English 2010 – Intermediate Writing-Selected Topics

Course Description
Partially fulfills General Education English requirement. Provides opportunities to analyze and write academic papers, including the research-supported essay, through writing and revising a number of essays. Other activities, such as portfolios, library research, and tests may be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: ENGL 1010 (Grade C or higher); AND LIB 1010 (can be concurrently enrolled). FA, SP, SU

Program Learning Outcomes
Introduces the following program learning outcomes: PLO1=Critical Strategies; PLO2=Cultural and Ideological Awareness; PLO3=Collaborative Learning; PLO4=Research and Information Literacy; and PLO5= Professional Development-Full Program Outcomes can be found at: http://www.dixie.edu/english/.php

Course Learning Outcomes:

CRITICAL THINKING OUTCOMES
By the end of English 2010, students will demonstrate their ability to:
1. Identify the writer’s thesis and purpose. (PLO1, 5)
2. Understand the writer’s organizational strategies. (PLO1, 5)
3. Recognize the writer’s tone, i.e., the author’s attitude toward subject and audience. (PLO 1, 2, 5)
4. Assess the writer’s presentation of detail in support of the main idea. (PLO 1, 4, 5)
5. Analyze the writer’s underlying assumptions and possible biases. (PLO 1, 2, 4, 5)

WRITING OUTCOMES
By the end of English 2010, students will demonstrate their ability to:
1. Assess the relationship of writers to audience and purpose. (PLO1, 2, 4, 5)
2. Understand the value of undertaking the writing process in stages, including planning, brainstorming, organizing, drafting, revising, and proofreading. (PLO1, 3, 4, 5)
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material. (PLO1, 4, 5)
4. Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
5. Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure. (PLO1, 4, 5)
6. Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole. (PLO1, 4, 5)
7. Compose introductory paragraphs that attract the reader’s attention, introduce the subject, state the thesis, suggest a plan of development, and set the tone. (PLO 1, 2, 3, 4, 5)
8. Produce conclusion paragraphs that draw on a variety of techniques that bring the discussion to an end, and when necessary restate the thesis or summarize key points. (PLO 1, 2, 3, 4, 5)
9. Organize and connect ideas and information in logical and meaningful order. (PLO 1, 4)
10. Develop the thesis throughout paragraphs that contain topic sentences, offer adequate supporting detail, and are joined by appropriate transitions. (PLO 1, 4, 5)
11. Understand the value and process of collaboration in the writing process. (PLO 1, 3, 4)
12. Use concise, precise, and concrete language in all areas of essay writing. (PLO 1, 4, 5)
13. Write essays with correct usage and punctuation. (PLO 1, 5)
14. Recognize and avoid logical fallacies, emotional arguments, and misleading ambiguities. (PLO 1, 2, 5)
15. Use relevant, convincing, and sufficient evidence and logic. (PLO 1, 3, 4, 5)
16. Recognize and avoid all forms of plagiarism. (PLO 1, 2, 3, 4, 5)

RESEARCH OUTCOMES

By the end of English 2010, students will demonstrate their ability to:
1. Identify an information need and assess the appropriate resources. (PLO 1, 4, 5)
2. Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research. (PLO 1, 4, 5)
3. Demonstrate the ability to paraphrase, summarize, and quote source material. (PLO 1, 4, 5)
4. Demonstrate the ability to use the MLA style of parenthetical documentation, bibliographic form, and research paper format. (PLO 1, 4, 5)
5. Demonstrate the ability to synthesize research with the writer’s own ideas. (PLO 1, 4, 5)
6. Develop an annotated bibliography as a step in writing a research paper. (PLO 1, 4, 5)

Methods of Assessment:

Formative Assessment Methods
Preparation Checks: Students will periodically show their completion of the stages of the research process, reading process, and writing process.
Research Write-Up: Students will put, in writing, their thoughts about the merit and applicability of their resources sources. (Most often, this will be done in the form of annotated bibliographies.)

Summative Assessment Methods
Essays: Students in this course will:
- Write 2-3 papers (2000 words total) in genres such as analysis, classification, persuasion, pro-con, or cause and effect. (Narrative and descriptive papers will not be assigned in ENGL 2010.)
- Write at least one 10-12 page research paper that incorporated a sufficient number of credible sources.
- Write a total of at least 18 essay pages over the course of the semester (4500 words).

Value-Added Assessment Method
Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.