

## ENGL 211-ADVANCED COMPOSITION 3 CREDITS

### SYLLABUS

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#### CATALOG DESCRIPTION

Develops rhetorical and expository writing skills. Explores a variety of forms and styles with an emphasis on argument and academic research. [NM Common Course Number ENGL 1123, Area I; Communications].

Prerequisites: ENGL 111 with grade of C or better and RDNG 113

Semester Offered: Fall, Spring, Summer

#### ***Common Student Learning Outcomes***

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

*Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.*

#### **Course Learning Outcomes**

Upon successful completion of the course, the student will be able to...

1. Establish PURPOSE\* in academic essays and other documents.
  - a. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]\*\*

- b. Generate academic essays and other texts that develop a central thesis (a statement of purpose). [CT/EC]
  - c. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]
  - d. Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
  - e. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]
  - f. Identify and use appropriate style and voice to achieve purpose in writing. [BSL/ CT/ EC]
2. Demonstrate CRITICAL THINKING.
- a. Critically analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres. [BSL/CT]
  - b. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]
  - c. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic. [CT/EC]
  - d. Write a sustained academic argument incorporating multiple outside sources. [BSL/CT/EC/IT]
  - e. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]
  - f. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
  - g. Interact effectively with different views and interpretations of a subject. [CCE/EC]
3. Demonstrate MULTITEXTUALITY in writing.
- a. Analyze and synthesize multiple sources together in a process of making connections, drawing conclusions, and interacting in depth with diverse ideas. [BSL/CT/CCE]
  - b. Use information from sources to effectively support claims as well as other specific purposes: i.e., to provide background information, provide evidence/examples, illustrate an alternative view, etc. [BSL/CT]
  - c. Incorporate information from a variety of sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]
  - d. Document ideas from sources using MLA (in-text citation and works cited list). [BSL/EC]
  - e. Research appropriate sources to develop and support academic essays and other texts. [BSL/CT/IT]
4. Write appropriately for academic and other AUDIENCES.
- a. Analyze different writing contexts and the needs of different audiences as part of the writing process with an emphasis on academic audiences. [CT/CCE]
  - b. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of academic audiences. [BSL/EC]
  - c. Use an appropriate genre and format for the purpose and audience. [BSL/EC]
  - d. Write with appropriate style and voice for the rhetorical situation. [BSL/EC/CCE]
  - e. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]
  - f. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]
5. Use proper DOCUMENTATION when integrating outside sources.
- a. Use summarizing, paraphrasing, and quoting appropriately. [BSL/CT]
  - b. Document sources to avoid plagiarism and its consequences. [BSL/CT]
  - c. Provide proper in-text and complete bibliographic information for sources using Modern Language Association (MLA) or other appropriate documentation system. [BSL/CT]

\*Bold-faced words indicate core elements outlined on the essay and portfolio rubric.

\*\*This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).