

General Education Course Proposal

ORIGINAL

Proposed Course: ENGL 5B Academic Literacy II
Prefix No. Title

Units 3

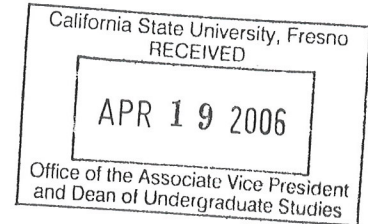
Department: English College/School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4

Breadth: B1 B2 C1 C2 D E

Integration: B C D International/Multicultural



Existing Course Revised Course New Course

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: Completion of English 5A with a grade of C or better. This is the second course in a two-semester sequence of 5A and 5B. Continued study of reading and writing in various genres. Focus on research, analysis, synthesis, argument, and evaluation. Students guided to analyze the rhetorical qualities of academic literacy and language. Longer papers, portfolio assessment. A grade of C or better is required to satisfy the University's English composition requirement. G. E. Foundation A2.

Enrollment limit per section: 25

Expected number of sections per semester - Year 1 40 Year 3 40

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

James E. Walker 3/29/06
Department Chair Date

College/School Curriculum Committee Date

[Signature] 4.13.06
College/School Dean Date

[Signature] 11/17/06
General Education Subcommittee Date

[Signature] 11/17/06
Dean of Undergraduate Studies Date

Forward Original and TWELVE copies to:
Dean of Undergraduate Studies Office, M/S TA 54

English 5B

Statement of Common Elements

Writing Assignments

The writing students will be asked to do will emerge from the concepts, processes, and issues that we will read and discuss in the class. All of these writing projects will encourage students to choose topics that are important to them, that connect with issues, ideas and experiences that students are familiar with. There will be four writing projects in this course amounting to approximately 20-25 pages of formal writing. As students move through the course, each writing project will challenge students to add more knowledge, skills, and practices of writing to what they already know from the assignment before.

Reading

There will be roughly 20-25 pages of reading per week for each reading assignment. Students will be expected to have **read the text actively**; that is, they will have made notes in the margins, will have questions to ask, and will be ready to engage in conversation with others about the reading. Students are required to participate every day when readings are assigned. In addition, students may be asked to produce reading responses or participate in online workshops on readings or to respond to each other's writing.

Small Group, Class Discussions, Workshops, and Conferences:

Class participation is mandatory and will be a necessary part of students' success in this class. Therefore, students will need to come to class prepared with homework done and ideas to share – everyday. Graded class participation will include small group work, small group workshopping, online workshops, and large group discussions.

Workshopping is an important component to this class. Workshopping gives students the opportunity to get audience feedback on their writing; workshops are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components – besides grammar – that are available for revision, and finally to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops will help students to read and revise their own work with more fluency and expertise.

Students will need to meet with the instructor in individual conferences at least twice per semester.

Evaluation

Students' final grade will – first of all – depend on meeting the requirements of the course (see below). After the requirements of the course have been met, the percentage of work accomplished will be figured to get a student's final grade. **Failure to meet any of the requirements of the course listed below may cause the student to receive a failing grade for the class.**

Requirements for the course

1. All four writing projects must be attempted
2. Six absences or less
3. Turn in each portfolio on time (Late portfolios will not be accepted)
4. Participation – every day – in class and on-line

In addition, final grades will be based on the following:

Participation, Citizenship, and Short Writing Assignments	40%
Final Portfolio	60%

Grading Scale

90-100%	A
80-89%	B
73-79%	C
64-72%	D
0-63%	F

Portfolios - 60%

A portfolio is a collection of student's written work over time. As an evaluative tool, the portfolio will be a representation of the student's best work and her or his growth as a writer over the semester. At the midterm and at the end of the semester, students will turn in a portfolio. This portfolio will not be read by the student's teacher but will be read by other teachers in the first year writing program. Two first-year writing teachers will read the student's portfolio and give it a grade. Added together, this is the grade that students will receive for the portfolio part of your grade. The midterm portfolio will include only the work students have done in the first half of the semester, and it is an opportunity for students to get a sense of how their writing will be graded. The midterm and final portfolio grades are not cumulative. The final portfolio will include all of the writing students have done over the semester. Students are free to revise any piece of writing from the midterm portfolio for the final portfolio. The grade students are given for their final portfolio is the grade that will count as 60% of their total grade in this class.

