

WR 122Z Composition II

The following provides a summary of the 2022 Recommendation Report for the CCN Writing Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

Approved CCN Course Information

Date Approved:

November 24, 2022

Catalog Dates:

Required to begin appearing in the 2023-24 catalog.

Review Timeline:

- First Annual Review: Winter 2025
- First Triennial Review: Winter 2027

Course Number and Prefix:

WR 122Z

Course Title:

Composition II

Course Credits:

4

Course Description:

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.

Course Learning Outcomes:

1. Apply rhetorical concepts to achieve writing goals within a given discourse community.

2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.
3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.
4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.
5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.

Review Cycle:

We propose that the annual review cycle of these courses have a twofold purpose:

1. to review the transfer effectiveness of the courses, and,
2. to gather information about challenges, concerns, changes needed from the 24 two and four-year schools in the state.

We propose that this review take place in winter term following the OWEAC meeting scheduled, so as to leverage our existing state committee that often gathers this exact kind of data and has representation from most of the schools in the state.

Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years.

We advise that as many members of the original subcommittee be invited to participate in these discussions as historical memory and original context will be useful in informing future decisions.
