ENL 101: Critical Writing and Reading I

University Studies MASTER Syllabus

University of Massachusetts, Dartmouth

**Course Overview: Entering the Culture of Informed Response**

develop university-level reading-writing-thinking-research strategies and habits of mind to act as *informed and engaged respondents* in written conversations. Activities and assignments focus on developing rhetorical awareness and producing essays to engage complex and academic conversations. Central skills include critical reading, analyzing the rhetorical strategies of others and paying close attention to, evaluating, responding to, and citing texts. Students will read a variety of different public *and academic* texts, research timely topics and issues (current and academic), conduct peer review of works-in-progress and revise according to written feedback from their instructors.

Catalog Description

Writing in a variety of modes for various purposes and audiences; writing to communicate and learn in the humanities. Rhetorical choices and revision strategies will be studied. Students will develop skill in critical reading necessary for thinking and writing.

**ENL 101 Learning Outcomes**

Pilot ENL 101 Outcomes

1. engage and participate in *informed* response (or written "conversation") by paying close attention to source-texts in written responses, practicing summary/paraphrase, critical analysis, and reflection on or synthesis of multiple view points;
2. respond to different rhetorical situations in writing, particularly audience and purpose;
3. build college-level critical reading skills of general and academic source materials;
4. develop research questions, find, evaluate, integrate and document outside sources and appropriate library-resource materials;
5. reflect upon and assess reading/writing processes and work produced throughout the semester;
6. employ appropriate mechanics and conventions to reflect the writing situation.

University Studies Outcomes  
Students in English 101 will learn to:

* Develop college level writing that addresses needs of audience, situation and purpose
* Demonstrate accepted patterns of rhetoric
* Summarize, paraphrase, synthesize, and analyze material from sources
* Incorporate and accurately document outside sources using proper documentation format
* Demonstrate control of syntax, grammar, punctuation, and spelling

**Elements of ENL 101:**

1. Reading and Writing: These classes are reading and writing intensive. Students will read challenging college-level texts, be taught to analyze the rhetorical structures of texts, and learn to pay close attention to the argumentative positions and moves of other writers in their own writing.
   * *Write and revise four formal essays through the course of the semester*. Included in these essays may be a sustained meta-cognitive (or reflective) essay submitted by itself or with a portfolio of writing at the end of the semester (see third item below).
2. Low Stakes Writing and Drafting: Students will write three to five pages per week. These pages may include low stakes in class writing exercises (freewriting); pre-writing exercises for, or drafts of, more formal essays; other kinds of formal and/or informal/low-stakes writing, such as: responses to readings; responses to classmates' essays; brainstorming and invention exercises; writing that reflects on the students' learning and composing; in-class exercises designed to give students practice in various rhetorical skills; writing in response to instructor prompts, journal entries, etc. (Not all writing will necessarily be collected and graded by the instructor).
3. Revision and Responding to Feedback: Students will revise in response to feedback from peers and from their instructors before a final grade is given; each paper assignment in 101 and 102 will receive feedback and require revision.
4. Peer Response/Review: Students will reflect upon and engage the writing of their peers to develop their abilities in reading their own texts, self-evaluation, evaluation of peers' work, collaboration, and revision.
5. Metacognition: Students will reflect upon and analyze their own writing and their progress as writers, at intervals throughout the semester and/or in a final essay submitted at the end of the semester that analyzes and traces students' development as writers and researchers (see first item above).
6. Conferencing: Students will meet with their instructors in at least one individual conference during the semester to discuss their writing. (Instructors are strongly encouraged to include a second conference each semester, which may be a small group conference.)
7. Challenge/Rigor: Students will move beyond high-school models of writing, write longer and more sophisticated essays in multiple (academic) genres. The emphasis here is on the full development and support of ideas and arguments, *close attention to and mindful use of source material*, effective integration of other points of view into their own arguments, and increasing rhetorical savvy over the course of the two-semester sequence.

**Examples of Required Texts/Materials:**

Catherine Houser, Jeanette Riley, Kathleen Torrens. *Writer Citizen*. Kendall Hunt, 2010.

Mike Palmquist. *Joining the Conversation: Writing in College and Beyond*. Bedford St. Martins, 2010.

Stuart Greene and April Lindinsky. *From Inquiry to Academic Writing: a text and a reader*. (2nd edition) Bedford St Martins, 2011.

Laurence Behrens and Leonard Rosen. *Writing Across the Curriculum*. (11th edition) Longman/Pearson, 2011.

Lunsford, Andrea. *The Everyday Writer.* (10th edition). Bedford St. Martins, 2010.

**Example Grading and Assignments:** Grading is based on a point system:

Participation and Engagement 20 points

Assignment #1: Personal Narrative Draft and Revision 20 points

Assignment #2: Annotated Bibliography First Draft and Revision 20 points

Assignment #3: Research Paper with outline and

Annotated Bibliography. 20 points

Assignment #4: Final Reflective Essay 10 points

Portfolio 10 points

TOTAL 100 Points

**All assignments must be completed in order for you to pass this course.**

**Scale:**

A=93+ A-=90-92 B+=87-89 B=83-86 B-=80-82 C+=77-79 C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=59 and below**.**

