

# Course Outcome Guide (COG)

<b>Course:</b>	ENGL 120: College Composition II	<b>Credits:</b>	3	<b>Instructor:</b>	
<b>Course Description:</b>	Prerequisite: ENGL 110 with a minimum grade of 'C'. Second course. Writing academic essays or other genres with clarity and accuracy after learning and practicing stages of writing. Close reading, analyses, appreciation. Finding, evaluating, integrating, acknowledging sources. Collaborative invention and revision techniques. Fall, Spring, Summer				
Concepts and Issues	Process Skills	Assessment Tasks	Intended Outcomes		
			Course	General Education or Program	Institutional
<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Rhetorical situation</li> <li>• Language study</li> <li>• Intellectual property</li> <li>• Academic honesty</li> <li>• People skills</li> <li>• Research methodology</li> <li>• Qualitative research</li> <li>• Quantitative research</li> <li>• Location and types/kinds of academic source material</li> <li>• Audience analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Express ideas through effective writing</li> <li>• Read at a level that allows students to participate in collegiate studies and chosen careers</li> <li>• Find, consult, and use a variety of information resources.</li> <li>• Evaluate the relevance and reliability of sources.</li> <li>• Use information resources ethically and honestly.</li> <li>• Integrate source material smoothly and clearly into the student's own text.</li> <li>• Work effectively with others.</li> <li>• (See more from NDUS Common Course: <a href="#">link</a>)</li> </ul>	<p>In each ENGL 120 course, students will complete a capstone project. Each course syllabus will identify this assignment. This project will involve the following requirements:</p> <ol style="list-style-type: none"> <li>1. Research paper that integrates multiple outside sources.</li> <li>2. Analysis of multiple sources and/or student texts.</li> <li>3. A specific purpose</li> <li>4. Some element of collaboration (at any point in the process)</li> <li>5. Student reflection of the project process.</li> <li>6. Use of common rubric: <a href="http://www.aacu.org/vale/rubrics/pdf/WrittenCommunication.pdf">http://www.aacu.org/vale/rubrics/pdf/WrittenCommunication.pdf</a></li> </ol>	<ul style="list-style-type: none"> <li>• Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.</li> <li>• Students will be able to analyze texts.</li> <li>• Students will be able to integrate and evaluate sources.</li> <li>• Students will be able to work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate effective communication skills.</li> </ul>