Class Participation, Assignments, and Citizenship— 40%

This part of student's grade includes work that they do as part of the community of learners in the classroom. Specifically, "class participation, assignments and citizenship" includes writing and reading assignments done for class, being prepared to participate – and participating—in class discussion and group work, coming to conferences, and being willing – and able – to help others, being respectful of learning and inquiry, as well as being open to learning new things. It also means doing what you can to facilitate learning during class. Late assignments and final presentations will also be figured into this grade.

Please Note: In order to meet university requirements for writing, all students must receive a C or better to pass this class.

Syllabus for English 5B

Spring 2007

California State University, Fresno

Course Information
units
time
location
website

Instructor Name
Office Number
email
Telephone
Office Hours

Prerequisites: Successful completion of English 5A

Program Description

- **The Stretch Program at CSU Fresno: English 5A and 5B**

English 5A is the first of a two-semester sequence in reading, writing, thinking, and researching at the university. The purpose of the stretch program is to provide more time and more guided practice in the kind of literacy practices needed to excel in university classes. Consequently, English 5A starts the school year with direct instruction in reading comprehension strategies as well as practice and instruction in sentence level competence. These strategies will be learned within the context of writing shorter assignments performed more frequently with attention to developing an awareness of writing as a process of decision-making. By the end of the semester, work in the class will evolve into more complex tasks: summarizing academic arguments and analyzing several sources as you develop a longer essay. At semester's end, you will make final decisions about a writing portfolio that best represents your reading and writing competence.

English 5B is the second semester class in the two-semester sequence. This class begins where English 5A ends. This is also the class in the stretch program that meets university writing requirements for General Education. Writing assignments in this class will be longer and call for more complex analytical strategies. Reading tasks will be longer and more complex, and students will be required to generate research-based writing from the outset of the class. Upon completion of this class, students will be able to function independently at the university, prepared to analyze writing situations and genre conventions from a variety of disciplines.

***Required Materials**

(*these materials will be used in both English 5A and 5B, so do not sell books at the end of the semester)

- Bean, John et al. *Reading Rhetorically: Brief Edition*. 2nd edition. New York, NY: Pearson Longman, 2007.
- Callaghan, Patsy and Ann Dobyns. *The Meeting of Minds: A Brief Rhetoric for Writers and Readers*. New York, NY: Pearson Longman, 2004.
- Graff, Gerald and Nancy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York, NY: WW Norton, 2006.
- Hacker, Diana *A Pocket Style Manual*. Fourth Edition. Boston, MA: Bedford / St. Martins, 2004. (PSM)
- Silverman, Johnathan and Dean Rader. *The World is a Text: Writing, Reading, and Thinking About Culture and its Contexts*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006.
- A notebook in which you keep a record of your learning during the semester
- A portfolio in which you present materials generated in this class
- Money for Xerox copies of your writing for other members of the class.

Grading

Final grades will be based on the following:

Participation, in class assignments, and homework	40%
Final Portfolio	60%

Grading Scale

90-100%	A
80-89%	B
73-79%	C
64-72%	D
0-63%	F

Portfolios - 60%

A portfolio is a collection of your written work over time. As an evaluative tool, the portfolio will be a representation of your best work and your growth as a writer over the semester. At midterm and at the end of the semester, you will turn in a portfolio. This portfolio will not be read by your teacher but will be read by other teachers in the first year writing program. Two first-year writing teachers will read your portfolio and give it a grade. This is the grade that you will receive for this part of your grade. This grade will be based on criteria found in the rubric that we will discuss as a class. I will pass this rubric out to you later in the semester. The midterm portfolio will include only the work we have done in the first half of the semester, and is an opportunity for you to get a sense of how your writing will be graded. The midterm and final portfolio grades are not cumulative. The final portfolio will include all of the writing you have done over the semester. You are free to revise any piece of writing from the midterm portfolio for the final portfolio. The grade you are given for your final portfolio is the grade that will count as 60% of your total grade in English 5B.

