ENG 112, English Composition II with Speech

Course Outline – Revised Spring 2008
Course Outcome Summary

Course Information
Revised Date 3/16/2008
Course Number ENG 112
Total Credits 3

Description
A variation on standard ENG 102, it differs in that it focuses on the interpretation, analysis and creation of a broad spectrum of workplace documents rather than on literature. Construction of a well-supported long research paper and accompanying PowerPoint presentation is central. Speech component is fulfilled through multiple in-class presentations.

Textbooks

Prerequisites
Minimum C+ in ENG 101

Exit Learning Outcomes
Core Abilities
A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
   Students will read, write, and listen actively, critically, and reflectively.
   Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
   Students will evaluate and revise their written and/or oral communication.
   Students will write and speak clearly and effectively in formal American English.
   Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
B. Use critical thinking and problem solving skills in analyzing information.
   Students will distinguish among opinions, facts, and inferences.
   Students will identify and critique underlying or implicit assumptions.
   Students will thoughtfully evaluate diverse perspectives and alternative points of view.
   Students will ask informed questions and make informed judgments.
   Students will solve problems by applying discipline-appropriate methods and standards.
C. Recognize, analyze and assess ethical issues and situations.
   Students will identify ethical implications of an issue or a situation.
   Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
   Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.
D. Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
   Students will recognize the value of using information to strengthen arguments and articulate a research question.
   Students will identify resources needed and develop and modify appropriate search strategies to obtain the information required to answer a research question.
   Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.
   Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.
   Students will respect the privacy, security, and ownership of the information they locate and use.
   Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.

E. Use computers to access, analyze or present information, solve problems, and communicate with others.
   Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
   Students will be proficient in using an interface and managing files.
   Students will use email and communication software effectively and appropriately.
   Students will use a web browser and search engines to seek information and will recognize types of information and sources.
   Students will understand the impact of computers on society.

F. Demonstrate interpersonal skills required for effective performance in group situations.
   Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.
   Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.
   Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.
   Students will identify leadership, task, maintenance and self-serving roles and their effect on group function.

General Education Outcomes
A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
C. Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
D. Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

Competencies
1. Apply the composition skills learned in ENG 101 to write competent technical documents using correct format, tone and style associated with each.
   Linked Core Abilities
   Communicate effectively in speech and writing, and demonstrate proficiency in reading.
   General Education Outcomes
   Goal 1. Communication. Students will communicate effectively in both speech and writing.
You will demonstrate your competence:
  o by writing five different technical documents using the correct style, content and format for each and will complete peer review and multiple drafts for each.

Your performance will be successful when:
  o you read, write, and listen actively, critically, and reflectively.
  o you logically, informatively, persuasively, and creatively respond orally and/or in writing to what you read, hear, and see.
  o you evaluate and revise your written and/or oral communication.
  o you write and speak clearly and effectively in formal American English.
  o you understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Learning Objectives
a. Read and correctly summarize the basic information contained in a typical workplace memo.

b. Identify the key elements of a memo.

c. Understand the uses of memos.

d. Write an effective memo.

e. Read and understand the information contained on a job application, cover letter and resume.

f. Write an effective cover letter and resume based on their current skills and experiences.

g. Understand the types of and uses for instructions

h. Write an effective set of instructions

i. Write a correctly formatted and effective research proposal

2. Research design and write a well organized, logical and informed research paper of 10-15 typed pages that uses proper MLA citation and carefully selected source material to support a central thesis.

Linked Core Abilities
Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes
Goal 1. Communication. Students will communicate effectively in both speech and writing.

