Required Syllabus information – all must be included in the course syllabus

ENG 201
Course title: English Composition III: CO3
Credits: 3
Course Description: Provides the skills necessary to enter into higher-level undergraduate academic discourse or professional workplace writing. This course extends rhetorical knowledge and develops critical reading, thinking, and writing strategies in multiple specialized areas of discourse beyond what is encountered in previous composition courses.

GT Pathways Requirements:

Guaranteed Transfer (GT) Pathways Course Statement:
The Colorado Commission on Higher Education has approved ENG 201 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

WRITTEN COMMUNICATION CONTENT CRITERIA - GT-CO3

1. Extend Rhetorical Knowledge
    a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
    b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
    c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
    d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Extend Experience in Writing
    a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
    b. Critique one's own work and other's work, including the work of professional writers and/or scholars.
3. Extend Critical and Creative Thinking
    a. Reflect on the implications and consequences of context.
    b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
    c. Extend and complicate the consequences of the stated conclusion.
4. Use Sources and Evidence
    a. Select, evaluate, and synthesize appropriate sources and evidence.
    b. Use discipline-appropriate criteria to evaluate sources and evidence.
5. Extend Application of Composing Conventions

a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.

COMPETENCIES & STUDENT LEARNING OUTCOMES FOR GT-CO3

1. **Employ Rhetorical Knowledge**
   a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. **Develop Content**
   a. Create and develop ideas within the context of the situation and the assigned task(s).
3. **Apply Genre and Disciplinary Conventions**
   a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. **Use Sources and Evidence**
   a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   b. Follow an appropriate documentation system.
5. **Control Syntax and Mechanics**
   a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

SYSTEM REQUIREMENTS:

REQUIRED COURSE LEARNING OUTCOMES

1. Apply and expand the rhetorical knowledge gained in Composition I and Composition II to more sophisticated, discipline-specific situations.
2. Develop and apply reading strategies for discipline-specific language and for understanding rhetorical structure.
3. Analyze and apply the writing conventions for a variety of audiences within a particular discipline.
4. Demonstrate understanding of recursive processes by generating multiple drafts.
5. Critique one's own and others' work, including the work of professional writers and/or scholars.
6. Evaluate and reflect on one's own writing processes.
7. Employ a variety of technologies for research and writing.
8. Evaluate sources for accuracy, relevance, credibility, usefulness, reliability, interest, and bias.
9. Use specialized vocabulary, diction, and style.
10. Apply appropriate documentation and formatting styles.
11. Select and adapt conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.

REQUIRED TOPICAL OUTLINE

Note: Outline details recursive, not linear, activities.

I. Rhetorical Knowledge of Discipline(s)
   a. Rhetorical situations
   b. Audience
   c. Purpose
   d. Discipline-specific reading and writing
   e. Understanding relationships between form and content
   f. Reflective strategies
II. Experience in Writing in Discipline(s)
   a. Generating ideas
   b. Planning
   c. Drafting
   d. Editing
   e. Proofreading
   f. Revising
   g. Critiquing
   h. Recursive process
III. Critical and Creative Thinking
   a. Disciplinary context
   b. Presenting a position
   c. Synthesizing divergent or contradictory perspectives
   d. Extending and complicating the consequences of the stated conclusion
IV. Research Processes in Discipline(s)
   a. Appropriate research methodology
   b. Locating, selecting, and evaluating sources with discipline-appropriate criteria
   c. Using technology for research
   d. Integrating and synthesizing sources
   e. Documenting sources in appropriate style
V. Composing Conventions
   a. Applying conventions
   b. Voice, tone, and style
   c. Structuring and paragraphing
   d. Employing appropriate mechanics, syntax, and diction

CCCOnline Course Policies: http://www.ccconline.org/ccconline-course-policies/

Effective Spring 2018, 201830