No late portfolios will be accepted for assessment

Kinds of writing we will be making for the portfolio: English 5B is designed to further develop academic reading and writing proficiency by leading you through a series of essays that increase in complexity as the semester progresses. You will work on four projects, ranging from writing a rhetorical analysis, to writing an academic argument. Readings will be longer and more complex and the student is expected to engage reading strategies learned in English 5A as a means of preparing for discussion and subsequent evaluation of texts and their arguments. Furthermore, English 5B will devote less class time to supervising revision and editing strategies, and ask you to make these kinds of decisions as you prepare drafts for review and revision. I will expect you to be able to generate summaries, summarize arguments, synthesize several sources as a means of establishing a context for your own writing, and generate an informed response to the issues we are studying in this class through the use of writing. You will be asked to analyze the rhetorical context of all writing situations, and develop a sense of the genre that best meets the requirements of the writing task. Finally, I will expect more developed arguments as the semester progresses, arguments that make effective use of secondary sources, that develop the major claim beyond a simple statement of the idea, that feature your thinking and opinions as the foundation for the development of the significance of the paper.

Class Participation 10% : Class participation includes work that you do as part of the community of learners in this class. We expect you to come to class prepared, which means that you will have not just completed the readings, but will have an opinion about the readings, or a series of questions about the readings. Participation grades also reflect your participation in class discussions, small group and peer evaluation activities, and online activities.

In class assignments 15%: Frequently we will ask you to complete in-class assignments such as shorter writing assignments, revision activities, reading responses, citation and research activities, and other forms of assessment, analysis, or evaluation as a means of developing literacy skills and knowledge. We expect these assignments to be thoughtfully delivered, especially as they relate to project work.

Homework 15%: Shorter writing assignments, reading responses, dialectical journals, presentations, revisions, peer response, online response, research, as well as other topical activities and readings.

Please Note: In order to meet university requirements for writing, all students must receive a C or better to pass this class.

About the Course

Writing Assignments

Writing is not just a demonstration of one's ability to write. Writing is about thinking on paper. It is about learning something new. It is about expressing important ideas. It is about connecting to an audience. The writing I will ask you to do will emerge from the concepts, processes, and issues that we will read and discuss in this class. All of these writing projects will encourage you to choose topics that are important to you, that connect with issues, ideas and experiences that you are familiar with. There will be four writing projects that you will do in this course. As we move through the course, each writing project will challenge you to add more knowledge, skills, and practices of writing to what you already know from the assignment before.

Specifications: All writing projects must be formatted with one-inch margins with a twelve-point font. The length of these writing projects will vary from 5 pages to 7 pages. An author's note must be included when a writing project is turned in. You will need to bring three copies of your writing project and an author's note each time we do workshopping (see the schedule below).

Reading

Reading and writing go hand in hand. The reading we will do in this class will be necessary for our topics of class discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. There will be roughly 20-25 pages of reading for each assignment. I will expect that when a reading assignment is due that you will have **read the text actively**; that is, you will have made notes in the margins, will have questions to ask, and will be ready to engage in conversation with others about the reading. Expect that you will be required to participate every day when readings are assigned. In addition, there are a couple types of reading responses that will be done periodically during the course.

Reading Responses: Responses to published texts help you prepare for class participation. Your reading response is meant to get you to think critically about the text and it is to help you to think about how the writing functions in a text. All reading responses need to be at least one full page, double-spaced, 12-point font, 1-inch margins. In these responses I will be looking for your ability to make connections between the writing and your experiences, and I will be looking for an analysis of the reading: what is important about this topic? What did the writer get wrong? What other ways are there of understanding this issue?

Online Workshops: This response includes participation in whole class workshops online. Two thirds of the class will be asked to post drafts of their writing projects for the whole class to read (the other one third will have their texts brought into class for a whole class workshop). Posted writing projects are to be posted before class on the day it is due. When it is your turn to post, you do not have to respond to others online. When the writing projects are posted, each class member will have to respond to two writing projects of their choosing (being sure to read what others have already written so that the workshop is a conversation). Generally, online workshops will start when the paper is posted and will end a few days (or up to a week) later. These responses should provide feedback to the writer about his or her ideas, show an engagement by the reader in the subject of the writing, and provide concrete suggestions for revision.

