

# **BALL STATE UNIVERSITY: WRITTEN COMMUNICATION OUTCOMES**

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## **Overview**

Ball State University has two writing courses in the first tier of the core curriculum, English 103 and 104. (Some students will take a stretch course, English 101 and 102, in place of English 103; others will take English 114, honors composition, in place of 104.) Additionally, students take two writing-intensive courses and must pass a Writing Proficiency exam before graduation.

## **ENG 103: Rhetoric and Writing (3 credits)**

### **Course Description**

Introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, and conventions of persuasion used in constructing written and multimodal texts.

Prerequisite: appropriate placement. Not open to students who have credit in ENG 101 or 102.

### **Course Goals**

- Understand that persuasion—both visual and verbal—is integral to reading and composing
- Understand how persuasive visual and verbal texts are composed for different audiences and different purposes
- Develop effective strategies of invention, drafting, and revision for different rhetorical situations and individual composing styles
- Compose texts in various media using solid logic, claims, evidence, creativity, and audience awareness
- Integrate primary and secondary research as appropriate to the rhetorical situation
- Develop strategies for becoming more critical and careful readers of both their own and others' texts
- Demonstrate a professional attitude towards their writing by focusing on the need for appropriate format, syntax, punctuation, and spelling
- Take responsibility for their own progress
- Develop the ability to work well with others on composing tasks.

### **Student Learning Outcomes**

- The student accurately observes and describes the elements of written communication.
- The student recognizes the importance of context in written communication
- The student describes diverse ways of constructing and delivering effective written communication.
- The student explains strategies for reflecting on experience in reading and writing.
- The student analyzes written communication in its many forms to reveal existing models and create new ones.
- The student communicates knowledge in written form and, where appropriate, graphically, numerically, symbolically.

## **ENG 104: Composing Research (3 credits)**

### **Course Description**

Applies the fundamentals of rhetoric to the research process: methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multi-modal presentations of new knowledge. Prerequisite: English 101 and 102; or ENG 103; or appropriate placement.

### **Course Goals**

- Create and complete research projects. This involves generating a research question, engaging in critical/analytical reading, developing an argument with evidence collected from both primary and secondary research, and documenting sources appropriately.
- Align research questions with appropriate research methods
- Employ critical thinking in evaluation, speculation, analysis, and synthesis required to evolve and complete a research project.
- Use a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience.
- Use the university research library to forward their research agenda.
- Engage in collaborative research.
- Employ format, syntax, punctuation, and spelling appropriate to various rhetorical situations in a stylistically sophisticated manner.
- Collect, analyze, and organize research information in verbally and visually compelling ways.
- Take initiative for the development and completion of individual and joint research projects.

### **Student Learning Outcomes**

- The student recognizes the importance of context in written communication.
- The student describes the various ways that researched information is incorporated into various types of texts.
- The student compares new information to existing knowledge to identify consonance and dissonance.
- The student communicates knowledge in written form and, where appropriate, graphically, numerically, symbolically.
- The student works independently as well as collaboratively to generate sound research and written texts.
- The student describes and demonstrates how information from multiple sources can be synthesized.
- The student explains strategies for research through reflection.