COMMON COURSE OUTLINE: Course discipline/number/title: ENGL 1117: Reading and Writing Critically I

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): College level reading and writing skills: appropriate RCTC placement test score (Accuplacer Score: 85.5) or completion of appropriate developmental course(s) with a grade of C or better.
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): Goal 1/Written and Oral Communication, Goal 2/Critical Thinking

This course introduces students to various writing strategies for both single and multiple-source essays. By critically reading and responding, students will practice expository, analytical, and persuasive modes of communication to develop critical thinking and writing skills, culminating in limited research projects.

B. DATE LAST REVISED (Month, year): February, 2010

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Writing as a process
2. Essay organization
3. Thesis and support
4. Unity and coherence
5. Editing and rewriting
6. Conventions of standard English
7. Writing effective sentences
8. Finding, evaluating, and documenting sources
9. Persuasive writing

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Display critical thinking skills through reading and writing in a variety of rhetorical modes.
2. Display a thorough understanding of writing as a recursive process involving planning, drafting, revising, and editing.
3. Develop and organize carefully identified ideas with enough specific textual examples and details to make those ideas clear to readers.
4. Produce college-level writing with a minimum of grammar and usage errors in accordance with Standard American English.
5. Distinguish among summary, paraphrase, and quotation.
6. Distinguish, as an introduction to the college research process, between appropriate and inappropriate outside sources and document sources using M.L.A. guidelines.

E. LEARNING OUTCOMES (MNTC):
Goal 1/Written and Oral Communication: Students will be able to:
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 2/Critical Thinking: The student will be able to:
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. METHODS FOR EVALUATION OF STUDENT LEARNING:
Evaluation methods may include any or all of the following:
1. Objective exams
2. Essay exams
3. Essays
4. Research papers
5. Quizzes
6. Written homework
7. Individual or small group projects
8. Oral presentations

Writing and communication rubrics are available on the English Department Website.

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity

- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None