IMPORTANT: To be able to deal with the sometimes inconsistent nature of technology, I would encourage you to write your workshopping responses in a word processing program, save it to disk, and then PASTE that work into the text field on blackboard.

Small Group, Class Discussions, Workshops, and Conferences:

Class participation is mandatory and will be a necessary part of your success in this class. Therefore, you will need to come to class prepared with homework done and ideas to share – everyday. Graded class participation will include small group work, small group workshopping, online workshops, and large group discussions. If class participation is a problem for you, please see me and we will discuss strategies that might be helpful for you.

Workshopping is an important component to this class. Workshopping gives you the opportunity to get audience

feedback on your writing; workshops are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components – besides grammar – that are available for revision, and finally to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops will help you to read and revise your own work with more fluency and expertise.

In addition to small group workshopping, where you will be asked to bring copies of your writing projects for all of the group members, ONCE during the semester you will also be asked to participate in a whole class workshop online or in the classroom. On the day that you sign up, you will need to bring 24 copies of your writing project to class OR you will be asked to post a draft of your writing project online in the appropriate forum.

Finally, every student will need to meet with me in conference (see the schedule below). Generally, I like to meet with students in the early part of the semester and check up with you at the midterm portfolio. You are always welcome – and encouraged – to make conferences with me as well.

PRIMARY LEARNING OUTCOMES:

At the completion of the course, students will be able to engage in rhetorical analysis and the writing process. Students will learn how to assess the effectiveness of the decisions they make as they read, write, and respond to other texts. In addition, students should have a college-level facility with and understanding of the conventions of academic discourse. The specific outcomes in each area are listed below, and the numbers in parenthesis correspond to University General Education Course Content Learning Outcomes (see appendix A).

Rhetorical Analysis

1. Analyze and interpret a variety of texts by performing active and critical reading (2.5.2, 3.2.4)
2. Understand how to manage information in texts and assess the value of sources (2.5.2; 3.2.4)
3. Understand writing as a process and the way processes vary in relation to the writing situation and genre constraints. (2.2.1)
4. Understand the situated quality of the writing process (2.2.1)
5. Articulate the rhetorical framework of any literacy event (2.3.1; 3.2.4)
6. Recognize, understand, and employ situation appropriate genre conventions (2.1.1; 2.1.2; 2.3.2)
7. Understand how rhetorical choices and decision-making are fundamental to successful communication (2.3.1; 3.2.4)

Writing Process

8. Prepare for the rigor of university level written coursework by employing writing as a means of reflective, critical, and analytical thinking (2.3.1)
9. Understand elements of writing process, drafting, revision etc (2.2.2; 2.2.3)
10. Organize an essay with a clear, complex thesis, and a coherent structure (2.2.2; 2.2.3)

Conventions of Academic Discourse

11. Understand conventions of academic research: i.e. analysis, interpretation, integration of sources, style, citation, research methods (2.3.3; 2.5.1; 2.5.2; 2.5.3)
12. Develop complex arguments that are able to participate in pre-existing academic conversations (2.3.1; 3.2.4)
13. Write paragraphs that reflect unity, coherence, and adequate development of ideas (2.2.2; 2.3.1; 2.2.3)
14. Demonstrate sentence competence and variety (2.2.1)

Reading practices

1. Understand and engage active reading strategies (2.5; 3.3.3)
2. Understand how to identify the rhetorical structure of texts (2.5; 3.2.4; 3.3.3)
3. Understand how to summarize texts as a means of identifying writer's argument, purpose or message (2.5; 3.3.3)
4. Understand various methods of responding to texts (2.5; 3.3.3)
5. Understand various forms of marginalia (2.5; 3.3.3)
6. Be able to distinguish between the generalizations or claims and the use of evidence (2.5; 3.3.3)
7. Be able to identify passages where the writer develops the significance of the argument (2.5; 3.3.3)

More specific goals for this class:

By the end of this semester, I hope that you will be able to explain, in your portfolio, all of the following concepts or strategies:

