English Composition *(Updated April 3, 2025)*

The "Core Courses" portion of Ohio Transfer 36 requires at least 3 semester hours of course credit in English composition (First Writing Course, TME 001). If a student completes a Second Writing Course (TME 002), this course will apply towards the "Exploration Foundation" portion of Ohio Transfer 36. Please note, not all Ohio public institutions of higher education require Second Writing in addition to First Writing, so the course may only apply as an elective upon transfer.

Use of the Ohio Transfer 36 Guidelines for English composition was discontinued starting Fall 2012. All English Composition Ohio Transfer 36 courses approved under the guidelines were expired by Summer 2012 and replaced by First or Second Writing learning outcomes only when the course received an approval for either First or Second Writing.

- In order to be considered for First Writing and Second Writing Ohio Transfer 36 courses, each institutional course must be designed so that successful students will meet all of the established learning outcomes. These learning outcomes must be achieved by the students of record (the people who are enrolled in the class).

- Each set of learning outcomes has recommended credit hours so that institutions will be able to design, match, and submit courses with a comparable and appropriate amount of credit to fulfill the learning outcomes.

- First Writing and Second Writing Ohio Transfer 36 courses must focus on the teaching, practice, and evaluation of expository writing and argumentative writing, although the course(s) may include other components. This focus must be reflected in statements of course learning outcomes and evaluation.

- Transfer students who have completed the Ohio Transfer 36 will not be subjected to a diagnostic placement test at the receiving institution unless one is also required of native students who have completed equivalent coursework.

Excluded courses:

  - Remedial or developmental courses, special topics courses, narrowly focused courses, technical or pre-technical courses and skills-based courses.

  - Courses that focus exclusively on content coverage without addressing the learning outcomes for the Ohio Transfer 36.

  - Career preparation courses, non-credit continuing education courses, and life experience courses (unless life experience credit, such as military training or other prior learning experience, becomes approved in the future for an Ohio Transfer 36 credit by the statewide faculty review panel).

TME001: First Writing Course

Throughout the first course, students practice reading and writing in several genres.

Minimal Course Requirements

Students must compose a substantial amount and variety of work in order to demonstrate that they have met the learning outcomes for the first writing course.

***Learning to write* and *writing to learn* are often discrete activities, but both should be part of the writing class. To that end, students in the first writing class will**

- Compose a variety of texts with opportunities to consider and clarify their ideas in light of response from others, including teachers and peers.
- Produce at least 5000 words of text that has been thoughtfully revised and copyedited to meet the expectations of particular rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, in-class efforts, and discovery drafts.

Learning Outcomes:

1. **Rhetorical Knowledge**

   Students will develop their understanding of rhetorical situations as they read and write in several genres.

   By the end of their first writing course, students should

   - Understand how genre conventions shape the texts they read and should shape the texts they compose.
   - Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
   - Compose 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.
   - Recognize common rhetorical strategies and appeals.
   - As appropriate, attempt to employ rhetorical strategies and appeals in their own writing.

2. Critical Thinking, Reading, and Writing

Students will develop their critical thinking skills as they analyze model texts and secondary sources.

By the end of their first writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in linguistically diverse texts.
- Use various critical thinking strategies to analyze texts.
- Develop a clear line of reasoning and recognize how incorporating ideas and evidence from sources can strengthen their work.

3. Knowledge of Composing Processes

Students will work individually and collaboratively to hone their revising and editing skills.

By the end of their first writing course, students should be able to

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and exploring texts.
- Discover and reconsider ideas through drafting, reviewing, and revising.
- Recognize the difference between revising and editing and understand why both processes are critical.
- Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to
    - Work with others to improve their own and others' texts.
    - Balance the advantages of relying on others with taking responsibility for their own work.
- Apply this understanding and recognition to make global and local revisions.

4. Knowledge of Conventions

Students will study genre conventions and apply appropriate conventions to their own work.

By the end of their first writing course, students should be able to

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in various rhetorical contexts.
- Use syntax, grammar, punctuation, and spelling appropriate to particular rhetorical situations.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, format, and design.
- Acknowledge the work of others and use a standard documentation format as needed.