

ENGL 102: WRITING AND RHETORIC II PROGRAM AND COURSE GOALS

Catalogue Description: This course builds upon the study of writing in ENG 101 and provides students increasingly diverse critical thinking and composing strategies for their college work and civic lives. Students continue to write in multiple academic, digital and public genres for different audiences, though these genres may be more complex and may require greater fluency of rhetoric and its aims. Prerequisites: ENG 101.

Course Description: English 102 builds on the work completed in English 101 and focuses on a single, thematic rhetorical, cultural and/or social issue. This course develops students' fluency with a research process appropriate to various rhetorical tasks, including open, secondary research and, possibly, primary research methods such as ethnography. Students continue to write in multiple academic and public genres for different audiences, though these genres may be more complex and may require greater fluency of rhetoric and its aims. To prepare them for a world of digital communication, students are exposed to reading and/or composing multimodal texts in this course. As with English 101, students will not only read the works of published writers but also will read and examine each other's writing.

Core Rhetorical Concepts:

While English 101 and 102 are separate courses with different aims, they share a focus on three core rhetorical concepts: rhetorical knowledge; literacy; and process. Serving as a "common language," these concepts create a clear transfer bridge and a union of purpose between our writing classes and provide students with a rhetorical "toolbox" to help them navigate the various discourse communities and writing tasks they will face as college students and engaged citizens. A description of the core rhetorical concepts shared by both classes follows:

Rhetorical Knowledge: understanding how discourse is used to persuade and how texts are situated

Includes a focus on:

- Rhetorical analysis – analyzing texts for rhetor choices, situatedness and contextual meaning
- Rhetorical reading – reading a text as situated and motivated, for what it does, not just what it says
- Rhetorical situation – what gives rise to discourse
 - Exigence – need or reason for communication
 - Context – social environment that gives rise to the communication
 - Audience – invoked (imagined) and addressed (actual)
 - Rhetor – writer/speaker

Literacy: fluency in forms of communication and culture and recognition of the ways discourse shapes individuals and the relationships between language, knowledge and power

Includes a focus on:

- Discourse community – a group that shares goals, beliefs (ideologies) and methods of communication among members, creating a common body of knowledge
- Genre – identifiable types of texts that follow particular conventions
- Conventions – agreements that guide writing and distinguish genres
- Enculturation – learning how to become a member of a discourse community
- Situated knowledge- meaning as contextual and placed within discourse communities
- Digital literacy/ new media literacy – ability to compose and analyze multimodal texts (sound, oral, written, multiple media, online)

Process: a recursive variety of activities that comprise writing (incl. planning, drafting, revising, editing)

Includes a focus on:

- Dialogue – writing as inquiry-based and as a means of creating shared solutions and knowledge
- Argument (as conversation) – a means of persuading and dialoguing with others
- Claims – assertions that are backed up with evidence
- Critical thinking – analyzing situations and texts; knowing how to frame inquiry
- Reflection – thinking carefully about one’s own thinking and writing processes, including but not limited to self-assessment
- Closed and open research – sources internal to the classroom versus those found through traditional research methods and individual evaluation
- Primary and secondary research – first-hand, collected research like interviews and experiments and research generated by sources other than the writer

General Studies Competencies and Areas Satisfied:

This course will satisfy the requirements of the **First Tier, Area 1: Written English**. It addresses the required competencies in **critical thinking** and **lifelong learning**.

Essential skills and outcomes to be acquired through the course include:

Increasing rhetorical fluency and dexterity in

- 1) generating thoughtful ideas and rendering focused claims;
- 2) adhering to discourse community conventions and audience expectations;
- 3) synthesizing information from multiple sources and illustrating relationships between ideas
- 4) organizing projects appropriate for a particular rhetorical task;
- 5) thinking and writing about one’s own writing and examining learning progress;
- 6) understanding of writing technologies and their impact on 21st C literacy practices;

In addition to:

- 7) an ability to develop and execute a research process appropriate to various rhetorical tasks;
- 8) an understanding of the relationships between language, knowledge and power.

Writing and Research Requirements:

English 102 teaches writing as a process and stresses revision, allowing for ample opportunities for students to draft and revise their projects and valuing writing activities such as peer review and conferences.

Students will compose the equivalent of at least 20 polished pages, with the length and focus of each project left to the instructor’s discretion. However, each course should include:

- At least one project five or more pages long;
- At least three projects with documentation;
- Ample discussion and implementation of the writing and revision process;
- A mix of “high stakes” and “low stakes” writing;
- Exposure to reading and/ or creating multimodal, new media texts;
- A focus on writing as a means of learning and creating knowledge and not simply a way of displaying learning or a method for evaluation.

This course asks students to learn academic research methods and may also ask them to learn additional research methods valued in the field of writing studies, such as ethnography and other forms of qualitative/ quantitative research. This course provides students the basic tools to complete the research necessary for given rhetorical tasks, appropriate to specific audiences and sensitive to the standards of

various discourse communities. By reflecting on the ways research functions within these communities, students learn how to assess research expectations when presented with future writing tasks.

Required texts:

One of the following rhetoric/argument guides:

- Wardle, Elizabeth and Doug Downs. *Writing About Writing*.
- Sunstein, Bonnie and Elizabeth Chiseri-Strater. *FieldWorking*.
- Spatt, Brenda. *Writing From Sources*.
- Longaker, Matt Garrett and Jeffrey Walker, *Rhetorical Analysis: A Brief Guide for Writers*.
- Lunsford, Andrea et al. *Everyone's An Author*.
- Rosekelly, Hephzibah and David A. Jolliffe. *Everyday Use: Rhetoric at Work in Reading and Writing*.
- Or another rhetoric/argument guide approved by the department.

And:

The Writing Program Handbook

Bullock, Richard and Francine Weinberg, *The Little Seagull Handbook*

Other texts/readings determined by the instructor.

Common Reading and Appalachian Heritage Writer-in-Residence:

Instructors are encouraged to utilize selections from University's Common Reading and related writing contest and/or themes inspired by the Writer-in-Residence and incorporate related events into their syllabi.

Academic Support Center:

To receive individual instruction and feedback on writing in progress, students should be encouraged to visit The Academic Support Services Center in the basement of Scarborough Library. Tutors are available in-person by [appointment](#) or virtually through [ShepOwl](#).

Grading:

Grades should be consistent with the Writing Program's grading structure outlined in the Handbook and should follow the values: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F.

Works Consulted:

Beaufort, Anne, *College Writing and Beyond: A New Framework for University Writing Instruction*, 2007.

WPA, "WPA Outcomes Statement" <http://wpacouncil.org/positions/outcomes.html>

WPA, NCTE & NWP, "Framework for Success in Postsecondary Writing"
<http://wpacouncil.org/framework>