You will demonstrate your competence:
  o by writing a 10-15 research paper; a proposal and two peer reviewed rough drafts must be submitted along with the final draft to fully satisfy the requirement

Your performance will be successful when:
  o you write an effective research proposal.
  o you understand how to locate, use, and cite sources.
  o you can write and support an effective thesis.
  o you read, write, and listen actively, critically, and reflectively.
  o you logically, informatively, persuasively, and creatively respond orally and/or in writing to what you read, hear, and see.
  o you evaluate and revise your written and/or oral communication.
  o you write and speak clearly and effectively in formal American English.
  o you will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Learning Objectives
a. Write a formally documented research paper containing a thoughtful and viable thesis
b. Gather and use material from at least four separate scholarly sources to support that thesis effectively

c. Consider different texts that relate in subtle ways and uncover and respond to the nuances of those texts as they relate to the research project

d. Write clear and comprehensible prose that makes use of transitions and presents complete and well organized paragraphs in a logical order

e. Make intellectual connections between the central ideas of the research paper and the wider world that we live in

f. Effectively evaluate and edit their own work and the work of peers and use those evaluations to strengthen every draft of the research paper

g. Present their research in an organized oral presentation with PowerPoint

3. **Use word processing and presentation software effectively to complete course assignments.**

   **Linked Core Abilities**
   Use computers to access, analyze or present information, solve problems, and communicate with others.

   **General Education Outcomes**
   Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

   **You will demonstrate your competence:**
   o by completing essay and presentation assignments.

   **Your performance will be successful when:**
   o you can use a word processing (Word) program to write, revise, and store documents,
   o you can use presentation software (Power Point) to make an effective presentation.
   o you can use email to send documents.

   **Learning Objectives**
   a. Identify and describe the primary components of successful document design and layout
   b. Take a poorly designed document, and, working with a group, redesign it applying the principals of sound document design and layout
   c. Explain why the redesigned document is superior to the original and defend choices made in redesigning

4. **Convey information effectively in an oral presentation with accompanying PowerPoint.**

   **Linked Core Abilities**
   Use computers to access, analyze or present information, solve problems, and communicate with others.

   **General Education Outcomes**
   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   **You will demonstrate your competence:**
   o by delivering an oral presentation with accompanying PowerPoint describing the content, thesis and key sources used in the construction of their research paper

   **Your performance will be successful when:**
   o you successfully prepare and give an oral presentation.
   o your presentation accurately represents your research project
   o your presentation makes good use of presentation software (Power Point).

   **Learning Objectives**
   a. Respond effectively to typical job interview questions

5. **Use the library, the Internet, and online databases effectively to gather scholarly**
information.

Linked Core Abilities
Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

General Education Outcomes
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

You will demonstrate your competence:
1. by completing research assignments.

Your performance will be successful when:
1. you know when research is necessary.
2. you know how to use library resources such as databases and inter-library loan.
3. you know how to conduct an effective internet search.
4. you can evaluate the reliability of websites.
5. you can correctly use and cite secondary sources.

Learning Objectives
a. Understand the reasons for, and methods of, conducting research both in the library and on-line
b. Conduct a search for information using both on-line and hard copy sources

6. Describe, analyze, explain and debate ethical issues that arise in the workplace, with focus on the ethical issues related to workplace writing and documents.

Linked Core Abilities
Recognize, analyze and assess ethical issues and situations.

General Education Outcomes
Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

Learning Objectives
a. Identify illegal job interview questions, explain why such questions are illegal and/or unethical and know several ways to respond to such questions
b. Understand and explain why instructions carry the highest ethical burdens of any technical document
c. Describe the steps in sound ethical decision making as it applies to the workplace
d. Debate the possible responses and resolutions needed to resolve ethical dilemmas in the workplace and in technical writing

7. Understand ethical issues surrounding plagiarism and know how to avoid the pitfalls of incorrectly using research sources.

Linked Core Abilities
Recognize, analyze and assess ethical issues and situations.

General Education Outcomes
Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

Learning Objectives
a. Understand the ethical issues surrounding plagiarism
b. Avoid the pitfalls of plagiarism by using proper documentation
c. Create an accurate Works Cited list using proper MLA Format