

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: ENGLISH COLLEGE: ARTS AND SCIENCES

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1. Subject Code, Number, and Title: ENGL 121 Composition II: Research and Writing the Public Experience

2. Credit Hours 3

3. Course Description

Focuses on academic writing and inquiry. Students use multiple modes of research to develop literacies used in academic and other public contexts. Through extended reading and writing, students engage in the process of writing researched essays that reflect conventions of standard written English and standard documentation styles.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity
- Knowledge of the Disciplines**
 - Arts
 - Humanities
 - Science
 - Social Science
- Learning Beyond the Classroom (*LBC designation*)**
 - Self and Well Being
 - Community Service, Citizenship, and Leadership
 - Cultural and Academic Activities and Events
 - Career and Professional Development
 - International and Multicultural Experience
 - Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific requirement. This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

In English 121, EMU students develop the foundation for writing, research, and critical thinking strategies that they will use throughout their college careers and in the workplace. Writing is both a means of communication, and a tool for developing new ideas. Good writers are flexible. They know how to assess the expectations of a variety of audiences with whom they want to communicate and how to draw on or develop different writing strategies to meet those expectations. Good writers also understand that different kinds of writing have different conventions, and they can move fluidly between those conventions. English 121 students develop these strategies that are key to effective communication throughout the course. Students write between 50-70 pages of draft work and between 20-30 pages of polished, final-draft work during the course of the semester, and that work is supported and directed by frequent feedback from the instructor.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Outcome	How the outcome is met	How the outcome is assessed (see rubric, below)
Become aware of expectations of different audiences	Students identify specific, intended audiences for writing and analyze their expectations.	Memos accompanying paper drafts will describe work will describe how writers have defined and taken into consideration expectations of audiences. The memo accompanying the final portfolio will both describe and reflect on the writer's growing awareness of audience expectations through the term.
Demonstrate the ability to make explicit choices about the form and content of writing	Students consider the expectations of audiences whom they have analyzed and make conscious decisions about what to include in the form and content of their writing based on their analyses.	Revisions included in portfolios will demonstrate use of appropriate form and content. The memo accompanying this work will also document how the writer has defined and taken into consideration expectations of audiences in reflective writing (as above).
Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic	Students identify research questions and pursue these questions through research in academic databases, interviews, and observations. They assess these sources and make conscious decisions about whether and how to incorporate information from them in substantive research essays about their questions.	Written work will revolve around research questions identified by students. In the work, students will use library, interview, observation, and other research methods to explore their topics or questions; this work will be incorporated into written work. Written work will also document the process by which the researched essays were developed.
Understand that writing takes place through recurring processes of invention, revision, and editing and develop successful, flexible strategies for their own writing through these processes	Students pursue their inquiry through scaffolded assignments that ask them to work toward large goals in small steps. They submit multiple pieces of writing for review by class peers and by instructors, and then use these comments for substantive revision of	Written work will document the deliberate, conscious process through which the writing in the writing was developed. Final portfolios will demonstrate how this process has affected the writing and the

	their drafts. They also engage in systematic reflection on this process through the course.	writer's awareness of her/his own processes.
Use conventions associated with standard written English	Students will practice with identifying patterns of error in their work, and will develop strategies for addressing these patterns as part of the revision/editing process.	Patterns of error will be addressed in written work at the appropriate stage in their writing process. Final portfolios will demonstrate that these patterns have been acknowledged and addressed.
Use academic citation systems (MLA/APA) for documenting work	Students will use MLA citations to cite their work; this system will be reviewed and discussed extensively in class.	Written work will demonstrate understanding and proficiency with appropriate citational systems.
Use a computer to construct sequential drafts of writing projects	Students will be expected to write and revise their work using a computer.	Written work will demonstrate how use of technological resources facilitated the drafting process and production of final drafts.
Acquire the ability to locate and critically assess sources online	Students will pursue their research questions (as above) through library databases and other online sources; they also will critically assess the credibility and value of these sources.	Written work will incorporate evidence/sources from library databases; written work will address how sources were located and how and why they were used where they were.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 35 Against 0 Abstentions 1

Russell R. Larson
Department Head

_____ Date

2. College

_____ College Dean

_____ Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

_____ Chairperson, General Education Advisory Committee

_____ Date

Approval

_____ Associate Vice-President for Undergraduate Studies and Curriculum

_____ Date

Course Title and Number – Composition II: Researching and Writing the Public Experience (ENGL 121)