- 1) **How to write and revise rhetorically:** this means you will learn how to use writing within a culture and community. I ask you to approach the writing we will do with ideas and information that is not only interesting to you but that also addresses issues that would be important to an audience. In this writing, I ask you to make decisions about form, purpose, and style based on this audience.
- 2) **How to read rhetorically:** this means that I want you to consider the effects of form and purpose in relation to an audience, to be able to critically analyze the subject of the text (even if you don't automatically agree with it or like it), and to be able to consider how the writer represents him or herself through language.
- 3) **How to use writing as a social practice:** this means that I want you to learn to analyze the social dynamics of actual contexts for writing, and to interpret published texts through an understanding of reading and writing as located in culture.
- 4) **How to workshop writing:** this means that I want you to be able to read other's writing, consider how the writer affects you as a reader, learn how to make suggestions for revision that are constructive and helpful to the writer, and implement the suggestions others give you on your writing.
- 5) **How to build on what you already know about reading, writing, revision, editing, and style**
- 6) **How to learn various kinds of academic research techniques and academic forms of writing.**
- 7) **How to reflect on the development of learning to read and the process of reading to learn and learning to write and the process of writing to learn.**

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

By enrolling in this course, you join a community requiring intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university.

For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

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This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Responsibility

College is different than high school: there are different expectations, different sets of requirements, and different levels of responsibility. I would like to take a moment, now, to talk a bit about responsibility and what responsibility means in the context of this course. You, as a student in this class, have a responsibility to yourself and to the class to do the work required of you, to attend and participate during class time, to ask questions of me or your classmates if you do not understand or want more information, and to know what assignments have been turned in and where your stand with your grade. I have the responsibility to be prepared for every class, to answer any questions and consider any feedback, to provide, in a timely manner, helpful and honest suggestions for revisions on your writing projects, and to make myself available to you for questions and concerns outside of class. When we work together to meet our respective responsibilities, our experience in this class will be improved because we will know what to expect from each other. This syllabus acts as a contract between the student and the teacher and these responsibilities are part of the guidelines for your participation and success in this class.

*Note to committees

*Since the Chancellor's Office sanctioned this pilot program in late January and we received the get started call in February, work on developing materials, texts, and curriculum has been somewhat rushed. I have been able to sketch out curriculum for English 5A because I had already worked on its curriculum as I was preparing the proposal for changes in freshman composition. But developing a full schedule of classes for English 5B presents a different set of problems for this stage of syllabus development. I have received a grant to write curriculum this summer, and I plan on refining curriculum for both 5A & B as I build a complementary handbook to support teaching in these two classes.

Consequently, what I am sketching out here is an outline for the development of the sequence of assignments and activities. Readings will be based on the "theme" or "academic conversation" the course engages as an overriding set of ideas for teachers to use as they lead students through various academic tasks. So, since we plan on running a variety of academic conversations in different courses, it would take me quite some time to come up with a specific

theme (i.e. place and identity, language and power, work, literacy, gender and agency, race and progress, etc) and then find a text that meets my needs. We are currently reviewing over 50 new texts and plan on finishing this review early in April.

So, what follows is an outline for the sequence of courses, some readings in the rhetoric and handbook, writing task descriptions and a list of objectives related to each writing project.

Course schedule of classes:

TEXTS

- Bean, John et al. *Reading Rhetorically: Brief Edition*. 2nd edition. New York, NY: Pearson Longman, 2007. (RR)
- Callaghan, Patsy and Ann Dobyns. *The Meeting of Minds: A Brief Rhetoric for Writers and Readers*. New York, NY: Pearson Longman, 2004. (MoM)
- Graff, Gerald and Nancy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York, NY: WW Norton, 2006. (MTM)
- Troyka, Linda and Doug Hesse. *Quick Access: Reference for Writers*. 5th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. (QA)
- Silverman, Johnathan and Dean Rader. *The World is a Text: Writing, Reading, and Thinking About Culture and its Contexts*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006. (WAT)

