

ENGLISH 102

Students' Responsibilities

- . Read academic texts critically, analyzing and interpreting expository and argumentative prose written from a variety of disciplinary, ideological, and rhetorical perspectives.
- . Practice writing as a process aimed at developing abilities to write argumentative/persuasive prose for a variety of academic purposes and audiences.
- . Use appropriate research methods to gather, evaluate, analyze, and synthesize material from both primary and secondary sources.
- . Produce at least 5,000 words of edited prose demonstrating the ability to:
 - a. support theses developed from thorough considerations of multiple perspectives on significant issues.
 - b. use a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.
 - c. control conventions of written English for academic purposes, including summary, paraphrase, and appropriate documentation style(s).
 - d. proofread and edit writing to conform to accepted standards for academic writing in English.

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Teachers' Responsibilities

- Foster understanding and appreciation of conventions of academic discourse as demonstrated in texts that exemplify strategies of exposition, persuasion, and argument across a selection of disciplines.
- Assign at least 5,000 words of finished, edited and documented academic prose with an equal amount of informal writing in a variety of formats such as proposals, summaries, and paraphrases, research logs, responses to texts, etc.
- Demonstrate and provide practice in refining techniques of thesis development, qualification, and support with attention to both writer and audience needs.
- Demonstrate and provide practice in evaluating source materials, with special consideration of points of view and representations of discourse communities.
- Demonstrate and provide practice in constructing sound arguments that avoid logical fallacies, in using sources for maximum rhetorical effect as well as thesis support, and in applying strategies for revising and refining written prose to obtain maximum stylistic effect.
- Provide instruction or referral for mastery of conventions of most appropriate documentation style(s) such as MLA and/or APA.
- Provide instruction or referral for mastery over problems with grammar and usage, with emphasis on the students' own writing.
- Provide opportunities for collaborative activities, student/instructor conferences, and experience with computer technology as appropriate.
- Provide regular and timely evaluation using clearly defined criteria consistent with these guidelines.