

SYLLABUS

COURSE # AND TITLE: ENGL 211 ADVANCED COMPOSITION
OF CREDITS: 3

CATALOG DESCRIPTION

English 211 is a continuation of the work begun in English 111, Freshman Composition and focuses on reading and writing from literature. The course stresses critical reading skills with particular attention given to literary forms such as the short story, poetry, drama, and the novel. Additionally, the course emphasizes the research process necessary for advanced college writing.

Semester Offered: Fall, Spring, Summer

Prerequisites: A passing grade of C or better in Engl 111 or an equivalent course

Common Student Learning Outcomes

Upon successful completion of San Juan College programs and degrees, the student will....

<i>Learn</i>	<i>Students will actively and independently acquire, apply and adapt skills and knowledge to develop expertise and a broader understanding of the world as lifelong learners.</i>
<i>Think</i>	<i>Students will think analytically and creatively to explore ideas, make connections, draw conclusions, and solve problems.</i>
<i>Communicate</i>	<i>Students will exchange ideas and information with clarity and originality in multiple contexts.</i>
<i>Integrate</i>	<i>Students will demonstrate proficiency in the use of technologies in the broadest sense related to their field of study.</i>
<i>Act</i>	<i>Students will act purposefully, reflectively, and respectfully in diverse and complex environments.</i>

GENERAL LEARNING OBJECTIVES

1. To generate academic papers for a variety of purposes multiple and varied outside sources, documentation, and technology
2. To read and think critically through the analysis and interpretation of texts, primarily literary
3. To engage in group discussions and assignments to deepen understanding of texts, to appreciate other points of view, and to evaluate student writing
4. To refine the steps of the writing process and gain an understanding of self as writer

SPECIFIC LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to do the following:

1. Generate academic papers for a variety of purposes using research, documentation, and technology.
 - a) Master the steps of the writing process both individually and collaboratively.
 - b) Generate essays that maintain a central thesis/focus.

- c) Use writing for a variety of purposes such as analyzing, synthesizing, and supporting a claim.
 - d) Master organizational strategies to create coherent essays that demonstrate logical arrangement amongst and within paragraphs.
 - e) Demonstrate awareness of expression with appropriate use of voice, tone, and audience, and by using variety in sentence structures.
 - f) Effectively apply standard conventions for clear communication, such as correctness in grammar, punctuation, and spelling.
 - g) Integrate ideas in writing from multiple and varied outside sources and master MLA documentation.
 - h) Produce a documented research paper that is guided by the student's claim and voice, provides evidence to back up the claim, and integrates a minimum of six varied outside sources.
 - i) Access, evaluate, utilize, and synthesize information from the library, Internet, and other media for unit and research papers.
2. Read and think critically through the analysis and interpretation of literary texts.
- a) Analyze main ideas, arguments, opinions, literary techniques, and organizational strategies primarily in literary text.
 - b) Interact with ideas presented in texts (making connections, drawing conclusions).
 - c) Demonstrate an openness to an aesthetic appreciation of and new ideas in texts.
3. Engage in discussions and group assignments to deepen understanding of texts, to appreciate other points of view, and to evaluate student writing.
- a) Actively engage in discussions and group work to deepen understanding and develop learning skills.
 - b) In all group work, listen and contribute with respect, honesty, and maturity.
 - c) Increase knowledge of other cultures and ways of looking at the world.
4. Refine the steps of the writing process and gain an understanding of self as writer.
- a) Analyze personal writing processes and products and demonstrate an understanding of self as writer.
 - b) Use peer and instructor suggestions and evaluation effectively to improve writing.

Syllabus on file in the dean's office. Last revised 12/13/05