**There are no Incompletes in ENL 101.**

**Example Course Schedule**

***Students are responsible to be aware of any changes announced in class or by e-mail or on My Courses.***

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| **Week One: Welcome, Gearing Up** | | |
| W: 9/7 | Syllabus  In Class: Begin Student Bio | **By Friday:** Post Student Bio/Autobio and your original *Blink* "contest"/summer essay |
| **Week Two: Peer Review and Revision—“Make it Work!”** | | |
| M: 9/12 | Ppr 1: Revision of Blink Essay  Work on Critical Reading | **For Monday:** Read—Greene and Lidinsky, Chapt 1 (pages 1-15); (Re)Read *Blink! (Choose a section related to your essay and read it again.)*  **By noon on Monday:** Answer Discussion Questions on myCourses |
| W: 9/14 | Peer Review of Ppr 1  ***DUE: hard copy your REVISED Blink essay for Peer Review.*** | **For Wednesday:** Read—Greene and Lidinsky, Chpt 2 (pages 29-50);  **By noon on Wednesday:** Answer Discussion Questions on myCourses |
| **Week Three: Elements of Rhetorical Awareness** | | |
| M: 9/19 | ***Due to Professor: Hard Copy Ppr 1 (Revision of Blink Essay)***  The Rhetorical Situation:  Audience, Purpose  Ethos, Pathos, Logos | ***Revise your Blink essay to submit for comment***  ***Due to Professor: Hard Copy Ppr 1 (Revision of Blink Essay)*** |
| W: 9/21 | Begin Ppr 2: Rhetorical Analysis  In Class:  Rhetorical Analysis: Post Responses in Discussion Groups | **For Wednesday:** Read—Greene and Lidinsky, Chapt 10 (pages 273-294)  **By noon on Wednesday:** Answer Discussion Questions on myCourses |
| ***Note: As of week four, you will want to refer to the on-line calendar in myCourses. It will be updated to reflect the on-going progress of the course and any other changes.***  **Week Four: Rhetorical Analysis** | | |
| M: 9/26 | Rhetorical Analysis//Rhetorical Appeals | **For Monday:** Read—Greene and Lidinsky, Chapt 8 (pages 199-246)  **By noon on Monday:** Answer Discussion Questions on myCourses |
| W: 9/28 | Chose a Group/Reading  Grp1: Twilight  Grp 2: Video Games  Grps 3: Television | **For Wednesday:** Read—Greene and Lidinsky,  Grp 1: Siering: "Bite out of Twilight," page 438;  Grp 2: Johnson: "Why Games. . . ," page 481;  Grp 3: Postman: "Television as Teacher," page 421.  **By noon on Wednesday:** Answer Discussion Questions on myCourses |
| **Week Five: Rhetorical Analysis Con't** | | |
| M: 10/3 | Summary and Paraphrase | **For Wednesday**: Read—Greene and Lidinsky, Chapt 7 (pages 139-198) |
| W: 10/5 | Peer Review: Ppr 2 | **Bring Draft of Ppr 2: Rhetorical Analysis** |
| **Week Six: What is the Academic Conversation? (Begin Research Narrative)** | | |
| **\*\*\*\*\*\*\***  **T: 10/11**  **\*\*\*\*\*\*\*** | *Meet TUESDAY—After Columbus Day. . .*  ***Due: Hard Copy Ppr 2 (Rhetorical Analysis) to Professor***  Cats and Dogs Drinking | ***Due: Hard Copy Ppr 2 (Rhetorical Analysis) to Professor*** |
| W:10/12 | Online Coursework: Library Work | **For Wednesday:** Read—Greene and Lidinsky, Chapt 3 pages 51-72; skim through chapters to choose topic/chapter of next paper |
| **Week Seven: What does it mean to be an “informed responder”** | | |
| M:10/17 | Building Ethos as a Writer  Using Evidence | For Monday: Read—Greene and Lidinsky  TBD; On-line Work TBD |
| W:10/19 | On-line Discussion of Readings | Reading TBD; On-line Work TBD |
| **Week Eight:** | | |
| M:10/24 | Discussion of Readings | Reading TBD; On-line Work TBD |
| W:10/26 | On-line Discussion of Readings | Reading TBD; On-line Work TBD |
| **Week Nine: Synthesis—Entering the Conversation** | | |
| M: 10/31 | **Due to Professor's Office: Ppr 3, Prt 1 Research Response Journal** |  |
| W: 11/2 | Peer Review of Ppr 3 | **Due: Hard Copy of Ppr 3 for Peer Review** |
| **Week Ten:** | | |
| M: 11/7 | ***Due: Hard Copy Ppr 3 Research Narrative***  Begin Ppr 4-Mapping Conversation | ***Reading TBD*** |
| W: 11/9 | On-line Discussion of Readings | Homework and Reading TBD |
| **Week Eleven:** | | |
| M: 11/14 |  |  |
| W: 11/16 | **Due: Hard Copy Ppr 4, Part 1, Ann Bibliography**  On-line Discussion |  |
| ***Wednesday, November 16—Last Day to Withdraw*** | | |
| **Week Twelve:** | | |
| M: 11/21 | Peer Review: Ppr 4—Mapping Conversation |  |
| W: 11/23 | On-line Reflection |  |
| **Week Thirteen: Conferences** | | |
| M: 11/28 | Online Coursework: Conference Prep |  |
| W: 11/30 | **Due: Hard Copy of Ppr 4—Mapping Conversation** |  |
| **Week Fourteen: Wrapping up w/ Peer Review** | | |
| M: 12/5 | **Peer Review** |  |
| W: 12/7 | Peer Review |  |
| **Week Fifteen: That's all she wrote. . .** | | |
| M: 12/12 | **Due: Portfolio (and Ppr 5: Reflection)**  Course Evals and Last Day! |  |