



## MASTER COURSE OUTLINE

A. ENGL 1105 Composition II: Research

B. COURSE DESCRIPTION:

This is a second semester composition course focused on the writing of an academic research paper. Students learn how to employ the resources of an academic library and how to cite those sources in a fully documented analytical/interpretive term paper. Prerequisites: ENGL 1101.

**MnTC (Goals 1/CM and 2/CT); (3 Cr – 3 lect, 0 lab)**

C. \*MnTC Discipline: Communication \*\*Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Library orientation and research
  - Printed media
  - On-line sources
- Concise and inclusive thesis statement
- Recording and organizing resources
  - Outlines
  - Citing sources
  - Plagiarism
- Structure and punctuation for research writing
- Research paper formats

F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

| <u>GOAL</u>         | <u>OBJECTIVES</u>                                                                                               | <u>OUTCOMES</u>                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>MnTC Goal 1a</u> | <b>Students will be able to</b><br>understand/demonstrate the writing and speaking processes through invention, | <b>The student will successfully</b><br>1. practice writing as a process by generating a topic, formulating a thesis, developing it with supporting detail, |

|                     |                                                                                                                                                                                    |                                                                                                                                                                                                                                 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | organization, drafting, revision, editing, and presentation.                                                                                                                       | including properly documented expert source material, composing a draft (including references), revising the draft, and proofreading the revision.                                                                              |
| <u>MnTC Goal 1c</u> | locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.                                                                         | 1. explore and evaluate diverse sources and kinds of evidence, and be able to support (in an extended written argument) their own perspective on a given topic, as well as refute/accommodate views that differ from their own. |
| <u>MnTC Goal 1e</u> | construct logical and coherent arguments.                                                                                                                                          | 1. demonstrate through discussion, assignments, and a written essay an ability to construct logical and coherent written arguments.                                                                                             |
| <u>MnTC Goal 1g</u> | employ syntax and usage appropriate to academic disciplines and the professional world.                                                                                            | 1. explore, discuss, and demonstrate in their written assignments an understanding of the syntax and usage appropriate in academic writing and the professional world.                                                          |
| <u>MnTC Goal 2a</u> | gather factual information and apply it to a given problem that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.                     | 1. examine, discuss, and explore a variety of sources of academic information, including possible biases.<br>2. demonstrate understanding of applying that information to a given problem/issue in written assignments/essays.  |
| <u>MnTC Goal 2b</u> | 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. | 1. examine and discuss rhetorical goals and audience influence on rhetorical goals.<br>2. explore and evaluate diverse sources, kinds of evidence, and be able to take and support their own perspective on a given topic.      |
| <u>MnTC Goal 2c</u> | 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.         | 1. examine, discuss, and demonstrate in their written assignments, various aspects of written arguments, including claims, assumptions and relevant implications.                                                               |
| <u>CS</u>           | develop the skills necessary to write from library and other research sources.                                                                                                     | 1. compose a research essay demonstrating college level proficiency.                                                                                                                                                            |
| <u>CS</u>           | document sources accurately.                                                                                                                                                       | 1. demonstrate through written essays/assignments an understanding of one widely accepted documentation style and the ability to cite sources parenthetically and in a list of works cited.                                     |
| <u>CS</u>           | paraphrase and summarize the information without plagiarizing and be able to evaluate the information.                                                                             | 1. discuss various appropriate and inappropriate uses of source material and demonstrate an understanding of proper use of sources (summary/paraphrase) in a written research essay.                                            |
| <u>CS</u>           | develop critical thinking skills in supporting a thesis or opinion.                                                                                                                | 1. compose a research essay that demonstrates an understanding of the issues relevant to their topic, takes a critical position/stand on the issue, and supports the position with effective/relevant support.                  |

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

H. COURSE CODING INFORMATION: Course Code H/Class Maximum 30; Letter Grade

Revision date: 08/31/10; 12/15/17; 02/06/23

AASC Approval date: 01/23/18; 03/28/23

| <b>*Riverland Community College Disciplines</b>   | <b>MnTC Goal Number</b> |
|---------------------------------------------------|-------------------------|
| Communication (CM)                                | <b>1</b>                |
| Natural Sciences (NS)                             | <b>3</b>                |
| Mathematics/Logical Reasoning (MA)                | <b>4</b>                |
| History and the Social & Behavioral Sciences (SS) | <b>5</b>                |
| Humanities and Fine Arts (HU)                     | <b>6</b>                |

| <b>**Riverland Community College Core Themes</b> | <b>MnTC Goal Number</b> |
|--------------------------------------------------|-------------------------|
| Critical Thinking (CT)                           | <b>2</b>                |
| Human Diversity (HD)                             | <b>7</b>                |
| Global Perspective (GP)                          | <b>8</b>                |
| Ethical and Civic Responsibility (EC)            | <b>9</b>                |
| People and the Environment (PE)                  | <b>10</b>               |

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.