BAKER COLLEGE
STUDENT LEARNING OUTCOMES
ENG 1020/College Composition II
3 Semester Hours

Student Learning Outcomes and Enabling Objectives

1. Analyze contexts and audiences to create texts.
   a. Write for different situations using purpose, audience, and context.
   b. Explore how genre conventions shape and are shaped by readers’ and writers’ practices and purposes.
   c. Apply rhetorical appeals to support an argument.
   d. Apply voice, tone, level of formality, design, medium, and/or structure to a variety of writing situations.
   e. Use technology to address a range of audiences.

2. Construct projects using multiple strategies or composing processes.
   a. Develop writing through multiple drafts.
   b. Produce a final project through the use of the writing process (pre-writing, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing).
   c. Use feedback to make revisions.
   d. Reflect on composing practices and how they influence the final product.
   e. Adapt composing processes for a variety of technologies.

3. Enhance critical thinking, reading, and writing skills.
   a. Assess connections and patterns in a diverse range of texts.
   b. Evaluate sources and evidence by separating assertions and assumptions from evidence.
   c. Compose qualified and developed claims and generalizations.
   d. Assess the credibility, sufficiency, accuracy, timeliness, and bias of research materials.

4. Incorporate outside resources into composed texts providing proper attribution.
   a. Explore concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.
   b. Incorporate resources through selective quoting, paraphrasing, and summary strategies.
   c. Attribute resources using a variety of methods including signal phrases and APA documentation style.

5. Analyze conventions such as mechanics, usage, spelling, and style for purpose, audience, and genre.
   a. Interpret linguistic structures including grammar, punctuation, and spelling through practice in composing and revising.
   b. Examine various genre conventions for structure, paragraphing, tone, and mechanics.
   c. Discuss common formats and/or design features for different kinds of writing.

6. Employ technologies and literacy resources to develop and apply effective research writing methods.
   a. Locate credible and reliable source materials.
   b. Integrate effectively appropriate academic sources into writing.
   c. Learn what plagiarism is and the importance of academic integrity.
   d. Understand the required elements of APA style to document accurately different sources.
Required Elements

RE 1. Apply instructor and peer feedback as a method to improve writing.

RE 2. Produce five common writing assignments and one common presentation for evaluation:
   a. Assignment #1: Rhetorical Analysis Essay
   b. Assignment #2: Position Essay
   c. Assignment #3: Rebuttal Essay
   d. Assignment #4: Proposal Essay
   e. Assignment #5: Multimedia Message

RE 3. Use the Proposal Essay Assignment #4 with the required rubric for the assessment of Interdisciplinary outcomes.

These SLOs are approved for experiential credit.
SLOs developed by: System English Instructors and Program Directors
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