

English 102 Outcomes Statement

The English 102 outcomes include all those from English 101 plus three others in two clusters.

Process and Revision

Revision. Uses collaboration from peers, feedback from instructor, and self-assessment to revise drafts substantively.

Invention. Uses a variety of activities and strategies throughout the assignment sequence to develop their arguments and ideas, as well as their rhetorical awareness (purpose, audience, genre).

Peer Critique. Provides helpful and thoughtful formative criticism of peers' work, both in class and outside class.

Purpose and Development

Purpose and thesis. Makes essay's purpose is clear and appropriate to the assignment, and the thesis has "tension."

Problem articulation and development. Articulates a problematic question and explains why the problem is significant

Context. Essay's genre and tone are appropriate to audience and purpose; uses an appropriate tone.

Development and complexity of ideas. Shows sensitivity to multi-sidedness of issues and addresses the issue's complexity.

Reading and Working with Texts

Summarizing or paraphrasing texts. Essay accurately and thoroughly summarizes or paraphrases texts.

Active reading & analysis. As demonstrated in class work and in essays, reads texts "with and against the grain" and they specify the rhetorical strategies used.

Conversation among texts and ideas of essay. Synthesizes multiple texts, putting texts into conversation with each other and with ideas of author.

Style and Voice

Style and voice. Uses Style and voice that are appropriate to the given audience, purpose, genre, and claims.

Presentation and Organization

Paragraphing. Writes unified paragraphs that include transitions, topic sentences, and particulars.

Overall organization and unity. Develops a central point, idea, thesis, or claim that is clearly defined and supported by concrete, substantial, and relevant evidence.

Grammar, mechanics, and other surface features. Uses conventions of grammar, mechanics, and style associated with English dialects, with particular emphasis on standard written English.

Responsible use of sources. Uses at least one system of documentation (e.g. MLA or APA) competently.

Argumentation and Rhetorical Strategies

Analysis using rhetorical strategies. Understands how rhetorical strategies—such as *ethos*, *paths*, and *logos*—create effective arguments, and uses this terminology to analyze texts.

Use of rhetorical strategies. Uses rhetorical strategies to shape different modes of argumentation—arguments by "definition," "causal," "evaluation," etc.—that fit specific rhetorical situations.

Research

Finds and selects materials outside of class materials that are appropriate to the rhetorical situation, considering carefully what your readers need to know in order to follow lines of good reasoning.