

## Revised Outcomes: English 120 and English 121 (Effective 2009-2010 academic year)

English 120 (Composition I: Writing the College Experience) and English 121 (Composition II: Researching the Public Experience) are inquiry-based writing classes. In them, students both develop their critical writing, thinking, and reading strategies, and explore these strategies as subjects of study.

The outcomes for English 120 and English 121 are grounded in research-based definitions of “good writers.”<sup>1</sup> The work of these writers demonstrates their abilities to understand the expectations of audiences for writing, identify the genres (and conventions) associated with those expectations, and consciously draw on critical writing, reading, and thinking strategies to meet those expectations. Specifically, English 120 and English 121 focus on assessing audience expectations; reading critically; engaging with others' ideas in analytic and research-based writing; developing control over surface features of writing; and discovering, cultivating, and being reflective about their writing processes.

This development takes place recursively – that is, students develop these strategies by practicing with them repeatedly through their work in these two courses and others at EMU. This work begins in ENGL 120 and continues through ENGL 121. Specifically, both courses will focus work with these outcomes in six key areas:

- **Investment and engagement** (the writer’s attitude toward the subject and process of writing)
- **Autonomy and authority** (the writer’s sense of agency in relation to the process and products of writing)
- **Sense of perspective** (the writer’s sense of relationship to the subject of the writing, and the writer’s sense of the relationship of the subject of the writing to other subjects)
- **Reflection** (the writer’s awareness of her or his own writing, reading, research, and thinking processes)
- **Competence and confidence** (the writer’s understanding of her or his abilities to achieve the objective of the assignment or task)
- **Resource use** (the writer’s use of available resources, including technology)

By the conclusion of English 121, the most successful students will have achieved the outcomes described through producing *accomplished writing* in the context of English 121; however, other students might still be at earlier stages of *beginning writing*, *developing writing*, or *competent writing*.

### Critical Reading and Analysis

Writing will demonstrate students’ proficiency with

- Reading for multiple purposes associated with different contexts (eg., academic disciplines) and audiences
- Incorporating reading that purposefully supports the goal(s) of the writing
- Referring to and incorporating reading in ways that are appropriate for the genre of writing

### Research Practices and Processes

Writing will demonstrate students’ proficiency with

- Using research to identify and develop a subject or subject(s) of interest
- Gathering and critically evaluating sources relevant to the purpose(s) and focus(or foci) of the writing using multiple modes of inquiry
- Situating research interests within academic disciplines
- Developing and employing a process for research evident throughout the writing

### **Writing Processes and Representation**

Writing will demonstrate students' proficiency with

- Developing and using processes for writing evident throughout the writing
- Recognizing and using at least one relevant sequence of activities necessary for composing in multiple genres
- Recognizing and using appropriate genre conventions
- Making relevant rhetorical choices so that the writing meets audience expectations and accomplishes its purposes

### **Use of Evidence**

Writing will demonstrate students' proficiency with

- Supporting and developing the purpose(s) of writing with appropriate evidence
- Selecting, representing, and offering sufficient background information, details, and/or examples to develop the focus (or foci), to achieve the purpose(s), and to meet audience needs for the writing
- Situating evidence using appropriate genre conventions

### **Syntax and Mechanics**

Writing will demonstrate students' proficiency with:

- Identifying differences between intentional and unintentional divergences from standard syntax and mechanics
- Recognizing patterns in and rectifying unintentional divergences from standard syntax and mechanics
- Controlling conventions according to genre expectations

Students' work toward outcomes for **critical reading and analysis** strategies will be developed through practice with the following:

Investment and Engagement	Autonomy and Authority	Sense of Perspective	Reflection	Confidence	Resource Use
<p>Developing strategies for reading stemming from students' interests and practices</p> <p>Using reading to advance interests through textual connections, eg., text-to-self, text-to-text, and text-to-world connections</p>	<p>Critically assessing the appropriateness of texts within contexts of purpose, audience, and genre</p> <p>Applying context-specific reading strategies</p> <p>Analyzing relationships between texts and contexts</p>	Using reading to understand others' perspectives	Applying awareness of own reading processes and practices	<p>Writing summaries, paraphrases, syntheses, and interpretation using appropriate strategies</p> <p>Critically assessing and adjusting to increasingly sophisticated reading challenges</p>	Using writing for critical analysis and interpretation

Students' work toward outcomes for **research practices and processes** will be developed through practice with the following:

Investment and Engagement	Autonomy and Authority	Sense of Perspective	Reflection	Confidence	Resource Use
Using research practices to motivate interest and collect information on topic(s)	<p>Developing questions to guide research processes</p> <p>Conducting guided independent research around focused question(s)</p>	Identifying personal interests, biases, and perspectives in relation to research questions and processes	Applying awareness of research strategies	Integrating research to produce genre-appropriate texts	Applying in-class, in-library, and off-screen strategies and resources (web-based, page-based, and personal interviews)

Students' work toward outcomes for **writing processes and representation** will be developed through practice with the following:

Investment and Engagement	Autonomy and Authority	Sense of Perspective	Reflection	Confidence	Resource Use
Applying analyses of audience to	Applying concepts of audience,	Engaging in critical reflection to assess the	Applying awareness of writing,	Employing processes for analyzing	

determine appropriate rhetorical choices about purposes, genres, and conventions	purpose, and genre to rhetorical choices and composing behaviors	appropriateness of rhetorical choices	reading, and thinking processes to rhetorical choices	purposes, audiences, and expected genres  Articulating relationships between purposes, audiences, and rhetorical choices	
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Students' work toward outcomes for **use of evidence** will be developed through practice with the following:

Investment and Engagement	Autonomy and Authority	Sense of Perspective	Reflection	Confidence	Resource Use
Purposefully incorporating evidence to develop the subject of the writing	Making purposeful connections between writer's ideas and ideas in the evidence	Considering concepts in the evidence, context(s) from which the evidence is generated, and context(s) where it will be used  Broadening the writer's perspectives, eg., by recognizing ambiguity or contradictions in beliefs, in supporting evidence, in values, etc.	Identifying processes for locating, assessing, reading, and incorporating evidence	Understanding expectations for source use and acting upon understanding of difference between misuse of sources and plagiarism	Identifying, pursuing, and critically assessing evidence  Using available resources (eg., handbooks) to critically assess and document source use

Students' work with **mechanics and syntax** outcomes will be cultivated through work with the following:

Investment and Engagement	Autonomy and Authority	Sense of Perspective	Reflection	Confidence	Resource Use
Controlling conventions according to	Demonstrating willingness to attend to issues	Demonstrating intentional decisions about	Recognizing rhetorical implications of	Distinguishing intentional and non-	Ability to use off- and on-

genre expectations	of syntax and mechanics at appropriate stages of the writing process	syntax and mechanics use	syntax/mechanics use within the context of and purpose and audience for writing	intentional use of and/or deviation from use of syntax and mechanics	line resources (e.g., handbook, on-line sites) to address issues of and processes for syntax and mechanics use
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<sup>i</sup> Extensive research from composition and rhetoric, English language arts, and English education demonstrates that “good writers” are those who can draw on critical writing, reading, and analysis strategies to analyze audiences’ expectations and make conscious decisions about how, when, whether, and why to meet (or not meet) those expectations.