I. Catalog Information

EWRT 1B  
Reading, Writing and Research  
5 Unit(s)

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

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Prerequisite: English Writing 1A.

Five hours lecture one addition 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 4)

Development of analytical, integrative skills in reading and writing. Academic (interpretive, analytical, argumentative) writing based largely on reading of literary/imaginative texts linked by a common theme or issue. Outside research leading to analysis, comparison, and synthesis in documented research paper.

II. Course Objectives

A. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue

B. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on literary theme or issue

III. Essential Student Materials

None

IV. Essential College Facilities

Library; on-line data bases; internet access

V. Expanded Description: Content and Form

A. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue

1. Interpret, analyze, and compare literary/imaginative texts, such as:
   a. Imaginative literature
   b. Personal memoir
   c. Related art forms such as film

2. Apply knowledge of cultural/historical context to interpretation and analysis of literary/imaginative texts
   a. Examination of Cultural codes, beliefs, and practices
   b. Examination of Cultural groups and identities, including ethnic groups, social classes, and sexual/gender identities

3. Recognize, compare, and evaluate alternative points of view, including those of outside sources from library-, internet-, and (optionally) field-based research
   a. Additional literary/imaginative texts
   b. Critical commentaries
   c. Cultural, historical information and perspectives
   d. Scientific information and perspectives

B. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue

1. Apply the process model of composition to writing and rewriting
   a. Gathering
   b. Planning
   c. Drafting
d. Revising
  e. Editing

2. Integrate logical and organizational models of written text with linear sequence of words and sentences
   a. Logical model: thesis, supporting ideas, evidence
   b. Organizational model: introduction, body paragraphs, conclusion
   c. Linear sequence: word/sentence order, transitions, grammar, word usage

3. Formulate written, analyses, of/ literary/imaginative texts on the basis of multiple perspectives and sources of evidence
   a. Internal evidence
   b. Cultural/historical context
   c. Relevant analytical (social, scientific) texts
   d. Personal experience

4. Integrate multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper
   a. Compare additional literary/imaginative texts
   b. Apply critical commentaries and cultural and/or scientific perspectives

VI. Assignments

A. Reading
   1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
   2. At least one book-length work by a single author
   3. Emphasis on literary/imaginative texts

B. Writing (including at least 6000 words of formally evaluated writing.)
   1. Informal writing such as journal entries, responses to reading, and writing exercises
   2. In-class essays, exams, and/or quizzes, measuring comprehension and analysis of readings
   3. Progressive sequence of at least four analytical essays totaling at least 4000 words, including major research paper of at least 1500 words;
   4. Final exam or project (may be research paper listed above)

VII. Methods of Instruction

None

VIII. Methods of Evaluating Objectives

A. Journals and quizzes
B. Class participation, including contributions to class discussions and small-group work
C. Individual conferences
D. Essay-based Exams
E. Analytical essays, including major research paper
F. Final exam or project

IX. Texts and Supporting References

A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References