I. Catalog Information

EWRT 1A Composition and Reading 5 Unit(s)

(See general education pages for the requirement this course meets.)

Prerequisite: English Writing 100 and Reading 100; or Language Arts 100; or English as a Second Language 172 and 173; and consent of English Department Chair; or equivalent placement (normally based on results of English Placement Test).

Five hours lecture, one additional hour to be arranged working in Cross Cultural Partners and/or use of the English Writing Laboratory and/or working in the Writing and Reading Center and/or civic engagement and/or community service.

(CAN ENGL 2)

Introduction to university level reading and writing, with an emphasis on analysis. Close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions. Practice in common rhetorical strategies used in academic writing. Composition of clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic.

II. Course Objectives

A. Examine the various forms and occasions of written language, as well as other kinds of discourse, and consider them potential subjects and in some instances models for academic writing.

B. Read rhetorically and culturally diverse narrative and expository texts and analyze them from a variety of perspectives.

C. Generate ideas and topics for essays.

D. Formulate and support theses.

E. Integrate and organize ideas.

F. Develop personal style/voice appropriate to purpose and audience.

G. Identify and practice common rhetorical strategies used in academic writing.

H. Practice writing as a multistep process, with particular attention to planning and revision.

I. Compose essays with varying purposes, audiences, and rhetorical strategies, from personal to academic.

III. Essential Student Materials

None.

IV. Essential College Facilities

None.

V. Expanded Description: Content and Form

A. Examine the various forms and occasions of written language, as well as other kinds of discourse, and consider them potential subjects and in some instances models for academic writing:

1. Language vs. nonverbal communication.

2. Oral vs. written modes of discourse.

3. Narrative vs. expository/analytical writing.

4. Visual and verbal modes of expression (in advertising, news, etc.) (media literacy).

5. Popular stories and literature.

6. Personal and academic writing.

7. Textbooks and scholarly writing.

B. Read rhetorically and culturally diverse narrative and expository texts and analyze them from a variety of perspectives, such as:
1. Ethnicity and culture
2. Social class
3. Gender and sexual orientation
4. Historical context
5. Political position
6. Rhetorical purpose and audience

C. Generate ideas and topics for essays by methods such as:
   1. Brainstorming
   2. Freewriting
   3. Visual structures (clustering, mapping, trees)
   4. Lists and outlines
   5. Response journals (reading logs)

D. Formulate and support theses:
   1. Relationship between main idea and supporting points
   2. Types of evidence
   3. Illustrative examples and details
   4. Acknowledgment of alternative positions

E. Integrate and organize ideas through devices such as:
   1. Repetition of key words
   2. Pronouns
   3. Transitional words and phrases
   4. Summary, paraphrase, or direct quotation of ideas from other sources

F. Develop personal style/voice appropriate to purpose and audience through activities such as:
   1. Oral presentations; role-playing
   2. Collaborative analysis of texts and issues; collaborative writing; active listening
   3. Writing rhetorically diverse essays; peer review

G. Identify and practice common rhetorical strategies used in academic writing, such as:
   1. Defining
   2. Summarizing
   3. Serializing (sequential relationships)
   4. Classifying
   5. Comparing
   6. Analyzing (theoretical perspectives)

H. Practice writing as a multistep process, with particular attention to planning and revision:
   1. Generating ideas
   2. Collecting information
   3. Planning, organizing
   4. Drafting
   5. Getting feedback (peer review)
   6. Revising
   7. Proofreading, editing

I. Compose essays with varying purposes, audiences, and rhetorical strategies, from personal to academic:
   1. Reflective essays based on personal experiences, reading, etc.
2. Essays which may require specific rhetorical activities in combination, such as defining, summarizing, comparing, classifying

3. Analytical, interpretive, or argumentative essays

VI. Assignments

A. Reading (rhetorically and culturally diverse texts, approx. 300-700 total pages, including:)
   1. A substantial amount of challenging, college-level reading
   2. At least one book-length work
   3. A guide to rhetoric and usage, as desired

B. Writing (at least 6000 words of rhetorically diverse writing assignments)
   1. At least one in-class essay or essay-based midterm (or equivalent limited-time writing assignment for Distance Education)
   2. A sequence of at least four out-of-class essays, with varying purposes and differing audiences, from personal to academic
   3. Final exam (predominantly essay)

C. Optional additional assignments that support course objectives, such as:
   1. Oral presentations
   2. Informal, exploratory writing (journals)

VII. Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- Discussion of student writing
- In-class writing
- In-class exploration of internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation, field trips, and service learning
- Guest speakers
- Collaborative learning and small group exercises

VIII. Methods of Evaluating Objectives

A. Essays, as listed in Assignments above, carefully evaluated according to clarity/correctness, organization/coherence, and development/depth (at least 75% of final grade to be based on written work)

B. Final exam - essay(s) evaluated according to criteria listed above (at least 75% of final grade to be based on written work)

C. Quizzes (e.g., to monitor reading) and other exams

D. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates

IX. Texts and Supporting References

A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References


