

Course Title & Number: __Advanced Composition/English 200__

Competency Area: **CRITICAL ANALYSIS AND LOGICAL THINKING** (Goal: Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.)

Faculty submitting the Learning Outcomes: __Ron Picard__

Date: __Feb. 1__

[Instructions: *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

BOR TAP's Learning Outcomes	Corresponding Outcomes for Course Named Above
1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments	Explain the significance or purpose of an academic argument for a variety of readers Recognize the relationships among language, knowledge, and power as represented in academic works and their own writing Identify basic principles associated with a variety of critical approaches Apply a variety of critical approaches to academic arguments Support a thesis with evidence taken from primary and secondary sources
2. Formulating arguments: Formulate good arguments, including a significant focus on inductive reasoning.	Construct a thesis in response to an academic genre Support a thesis with evidence taken from primary and secondary sources Incorporate quotations, paraphrases, and summaries into their writing Apply a variety of critical approaches to academic arguments
3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.	Identify basic principles associated with a variety of critical approaches Recognize the role of intertextuality in the construction of meaning
4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.	Support a thesis with evidence taken from primary and secondary sources

<p>5. Synthesis: Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.</p>	<p>Support a thesis with evidence taken from primary and secondary sources Incorporate quotations, paraphrases, and summaries into their writing Apply a variety of critical approaches to academic arguments Recognize the role of intertextuality in the construction of meaning</p>
	<p><i>Additional Outcomes</i></p> <ul style="list-style-type: none"> • Engage in writing as a process, including peer review • Choose appropriate and effective organizing methods, employing effective transitions and signposts. • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Apply the conventions of Standard English grammar, spelling, and mechanics. • Explain the effectiveness of their writing choices regarding the audience, purpose, and situation.