

## English Composition (*Updated March 30, 2021*)

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The Ohio Transfer 36 requires at least 3 semester hours of course credit in English Composition/Oral Communications. Use of the Ohio Transfer 36 Guidelines for English Composition was discontinued starting Fall 2012. All English Composition Ohio Transfer 36 courses approved under the guidelines were expired by Summer 2012 and replaced by First or Second Writing only when the course received an approval for either First or Second Writing.

- In order to be considered for First Writing and Second Writing Ohio Transfer 36 courses, each institutional course must meet all of the established learning outcomes. In addition, each set of learning outcomes has recommended credit hours, so that institutions will be able to design, match, and submit courses with a comparable and appropriate amount of credit to fulfill the learning outcomes.
- First Writing and Second Writing Ohio Transfer 36 courses must focus on the teaching, practice, and evaluation of expository writing and argumentative writing, although the course(s) may include other components. This focus must be reflected in statements of course learning outcomes and evaluation.
- Transfer students who have completed the Ohio Transfer 36 will not be subjected to a diagnostic placement test at the receiving institution unless one is also required of native students who have completed equivalent coursework.

### **Excluded courses:**

- Remedial or developmental courses, special topics courses, narrowly focused courses, technical or pre-technical courses and skills-based courses.
- Courses that focus exclusively on content coverage without addressing the learning outcomes for the Ohio Transfer 36.
- Career preparation courses, non-credit continuing education courses, and life experience courses (unless life experience credit, such as military training or other prior learning experience, becomes approved in the future for an Ohio Transfer 36 credit by the statewide faculty review panel).

### **TME002: Second Writing Course**

Throughout the second course, students critically read scholarly texts, learn about conventions for academic writing, and practice writing for various rhetorical situations. At some schools, students explore what “good writing” is as they learn about the different discourse conventions privileged by various academic disciplines; such courses are typically offered by the English department. At other schools, students explore what “good writing” is in one specific academic discipline; such courses may be taught by the English department, taught by another academic department, or team-taught by English faculty and faculty in another academic department. Regardless of the approach to the second

course, the focus of the course must be *writing*, and students must be given opportunities to revise, reflect, and get personal feedback on their written work.

### **Minimal Course Requirements**

*Students must compose a substantial amount and variety of work in order to demonstrate that they have met the learning outcomes for the second course.*

**In the second writing course, students will again engage in both writing-to-learn and learning-to-write activities. To that end, they will**

- Compose a variety of texts with opportunities for revision and response.
- Produce a minimum of 5000 total words of text that has been revised and copyedited for applicable rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, and in-class efforts, as well as discovery drafts.

### **Learning Outcomes:**

#### **1. Rhetorical Knowledge**

*Students will further develop their understanding of rhetorical situations as they read academic texts and practice tailoring their work for specific audiences.*

**The second writing course reinforces the rhetorical principles that students address in the first writing course. In addition, by the end of the second course, students should be able to**

- Read academic texts and understand how disciplinary conventions shape the texts they read.
- Compose texts that respond to the needs of appropriate audiences, using suitable discourse conventions to shape those texts.
- Use academic conventions of format and structure when appropriate.

#### **2. Critical Thinking, Reading, and Writing**

*Students will further develop their critical thinking skills as they analyze and synthesize academic texts.*

**The second writing course should reinforce the critical reading and thinking skills students developed in the first course. In addition, by the end of the second course, students should be able to**

- Find and evaluate appropriate material from electronic and other sources.
- Locate, evaluate, organize, and use primary and secondary research material. Secondary research material should be collected from various sources, including journal articles and

other scholarly texts found in library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.

- Analyze and critique sources in their writing.
- Juxtapose and integrate ideas and arguments from sources.
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate their original ideas with those from academic sources and other documents.

### **3. Knowledge of Composing Processes**

*Students will continue to hone their revision strategies and reflect critically on their writing practices.*

**The second class should reinforce the fact that writing is a flexible and recursive process. Because students often write more scholarly texts in the second course than they did in the first, practice in generating ideas and text, drafting, revising, and editing are even more important in the second class. By the end of the second class, students should be able to**

- Select and apply appropriate writing processes to match the context.
- Revise for a variety of technologies and modalities.
- Use composition and revision as a means to discover and reconsider ideas.
- Reflect on the development of their revision strategies and consider how those strategies influence their work.
- Produce successive drafts of increasing quality.

### **4. Knowledge of Conventions**

*Students will study academic conventions and apply appropriate conventions to their own work*

**The second writing course should reinforce and expand the knowledge of conventions students developed in the first writing course. In addition, by the end of the second writing course, students should be able to**

- Understand why conventions vary.
- Recognize the genre conventions employed by various academic disciplines.
- Employ appropriate textual conventions for incorporating ideas from sources (e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing).