



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

COM1010 Composition and Critical Thinking I
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

By the end of the course, students will demonstrate the ability to:

1. Produce writing that responds appropriately to a variety of rhetorical situations (audiences, purposes, and contexts).
 - a. Demonstrate a clear and consistent purpose.
 - b. Respond to the needs of different rhetorical situations.
 - c. Employ a tone consistent with rhetorical situations.
 - d. Adapt a variety of genres to suit different rhetorical situations.
 - e. Choose evidence and detail consistent with rhetorical situations.
 - f. Recognize the utility of digital technologies for composition.

2. Demonstrate critical thinking by analyzing, synthesizing, interpreting, and evaluating ideas, information, situations, and texts.
 - a. Summarize text accurately.
 - b. Distinguish between argument and assertion.
 - c. Examine the role of genre in the creation and reception of communication.
 - d. Integrate multiple points of view.
 - e. Assess the credibility, sufficiency, accuracy, timeliness, and bias of research materials.

3. Produce writing reflective of a multi-stage composing and revising process.
 - a. Implement a recursive composing process across multiple drafts.
 - b. Illustrate multiple strategies of invention, drafting, and revision.
 - c. Show evidence of development through reflection, peer review, collaboration, and feedback.

4. Employ appropriate conventions in various writing situations.
 - a. Use structural conventions such as organization, formatting, paragraphing, and tone.
 - b. Use syntax, grammar, punctuation, and spelling appropriate to the situation.
 - c. Recognize evolving conventions of multimodal composition.

Big Ideas and Essential Questions

Big Ideas

- Rhetorical knowledge
- Critical Thinking
- Processes
- Conventions

Essential Questions

1. What does it mean to communicate effectively?
2. How do various rhetorical strategies affect the author's articulation of purpose and ideas, and influence the audience?
3. How does a writer adapt style to meet the expectations of the audience?
4. How do a variety of sentence structures emphasize key ideas in a text?
5. Why do we need to evaluate what we read?
6. How does the type of source affect the quality of research?

Institutional Student Learning Outcome Alignments

ISLO 1: Written Communication, Digital Information Literacy

ISLO 3: Critical and Creative Thinking, Inquiry/Analysis, Synthesis, Reflection

These SLOs are not approved for experiential credit.

Effective: Fall 2020