This page details the Maricopa Community College District English 102 competencies and the WPA learning outcomes aligned with the instructional content and processes, assignments, and assessments embedded in each chapter.
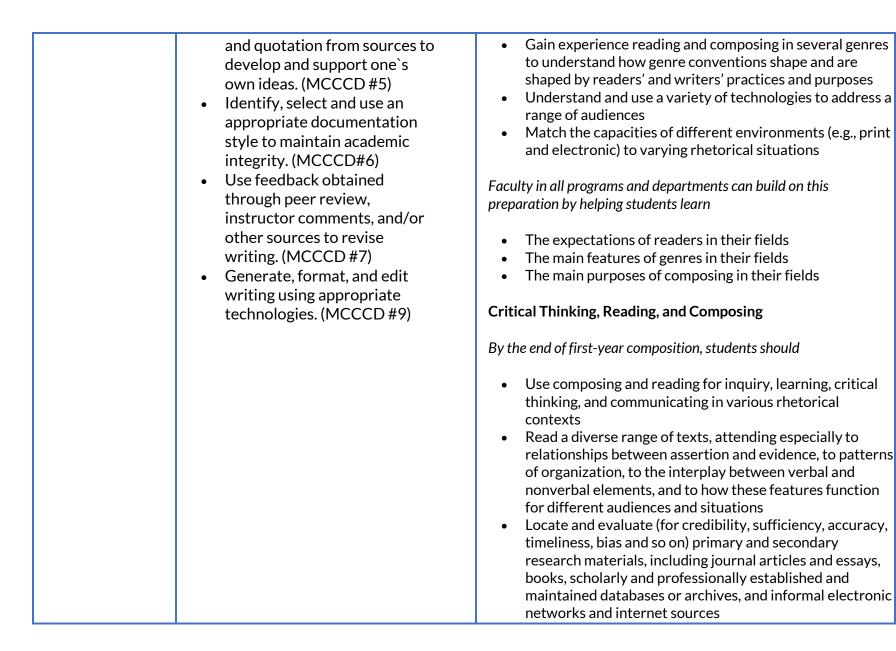
| MCCCD Competency and WPA Learning Outcome Alignment by *Claiming Your Voice* Chapter | | |
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| **Chapter** | **MCCCD English 102 Competency** **Alignment** | **Writing Program Administrator (WPA) Outcomes** **Alignment** |
| [Chapter 1 College Writing, Rhetoric, and You](#) Brief Description | <ul><li>Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing`s ethical, political, and cultural implications. (MCCD #1)</li><li>Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context. (MCCC#2).</li><li>Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. (MCCCD#3)</li></ul> | **Note:** Excerpted content in this column is appropriated from the WPA Outcomes web page. **Rhetorical Knowledge** **By the end of first-year composition, students should** <ul><li>Learn and use key rhetorical concepts through analyzing and composing a variety of texts</li><li>Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes</li><li>Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure</li><li>Understand and use a variety of technologies to address a range of audiences</li><li>Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations</li></ul> |

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| | • Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing. (MCCCD #7)<br>• Assess one`s own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods. (MCCD #8)<br>• Generate, format, and edit writing using appropriate technologies. (MCCCD #9) | **Faculty in all programs and departments can build on this preparation by helping students learn**<br><br>• The expectations of readers in their fields<br>• The main features of genres in their fields<br>• The main purposes of composing in their fields |
| Chapter 2 Becoming a Rhetorical Insider<br><br>Brief Description | • Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing`s ethical, political, and cultural implications. (MCCD #1)<br>• Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context. (MCCC#2).<br>• Use appropriate conventions in writing, including consistent | **Rhetorical Knowledge**<br><br>*By the end of first-year composition, students should*<br><br>• Learn and use key rhetorical concepts through analyzing and composing a variety of texts<br>• Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes<br>• Understand and use a variety of technologies to address a range of audiences<br>• Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn* |