Bearing in mind the portfolio driven organization of the class, students will be working on several projects with work sometimes overlapping. Initial work in the class focuses on strategies for inquiry, research, documentation, citation, analysis, and evaluation. The first project asks students to identify a problem and explain the significance of the problem. Pedagogically, this project builds off the final assignment in 5A (students had to summarize an academic argument or conversation and then take a stand in relation to the multiple perspectives that constitute the argument) insofar as it leads students to a deeper and more contextualized understanding of academic conversation, linking that notion to the idea that academics are always arguing about how something should be. One of the more central ideas of academic work is the notion that scholarship, research, thinking, and analysis can make the world better, or can solve problems that have not yet been worked out or have arrived anew in our changing world. This assignment asks students to understand the complexity of problem finding, and understand that activity as the first step to problem solving.

Textual support:

Readings in course theme: essays, articles, speeches, magazines: a variety of texts.

- MoM: Ch 1: A Meeting of Minds as Rhetorical Act
Ch 2: Rhetorical Inquiry
Ch 3: Rhetorical Thinking: Matching Situation and Strategy
- QA: Thinking, Reading and Writing Critically
Writing Process
Research
MLA Documentation

Focus in this segment of the class is on

- research strategies
- rhetorical analysis as a means of situating problem identification
- documentation styles and conventions
- reading and writing processes as inquiry
- genre analysis and development of writing

The next project focuses student attention on writing that attempts to make a change. This writing builds on the processes and strategies students have learned in the previous assignment, and asks them to develop writing that pays close attention to situation and audience. The context for this assignment—which extends beyond academia and the classroom into more public domains-- will dictate genre choices writers make as they move toward creating change as a result of research, interpretation, analysis and evaluation.

Textual support:

Readings in course theme: essays, articles, speeches, magazines: a variety of texts.

MoM: Ch 4: Summarizing and Documenting
Ch 5: Researching a Question
Ch 11: Visual Rhetoric and Document Design
QA Writing to connect with the world
Tips for Multilingual Writers

Focus in this segment of the class is on

- research strategies
- summarizing arguments
- analyzing exigency and impact as they are determined by context
- situating student's own work in relation to others
- reading and writing research strategies
- organizational strategies
- thesis development strategies
- paragraph organization strategies (microstrategies, coherence, unity, adequate development)
- more global structural strategies (relations between sections or paragraphs)
- rhetoric of word choice
- clarity of claims

The third project asks students to enter an academic conversation and change the direction of that conversation. This activity builds on the previous projects insofar as it asks students to advocate for their thinking as significant, conversation altering information. The purpose of this task is to provide a situation for students to understand the significance of writing that does more than just respond to issues, or seek change. Changing the direction of an academic argument relies on the writer's desire to expand on the significance of her or his truth claims and to advocate for these changes' significance within the context of an academic conversation.

Textual support:

Readings in course theme: essays, articles, speeches, magazines: a variety of texts.

MoM: Ch 5: Analyzing
Ch 6: Researching a Question
Ch 7: Synthesizing Ideas
Ch 8: Taking a Position: The Academic Argument
QA: Writing Across the Curriculum

The fourth writing project asks students to solve a problem or to respond to some idea or event or space that is under contention. This is a variation on the previous tasks and allows students to engage what they have learned about public writing, academic writing, and argument to engage a topic of their liking. The problem solution aspect of the task allows students to draw on a wide range of rhetorical and genre options, which, essentially, puts all the learning in the class into action. So while this is not a "review" task, it is designed to prompt students to revisit many of the strategies, conventions, analytical processes, and research processes they have been exposed to over the course of the semester.

Textual support:

Readings in course theme: essays, articles, speeches, magazines: a variety of texts.

Focus in this segment of the class is on

- Pre writing, information gathering strategies
- organizational strategies
- drafting strategies
- genre selection strategies
- critical reading strategies
- rhetorical strategies

A portfolio system will organize the production and revision of essays in the class. Students will generate several drafts over the course of the semester, and in the final third of the semester, will be instructed in revision practices.

Students will generate portfolios that represent their level of academic proficiency at this stage of development. Portfolios will be assessed holistically.

A final writing requirement calls for the student to generate a reflective self-assessment piece that uses work produced over the course of the semester as evidence of performance in the class.