

## COLLEGE COMPOSITION II LEARNING OUTCOMES

The students in College Composition II courses focus on how to compose texts for a variety of purposes including exposition, argumentation, inquiry, and research. College Composition II courses further develop college-level reading and writing, emphasizing how disciplinary values influence how a writer approaches topics, identifies audiences, develops a persona, and articulates a purpose for writing. College Composition II courses include analysis of texts from a range of disciplines, marshalling evidence through research and committing a well-reasoned argument to text.

Upon completion of a Composition II course, students will be able to

1. Demonstrate awareness of how disciplinary values influence how a writer approaches a topic, identifies audiences, develops a persona, and articulates a purpose for writing.
2. Develop an understanding of the ways texts are written, researched, organized, and disseminated in multiple disciplines.
3. Synthesize and analyze credible and relevant evidence and/or sources to support ideas for specific rhetorical purposes appropriate to a variety of disciplines.
4. Demonstrate use of conventions relative to a variety of disciplines to develop organization, content, presentation, and style.
5. Construct texts in a variety of discipline-specific genres and media that communicate a controlling idea with clarity and fluency.
6. Demonstrate consistent control of written language in response to disciplinary conventions

In addition to meeting the above learning outcomes, all courses shall maintain best practices<sup>1</sup> and:

1. Engage in scholarly dialogue in multiple disciplines in an effort to generate new ideas and participate in on-going academic conversations.
2. Emphasize writing as a socially situated process in which students are required to craft multiple drafts for each project.
3. Require guided opportunities for students to reflect on their writing processes and their rhetorical choices.
4. Employ both formative and summative assessment<sup>2</sup>.

<sup>1</sup> National Council of Teachers of English recommends a student-faculty ratio of 20:1 (see National Council of Teachers of English Statement of Principles and Standards for the Postsecondary Teaching of Writing <http://www2.ncte.org/statement/postsecondarywriting/>)

<sup>2</sup> "Direct assessment in the classroom should provide response that serves formative purposes, helping writers develop and shape ideas, as well as organize, craft sentences, and edit" (see College of Composition and Communication's Writing Assessment: A Position Statement <http://www.ncte.org/cccc/resources/positions/writingassessment>)