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| voice, tone, diction, grammar, and mechanics. (MCCCD#3)<br>• Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing. (MCCCD #7)<br>• Assess one`s own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods. (MCCD #8)<br>• Generate, format, and edit writing using appropriate technologies. (MCCCD #9) | • The expectations of readers in their fields<br>• The main features of genres in their fields<br>• The main purposes of composing in their fields<br><br>**Critical Thinking, Reading, and Composing**<br><br>*By the end of first-year composition, students should*<br><br>• Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts<br>• Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations<br>• Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources<br>• Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>• The kinds of critical thinking important in their disciplines<br>• The kinds of questions, problems, and evidence that define their disciplines |

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| | | • Strategies for reading a range of texts in their fields Processes |

**Composing Processes**

*By the end of first-year composition, students should*

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
  Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

*Faculty in all programs and departments can build on this preparation by helping students learn*

- To employ the methods and technologies commonly used for research and communication within their fields
- To develop projects using the characteristic processes of their fields
- To review work-in-progress for the purpose of developing ideas before surface-level editing
- To participate effectively in collaborative processes typical of their field

| | | Knowledge of Conventions |
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| | | *By the end of first-year composition, students should* <br><br> • Gain experience negotiating variations in genre conventions <br> • Learn common formats and/or design features for different kinds of texts <br> • Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions <br> Practice applying citation conventions systematically in their own work <br><br> *Faculty in all programs and departments can build on this preparation by helping students learn* <br><br> • The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines <br> • Factors that influence the ways work is designed, documented, and disseminated in their fields <br> • Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields. |
| [Chapter 3 Researching Rhetorically](#) <br><br> Brief Description | • Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives. (MCCCD #4) <br> • Integrate sources through summarizing, paraphrasing, | **Rhetorical Knowledge** <br><br> *By the end of first-year composition, students should* <br><br> • Learn and use key rhetorical concepts through analyzing and composing a variety of texts |

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| | and quotation from sources to develop and support one`s own ideas. (MCCCD #5)<br>• Identify, select and use an appropriate documentation style to maintain academic integrity. (MCCCD#6)<br>• Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing. (MCCCD #7)<br>• Generate, format, and edit writing using appropriate technologies. (MCCCD #9) | • Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes<br>• Understand and use a variety of technologies to address a range of audiences<br>• Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>• The expectations of readers in their fields<br>• The main features of genres in their fields<br>• The main purposes of composing in their fields<br><br>**Critical Thinking, Reading, and Composing**<br><br>*By the end of first-year composition, students should*<br><br>• Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts<br>• Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations<br>• Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources |

- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

*Faculty in all programs and departments can build on this preparation by helping students learn*

- The kinds of critical thinking important in their disciplines
- The kinds of questions, problems, and evidence that define their disciplines
- Strategies for reading a range of texts in their fields Processes

**Knowledge of Conventions**

*By the end of first-year composition, students should*

- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
  Practice applying citation conventions systematically in their own work

*Faculty in all programs and departments can build on this preparation by helping students learn*

- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines

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| | | • Factors that influence the ways work is designed, documented, and disseminated in their fields<br>• Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields. |
| Chapter 4 Understanding and Composing Arguments<br><br>Brief Description | 1. Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing`s ethical, political, and cultural implications.<br>2. Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context.<br>3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.<br>4. Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives.<br>5. Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one`s own ideas. | **Rhetorical Knowledge**<br><br>*By the end of first-year composition, students should*<br><br>• Learn and use key rhetorical concepts through analyzing and composing a variety of texts<br>• Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes<br>• Understand and use a variety of technologies to address a range of audiences<br>• Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>• The expectations of readers in their fields<br>• The main features of genres in their fields<br>• The main purposes of composing in their fields<br><br>**Critical Thinking, Reading, and Composing**<br><br>*By the end of first-year composition, students should*<br><br>• Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts |

