Outline of Instruction

Division: Humanities  Area: English
Course Number: 254  Course Name: Advanced Composition
Prerequisites: English 151, faculty nomination, and instructor's permission
Corequisite: NONE
Hours Required: Class: 45  Lab: 0  Credits: 3

Course Description/Purpose

This course offers selected students theory and practice in peer tutoring and advanced composition. Emphasis is placed on student writing conferences, process writing and standard research methods. All students enrolled in this course work as tutors in the Writing Center.

Major Units

- Process writing (prewriting, drafting, revision, and editing)
- Research process (using primary and secondary sources, outlining, and documentation)
- Rhetorical modes and writing-to-learn strategies (as used in transactional and expressive writing)
- Writing style analysis (formal and informal writing, levels of diction, voice, and tone)
- Tutoring methods (includes theory and practice--working in the Writing Center)

Educational/Course Outcomes

Student learning will be assessed by a variety of methods, including, but not limited to, quizzes and tests, journals, essays, papers, projects, laboratory/clinical exercises and examinations, presentations, simulations, portfolios, homework assignments, and instructor observations.

Cognitive

Each student will be expected to Identify/Recognize . . .

- prewriting strategies including: listing, cubing, freewriting, looping, journalistic questions, journal writing, clustering, outlining, and research drafting strategies including: thesis statement, topic sentence, paragraph development, and transition

- revision strategies including: moving paragraphs, moving sentences, adding ideas, discarding ideas, mapping, cutting and pasting, and outlining

- editing strategies including: reading aloud, spelling journals, and reading backwards

- a variety of expressive and transactional writing samples

- the importance of addressing an audience
• the importance of determining a purpose

• academic papers: book and article reviews, lab and scientific reports, argument papers, journals, literary analysis, research papers

• rhetorical modes: description, narration, division and classification, comparison and contrast, example, definition, analogy, analysis, and argument

• the conventions of parenthetical documentation

• differences between primary and secondary sources

• MLA format

• writing style (diction, syntax, tone, and voice)

• writing group dynamics

• one-to-one tutoring skills, including: active listening, verbal and nonverbal communication, facilitating, and recognizing learning styles

Performance

Each student will be expected to Demonstrate/Practice...

• a variety of strategies used in prewriting, drafting, revision, and editing as he or she develops several essays about writing and tutoring

• an understanding of writing style through a written analysis of other writers’ works, as well as an analysis of his or her own writing

• a competency in tutoring student writing in classroom writing groups and in one-to-one sessions in the Writing Center

• the ability to use several rhetorical modes in developing expository essays (writing capstone)

• an understanding of the “research process” by developing a research project including: topic selection, locating primary and secondary sources, outlining, drafting, revision, editing, and following MLA format for a final manuscript (writing capstone)

Attitudinal

Each student will be expected to Believe/Feel/Think...

• that writing plays an important role in learning in all academic disciplines

• that all students can improve their writing

• that the "process" of writing is as important as the "product" of writing

• that students learn differently, and that no one approach to writing is best for all students

TD/pf—6/04