



MASTER COURSE OUTLINE

A. ENGL 1104 Composition II: Argument

B. COURSE DESCRIPTION:

This second semester composition course is designed as a continuation of ENGL 1101. It teaches the skills needed to write clear and coherent essays using different modes of expository prose such as process, comparison and contrast, classification, and definition. It will culminate in the study of argumentative writing in which the student learns to defend a position and argue a thesis with reason and evidence. Prerequisite: ENGL 1101
MnTC (Goal 1/CM and Goal 2/CT); (3 Cr – 3 lect, 0 lab)

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

D. MAJOR CONTENT AREAS:

- Writing as a process: invention, drafting, revision, editing, presentation
- Argumentation: thesis statements, methods of development, effective paragraphs, analysis, concession/refutation, etc.
- Authorial voice: style, use of personal voice and examples
- Use of sources: locating sources, evaluating and organizing ideas, strategies for incorporating and documenting source materials effectively
- Format and grammar

E. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u>	<u>OUTCOMES</u>
<u>MnTC Goal 1a</u>	Students will be able to understand/demonstrate the writing and speaking process through invention, organization, drafting, revision, editing, and presentation.	1. participate in the writing process in and outside the classroom through writing exercises.
<u>MnTC Goal 1c</u>	locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.	1. synthesize insights, arguments, and observations through reflection, discussion, and formal paper writing.
<u>MnTC Goal 1e</u>	construct logical and coherent arguments.	1. compose a draft, submit the draft for peer review, revise, proofread, and submit for evaluation and audience feedback.
<u>MnTC Goal 1f</u>	use authority, point of view, and individual voice and style in their writing and speaking.	1. articulate clearly-drawn thesis statements and topic sentences in order to sustain a succinct line of analysis, allowing their voice, tone, and personality to emerge.

<u>MnTC Goal 2a</u>	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.	1. read and respond to one another's works through written critiques and workshops.
<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. entertain, explore, and examine various points of view and record these findings in their writing and through class discussions.
<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 them.	1. read and analyze published writers' and students' work. 2. demonstrate understanding of diverse voices.
<u>CS</u>	practice writing as a process by composing more challenging essays than in ENGL 1101 according to the following sequence: generating a topic, developing it with details, composing a rough draft, revising the draft, and proofreading the final draft.	1. compose, organize, workshop and submit papers to be evaluated.
<u>CS</u>	read, discuss, and imitate the form and point of view of models of effective prose drawn from diverse professional sources such as newspapers, magazines, editorials, textbooks, and anthologies.	1. adopt best practices as they discuss with the class and in small groups diverse examples of writing and critique them thoughtfully and objectively.
<u>CS</u>	compose persuasive essays which will be required to exercise the skills of logical and coherent argument in order to change the readers' minds and move them into action.	1. compose argumentative papers that demonstrate a succinct focus and sustained line of analysis with a clear voice and agenda.
<u>CS</u>	develop an awareness of alternative audiences, rhetorical modes, alternative tones of voice, and stylistic variation.	1. engage in class discussion about diverse points of view.

F. 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 the instructor or the Student Success Center 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.

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

Revision date: 08/31/10; 12/15/17

AASC Approval date: 1/23/18

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

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

*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.

Riverland