**Indiana State University Course/Equivalency Worksheet**

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There are two courses that I want specifically to be considered for course equivalency. These are ISU courses ENG 105 (Freshman Writing II) and either ENG 305T (Technical Writing) or BEIT 336 (Business Report Writing). The arguments for equivalency are previous coursework at Ivy Tech Community College and life/work experience.

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| **ISU/Equivalent Course Number and Name** | **Course Description and Learning Outcomes** | **Equivalent Knowledge, Skills and Abilities / Competencies Acquired through Prior Learning** |
| ENG 105  Freshman Writing II | Course Description:  1. Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers: Every paper requires that students complete planning activities that take them through the stages of the writing process; most of their homework activities consist of these process activities.  2. Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters: Because each assignment is rhetorically situated in a real-work scenario, each assignment requires that students consider these elements in light of the assigned context and situation. Extra credit activities focus students on technical and stylistic matters such as common grammatical errors, wordiness, parallelism, and active versus passive voice.  3. Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience: As stated above, each assignment is rhetorically situated in a real-work scenario. The assigned context and situation designates primary and secondary audiences.  4. Assess the usefulness and reliability of sources, including internet sources: Assignments 1,2, and 7 require that students locate and use scholarly and professional sources through the ISU library databases.  5. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly: Assignments 1, 2, and 7 require that students demonstrate the ability to paraphrase, summarize, and quote source materials. Documentation using one of four common styles (MLA, APA, CBE, or Chicago) is required. All students must pass a documentation quiz that reviews documentation and plagiarism issues.  While Assignments 3 and 4 do not require scholarly research, they do require that students look at field research (such as data sets) and analyze and interpret that data in an accurate and responsible way.  6. Exhibit critical thinking as readers and writers. Since the writing process is presented as a rhetorical process, critical thinking is inherently a part of the process for each document. Appropriate and responsible use of resources on documentation and the analysis and evaluation skills used in interpreting data sets also require critical thinking.  7. Understand the relevance of good writing to real-world situations: All writing assignments in this class are situated within real-world work scenarios. Case studies assigned for Assignments 1, 3, 4, 5, and 6 ask students to critically analyze documents produced for real-world work scenarios as well.  From <http://www.indstate.edu/fs/docs/syllabi/eng305t.pdf> | The description is almost the same as the course taken at Ivy Tech – ENG 111. The course description of which is…  1. Understand communication theory and the roles audiences play in the writing process.  2. Apply critical reading and thinking skills to the writing process.  3. Demonstrate an awareness of language as a tool for learning and communication.  4. Develop strategies for making independent, critical evaluations of student and published texts.  5. Research and critically evaluate information to produce writing with appropriate documentation.  6. Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.  7. Write well-organized essays with a firm thesis and a clear introduction, body, and conclusion.  8. Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content, and setting an appropriate tone.  9. Demonstrate an understanding of various rhetorical modes, including argumentation and analysis, and apply that understanding in various writing environments, including an essay test.  10. Support a thesis statement with valid reasons and evidence.  11. Follow the conventions of standard written English, in sentence structure, punctuation, grammar and usage, and spelling.  12. Recognize and develop styles appropriate to varied writing situations.  From <http://faculty.ivytech.edu/~common_reading/nickelanddimed/Sample%20Syllabus%20English.pdf> and <https://wwwapps.ivytech.edu/cor3/r/5/0/0nqgxuHUJXK4dVqGhUELKgKdBVzOY594Bn55W7TFZ6dbzO7EUajkHWPEuKgPE9ev>  This course was taken in the summer of 2002 and the course materials that I submitted can be found at accompanying this document or at <http://brisray.com/ace/ivyeng111/> . The course was passed with an A grade. |