. 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