

## ENG 1100: Academic Writing and Reading

### Outcomes: Semester Course

#### **Academic Reading** (Not directly measurable; embedded in written products)

- Annotate for specific purposes
- Outline structure of text
- Skim for general overview
- Scan for specific information
- Identify author's main claim and enumerate supporting points
- Distinguish author's voice from other viewpoints in the discussion
- Distinguish examples, illustrations, and anecdotes from main points

#### **Summarize texts**

- Restate author's thesis in own words
- Recap in own words author's support points
- Reduce the original text to main ideas in logical, fluent paragraphs with transitional elements
- Use 3<sup>rd</sup> person voice, present tense, and assertive verbs
- Avoid personal judgment and ascribe ideas to author
- Document text

#### **Analyze texts**

- Write clear and appropriate thesis statements
- Articulate author's thesis, purpose, and target audience
- Determine context of discussion
- Assess credibility of author and text
- Recognize bias and its possible influence on message
- Identify and articulate strategies of persuasion
- Draw conclusions about the effectiveness of the text and support conclusions with textual evidence and sound reasoning
- Document text

#### **Research** (new in semester course, to prepare students for academic writing in first and second years)

- Locate, evaluate, and use academic sources
- Integrate basic quotes, paraphrases, and summarized ideas accurately and smoothly
- Document and cite in MLA format; learn principles of documentation and citation
- Understand principles of academic honesty and avoid plagiarism

#### **Facility with language and writing**

- Organize texts appropriately for genre, purpose, and audience
- Adapt writing strategies for audience, purpose, and type of task
- Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer
- Use electronic environments to draft, revise, edit, and share or publish texts
- Produce texts whose meaning and purpose can be readily understood by a cold reader

## ENG 2100: Writing in Academic Discourse

### Outcomes: Semester Course

**Assumption:** Students begin course having met all ENG 1100 outcomes, which are expected for writing done in ENG 2100.

**Academic Reading** (Not directly measurable; embedded in written products)

- Choose and evaluate sources for Authority, Accuracy, Objectivity, Currency, & Relevance
- Recognize authors' underlying values and assumptions that inform the text

**Analysis**

- Develop facility with academic conventions introduced in 101
- Present self-evaluation that identifies, demonstrates, and articulates learning and writing skills

**Research**

- Locate, evaluate, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources
- Incorporate variety of sources
- Use sources to support claims and develop thesis
- Interpret evidence
- Establish connections, references, and relationships between sources
- Evaluate possible bias and entrenched loyalties of sources
- Avoid quote stacking and throw-away quotes
- Foreground writer's argument without overreliance on sources
- Document and cite correctly in MLA and APA format

**Argument**

- Write an arguable thesis statement
- Use reasonable tone that
  - establishes common ground
  - avoids personal attacks
- Respect and grapple with the complexity of issues
- Recognize emotional appeal and logical fallacies
- Sustain progressive, focused, and logical argument that supports thesis
- Acknowledge, accommodate, and refute counter arguments logically and ethically
- Choose and engage target audience that includes skeptical readers
- Avoid stereotyping and over-simplification
- Use reliable and varied evidence to support claims

**Facility with language and writing**

- Establish purpose and use precise language understandable for any academic reader
- Avoid plagiarism
- Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer
- Use electronic environments to draft, revise, edit, and share or publish texts
- Produce texts whose meaning and purpose can be readily understood by a cold reader