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| | 6. Identify, select and use an appropriate documentation style to maintain academic integrity.<br>7. Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.<br>8. Assess one`s own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.<br>9. Generate, format, and edit writing using appropriate technologies. | • Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations<br>• Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources<br>• Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>• The kinds of critical thinking important in their disciplines<br>• The kinds of questions, problems, and evidence that define their disciplines<br>• Strategies for reading a range of texts in their fields Processes<br>• Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects.<br><br>**Composing Processes**<br><br>*By the end of first-year composition, students should*<br><br>• Develop a writing project through multiple drafts |

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| | | - Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing<br>- Use composing processes and tools as a means to discover and reconsider ideas<br>- Experience the collaborative and social aspects of writing processes<br>Learn to give and to act on productive feedback to works in progress<br>- Adapt composing processes for a variety of technologies and modalities<br>- Reflect on the development of composing practices and how those practices influence their work<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>- To employ the methods and technologies commonly used for research and communication within their fields<br>- To develop projects using the characteristic processes of their fields<br>- To review work-in-progress for the purpose of developing ideas before surface-level editing<br>- To participate effectively in collaborative processes typical of their field<br><br>**Knowledge of Conventions**<br><br>*By the end of first-year composition, students should*<br><br>- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising |

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| | | • Understand why genre conventions for structure, paragraphing, tone, and mechanics vary<br>• Gain experience negotiating variations in genre conventions<br>• earn common formats and/or design features for different kinds of texts<br>• Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions<br>• Practice applying citation conventions systematically in their own work<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>• The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines<br>• Strategies for controlling conventions in their fields or disciplines<br>• Factors that influence the ways work is designed, documented, and disseminated in their fields<br>• Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields. |
| [Chapter 5 Sourcing, Citing, and Integrating Evidence](#)<br><br>Brief Description | • Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context. (MCCCD #2) | **Knowledge of Conventions**<br><br>*By the end of first-year composition, students should*<br><br>• Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising |

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| | - Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. (MCCD #3)<br>- Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives. (MCCCD #4)<br>- Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one`s own ideas. (MCCCD #5)<br>- Identify, select and use an appropriate documentation style to maintain academic integrity. (MCCCD #6)<br>- Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing. (MCCCD #7)<br>- Generate, format, and edit writing using appropriate technologies. (MCCCD #9) | - Understand why genre conventions for structure, paragraphing, tone, and mechanics vary<br>- Gain experience negotiating variations in genre conventions<br>- earn common formats and/or design features for different kinds of texts<br>- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions<br>- Practice applying citation conventions systematically in their own work<br><br>*Faculty in all programs and departments can build on this preparation by helping students learn*<br><br>- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines<br>- Strategies for controlling conventions in their fields or disciplines<br>- Factors that influence the ways work is designed, documented, and disseminated in their fields<br>- Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields. |
| Chapter 6 Claiming Your Identity and Agency as a 21st Century Rhetor | **Student reflects on their learning through the processes and skills** | **Student reflects on their learning across the WPA Outcomes.**<br><br>**Rhetorical Knowledge** |

| Brief Description | **embedded in the ENG 102 MCCCD Competencies.**<br><br>1. Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing`s ethical, political, and cultural implications.<br>2. Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context.<br>3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.<br>4. Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives.<br>5. Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one`s own ideas.<br>6. Identify, select and use an appropriate documentation style to maintain academic integrity.<br>7. Use feedback obtained through peer review, instructor | *By the end of first-year composition, students should*<br><br>- Learn and use key rhetorical concepts through analyzing and composing a variety of texts<br>- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes<br>- Understand and use a variety of technologies to address a range of audiences<br>- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations<br><br>**Critical Thinking, Reading, and Composing**<br><br>*By the end of first-year composition, students should*<br><br>- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts<br>- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations<br>- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources<br>- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose |

comments, and/or other sources to revise writing.
8. Assess one`s own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
9. Generate, format, and edit writing using appropriate technologies.

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**Composing Processes**

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- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
  Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

**Knowledge of Conventions**

*By the end of first-year composition, students should*

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions

| | | <ul><li>earn common formats and/or design features for different kinds of texts</li><li>Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions</li><li>Practice applying citation conventions systematically in their own work</li></ul> |
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