Des Moines Area Community College

Course Competency Information

Effective Date: Spring 2016

Acronym/Number: ENG 106

Course Title: Composition II

Credit Breakout: 3.00 3.00 0 0 0

(Total Credits: Lecture 1hr/cred Lab 2hrs/cred Practicum 3hrs/cred Work Experience 4hrs/cred(unsupervised))

Prerequisite/Co-Requisite
Prerequisite: ENG-105

Description
Composition II is a continuation of Composition I. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course.

Course Competencies

1. Analyze college-level reading skills to academic and professional texts
   1. Read a variety of academic and professional texts, primarily non-fiction
   2. Develop vocabulary
   3. Identify language nuances, such as denotation, connotation, and figurative language
   4. Determine a text’s audience, purpose, thesis, and context
   5. Restate texts by summarizing, paraphrasing, and quoting

2. Analyze rhetorical strategies found in academic and professional texts
   1. Determine how ideas, structures, or other textual features influence interpretation, including rhetorical situations and social, cultural, and historical contexts
   2. Examine how multiple perspectives can operate at the same time
   3. Distinguish between types of evidence, such as primary, secondary, quantitative, and qualitative
   4. Determine logical fallacies, bias, slanted language, discriminatory language, and propaganda

3. Integrate sources to support research-based projects
   1. Determine research objectives and schedule
   2. Locate primary and secondary sources via library databases, catalogs, Internet, and other resources
   3. Analyze the relevance and credibility of sources
   4. Illustrate claims using research sources

4. Argue in response to continuing dialogues within and beyond academic disciplines
   1. Recognize various points-of-view
   2. Integrate audience-based persuasion techniques
   3. Evaluate multi-cultural, social or global perspectives for diverse audiences
   4. Synthesize ideas from multiple sources to reframe in new contexts

5. Evaluate individual writing processes to produce college-level essays and projects
   1. Generate early drafting and revision strategies, including conference, workshop, or individual and peer feedback
   2. Compose clear, concise prose
   3. Construct syntactically sound sentences using varied, appropriate vocabulary
   4. Use standard rules of grammar, punctuation, mechanics, and spelling
6. Integrate standard college-level documentation practices
   1. Understand definitions and consequences of plagiarism
   2. Identify reasons for documentation
   3. Distinguish between personal ideas and outside sources
   4. Integrate sources effectively within the given context
   5. Document sources using MLA or APA style