

## **Outcomes for TME002: Second Writing Course May 2018**

### **1. Rhetorical Knowledge**

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Understand how genre conventions shaped the texts they read and should shape the texts they compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
- Compose texts that
  - Have a clear purpose.
  - Respond to the needs of intended audiences.
  - Assume an appropriate stance.
  - Adopt an appropriate voice, tone, style, and level of formality.
  - Use appropriate conventions of format and structure.

In addition, by the end of the second course, students should be able to

- Analyze argumentative strategies and persuasive appeals.
- Employ appropriate argumentative strategies and persuasive appeals in their writing.

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

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in various kinds of texts.
- Use various critical thinking strategies to analyze texts.

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.
- Develop a clear line of argument that incorporates ideas and evidence from sources.
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer’s ideas with those from appropriate sources.

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

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.

- Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to
  - Work with others to improve their own and others' texts.
  - Balance the advantages of relying on others with taking responsibility for their own work.
- Apply this understanding and recognition to produce successive drafts of increasing quality.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.

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

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in a variety of popular forums.
- Learn to control syntax, grammar, punctuation, and spelling through practice in composing and revising.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, and format in their own writing.
- Acknowledge the work of others when appropriate.
- Use a standard documentation format as needed.

In addition, by the end of the second course, students should be able to

- Understand why genre 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).

#### **5. Minimal Course Requirements**

By the end of their second writing course, students will have written

- A variety of texts, including at least one researched essay, with opportunities for response and revision.
- A minimum of 5000 total words of formal, edited text.
- Frequent “low-stakes” assignments, such as journals, reading responses, and in-class efforts.