

COMPOSITION SEQUENCE (ENGL 1101(P) and 1102)

The composition courses are designed to meet the outcomes of the University's General Education Objective 1 – Written Communication. These courses emphasize connection between reading and writing in progressively more challenging discourses.

These courses emphasize writing as a process involving, recursively, pre-writing, drafting, giving and receiving feedback, and revising, with attention to different aims and audiences. These courses emphasize control over the conventions of standard written English, and the teaching of grammar and usage within the context of students' own writing.

These will make use of best practice in composition pedagogy, including collaborative activities, conferencing, and use of technology to provide composition instruction that is an appropriate foundation for writing in our students' academic and professional lives.

In addition, each course has more particular and distinctive objectives, as the following guidelines will, we hope, make clear.

Additionally, the department has approved a grading policy for ENGL 1101 and 1102. See the section on Grading and Grade-Related Policies in the Department

Approved: Spring 2002, with updates for accurate terminology and course numbers April 2021 (e.g. delete Goal 1 and change to Objective 1)

Guidelines for English 1101 & 1102 as General Education Objective One (Written Communication)

Revised September 21, 2016

Overall Goals of English 1101 & English 1102

ENGL 1101 is a course “in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English” (ISU Undergraduate Catalog). It is designed to prepare students to succeed in ENGL 1102, a course that completes general education’s Objective One, and asks students to write across the disciplines. In ENGL 1101, expository writing, which can inform, explain, analyze, reflect, narrate, or describe a topic so a reader will then understand that topic, should begin with an analysis of the topic by the writer in order to formulate an organization suited to the reader. English 1101, in particular, focuses on the analysis of texts. This analysis fosters the process of writing—prewriting, organizing/outlining, drafting, reflecting, revising, editing, proofreading, and delivering—and the course emphasizes that process of writing for specific aims and audiences, which can include all of the disciplines found in a university, in the production of four to six assignments.

Upon successful completion of both courses, English 1101 and 1102, students should demonstrate the following competencies as articulated by the State Board of Education:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts. 1101
2. Adopt strategies and genres appropriate to the rhetorical situation. 1101
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context. 1102, can be set up at the end of 1101
4. Use rhetorical strategies/modes of discourse to evaluate, represent, and respond to the ideas and research of others. 1102
5. Address readers’ biases and assumptions with well-developed evidence-based reasoning. 1102
6. Use conventions for integrating, citing, and documenting source material as well as for surface-level language and style. 1101, 1102
7. Read, interpret, and communicate key concepts in writing and rhetoric. 1101, 1102

English 1101 will generally have a strong focus on the competencies of writing process strategies [1], understanding the rhetorical framework [2], and communicating appropriate rhetorical principals [7]. This analytical writing course has a strong focus on reading/viewing/listening to write about or with (or both) the text being analyzed.

While some attention may be given to the other competencies, English 1102, as an argumentative writing course, will have a strong focus on specific research strategies [3], on critical reading skills of written texts [4], on argumentative rhetorical approaches [5], and on the synthesis of source material [6]. Further, rhetorical concepts in writing [7] may be developed in depth in English 1102. Both courses will emphasize writing skills in all competencies as these pertain to the conventions of standard written English [6], and to the collaborative learning that takes place in the classroom [3, 4, and 7].

Overall Goals of English 1101 as the Beginning of Gen Ed Objective One

Learning Objectives in English 1101

- Upon successful completion of English 1101, students will be able to demonstrate the following learning outcomes and tools:
- Fundamental concepts of academic writing, including rhetorical awareness (audience, purpose, genre, medium, message), developing a thesis, supporting claims with evidence, arranging ideas coherently and cohesively, using basic research methods, and integrating sources (summary, paraphrase) with an appropriate citation or documentation style (MLA or APA).
- Recursive processes of writing, including invention, drafting, organizing, revising, reflecting, editing, and proofreading, which may include forms of digital presentation and visual rhetoric.
- Critical, analytical, and rhetorical reading strategies, applying these strategies to texts in different genres and media.
- Conventions of standard written English, showing essential grammar, spelling, punctuation, and academic essay principles.
- Fundamental competencies in reading, analyzing, and evaluating a variety of peer and published texts as the basis for expanding academic literacy and learning rhetorical analyses that may include forms of visual rhetoric.
- Effective collaborative activities, including peer editing groups and student-teacher conferences, which may also include forms of online access.

Means of Evaluation in English 1101

Upon successful completion of English 1101, students will be able to complete the following writing skills and tasks:

- Four to six assignments of finished, edited prose in a variety of genres and media for specific audiences and purposes, primarily in expository form. A typical assignment will consist of approximately 3-4 pages of text. Assignments can include multiple media, such as images, video, sound, and gesture/performance, but must always also include finished, edited prose. At least one assignment will involve basic documentation (MLA or APA) of several sources.

- Additional informal writing, such as essay proposals and revision plans, drafts, journal entries, summary and paraphrase, that demonstrate their engagement with the writing process, which may include other informal writing forms, such as outlines and drawings.
- Familiarity with conventions of standard written English in their finished prose.
- Analytical responses for peer and published texts, demonstrating the engagement with, and understanding of, rhetorical reading.
- Collaborative skills, shown by peer group meetings and student-teacher conferences.

Overall Goals of English 1102 as the Completion of Gen Ed Objective One

English 1102 is a critical reading and writing course designed to prepare students to read expository and argumentative prose written from a variety of disciplinary, ideological, and rhetorical perspectives, and to write argumentative/persuasive prose based on those readings. Students will also learn to gather, evaluate, analyze, and synthesize research from both primary and secondary source material in the production of a minimum of four three-to-five page essays in academic format.

Learning Objectives in English 1102

Upon successful completion of English 1102, students will be able to demonstrate the following learning outcomes and tools:

- Fundamental development of a thesis, with effective support to claims, while engaging in a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.
- Knowledge of research methods and how to evaluate the reliability of source material.
- Effective synthesis of source material through paraphrase, summary, and direct quotation, using a number of different sources or media.
- Proper documentation employing MLA and/or APA citation systems.
- Reading skills to evaluate the ideological and rhetorical perspectives of prose written for various purposes and audiences.
- Extended collaborative activities, including peer editing groups and student-teacher conferences.

Means of Evaluation in English 1102

Upon successful completion of English 1102, students will be able to complete the following writing skills and tasks:

- Finished, edited, and documented academic prose, focusing on argumentative thesis development and support through appropriate rhetorical strategies, using four to six assignments that will demonstrate appropriate academic writing competencies in various disciplines. A typical assignment will consist of approximately 3-4 pages of text. Assignments

can include multiple media, such as images, video, sound, and gesture/performance, but must always also include finished, edited prose. All assignments will involve the documentation (MLA or APA) of several sources.

- Effective synthesis and integration of source material through appropriate paraphrase, summary, and quotation skills.
- Appropriate research strategies, evaluating source reliability effectively.
- Effective collaborative skills, responding to peer and published texts in ways that show rhetorical awareness and recognition of rhetorical features.

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