

Kent State

Tier II Learning Outcomes

The Tier II writing course builds on the foundations of the Tier I writing course. All outcomes are essential and must be taught.

1 Rhetorical Knowledge

Throughout the Tier II writing course, students should build upon the foundational outcomes from the Tier I course:

By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the Tier II writing course, students should be able to

- Analyze argumentative strategies
- Employ appropriate argumentative strategies in their writing

2 Critical Thinking, Reading, and Writing

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the Tier II course, students should be able to

- Find and evaluate appropriate material from digital and print sources, and/or field data
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources

3 Knowledge of Composing Processes

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4 Collaboration

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5 Knowledge of Conventions

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the Tier II writing course, students should be able to

- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

6 Composing in Digital Environments

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:

Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the Tier II writing course, students should be able to

- Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal internet sources.

7 Composing Multimodally

Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. Multimodal composing is becoming increasingly important in today's communicative landscape. By the end of the Tier II writing course, students should be able to

- Analyze and critique multimodal texts
- Employ multiple modes of representation in their own composing

Minimal Requirements for Tier II: 21011 (one-semester course)

- 1 To write approximately 20 pages (double spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.
- 2 To develop at least 3 formal papers, one of which must be an inquiry-based research paper of 8-10 pages (double spaced) long.
- 3 To learn to gather, analyze, and use information to make a point about a specific claim or thesis in advancing a strong argument within a specific topic or area of study.
- 4 To learn how to use library resources.
- 5 To become comfortable utilizing appropriate electronic databases for searching and retrieving appropriate research sources.
- 6 To learn a recognizable and appropriate documentation style for citing research sources and preparing bibliographies.

- 7 To develop any multimodal project in addition to, or in conjunction with, the 20 pages of graded writing and not as a replacement for one of the three graded papers.
- 8 To use no more than 50 percent reading in a disciplinary content, leaving course time to focus on writing.