Course Description

English 121 is a writing-intensive, research writing course. The focus of the course is twofold. First, the focus is on writing and research strategies. Through the term, students will develop and pursue research questions through observation, library work, interviews, and other research avenues. At every turn, writing will be used both to develop inquiry, and to process the learning that is taking place through this research. At the same time, English 121 focuses on developing successful writing. Students will closely attend to their writing processes in order to identify successful processes for their own work; they also will practice with conventions of standardized English (and other registers, if appropriate) in order to become proficient with those conventions.

Objectives of Course

English 121 has two, interrelated, objectives which are described in more detail in the table below:

1. To help students develop and use a repertoire of writing, reading, and critical thinking strategies that they will need to be successful in university courses and beyond; and
2. To help students develop successful processes for writing.

Course Rationale

In English 121, EMU students develop the foundation for writing, research, and critical thinking strategies that they will use throughout their college careers and in the workplace. Writing is both a means of communication, and a tool for developing new ideas. Good writers are flexible. They know how to assess the expectations of a variety of audiences with whom they want to communicate and how to draw on or develop different writing strategies to meet those expectations. Good writers also understand that different kinds of writing have different conventions, and they can move fluidly between those conventions. English 121 students develop these strategies that are key to effective communication throughout the course. Students write between 50-70 pages of draft work and between 20-30 pages of polished, final-draft work during the course of the semester, and that work is supported and directed by frequent feedback from the instructor.

Students who complete English 121 successfully achieve the outcomes for the course, which include:

- Analyzing the expectations of different audiences
- Making explicit choices about form and content in writing
- Engaging in multiple modes of inquiry, pursuing that inquiry through a research process, and incorporating significant research into written work
- Locating and critically assessing sources online
- Experiencing and practicing with recurring processes of invention, revision, reflection and editing that lead to successful models of these processes for their own work
- Using conventions associated with standardized written English
- Using citation systems (MLA or APA) in their work
- Using a computer to construct sequential drafts of assignments

Required texts

Lunsford, Andrea. *The Everyday Writer*, 3rd edition. New York: St. Martin's, 2005.

Readings from Halle Library Electronic Reserves

Students' research reading

Other required materials

Folder with side pockets

Flash drive or other data storage device

Money for photocopying

Class Format

English 121 is a workshop – a cooperative venture that is guided by the instructor and which requires full mental and physical participation by students. Students will:

Engage in guided reading

Participate in discussions

Analyze and discuss their own writing

Comment on one another's writing

Participate in workshops focusing on specific elements of writing (e.g., assessing sources, incorporating sources in writing, using MLA citations)

Reflect on comments from class peers and the instructor

Method of evaluation/how it will be determined that the course has successfully met its objectives and outcomes

At the end of the term, students in English 121 submit a portfolio containing revisions of two substantive research essays and a cover letter reflecting on how the essays reflect the outcomes for the course. These essays are then assessed using a portfolio assessment rubric that reflects those outcomes (attached).

Grading Criteria

Final course portfolio – 50%

Community research journal (used for systematic observation of sites from which research questions are developed) - 10%

Short writing assignments (short essays, source reports, etc.) - 20%

Submission of complete, thorough, thoughtful interim drafts of substantive essays – 10%

Class participation (includes participation in mind and body in reader review, class discussions, and all other work in the class) - 5%

Celebration of Student Writing Project/participation - 5%

Course Policies

Course Participation

English Department policy states that because of the interactive nature of Department courses, students who miss more than two weeks of any class will be unable to pass the course. Students in T/Th courses who miss more than four classes will be unable to pass the class; students in MWF classes who miss more than six classes will be unable to pass.

Participation in reader review

Working with a class partner on reader review is also part of participating. If students do not attend, both their work and the work of another is affected. Thus, if students miss a reader review day their participation grade in the course is lowered by a letter and a half.

Late Submission Drafts/Essay Packets

Submission drafts/essay packets comprise the second draft of students' substantive writing, revised after they receive comments from peers. These drafts are submitted to the instructor for additional comments and receive full, half, or no credit. Incomplete packets (missing earlier drafts, a reflective letter, or peer review comments) are returned to the student; if packets are not complete by the next class period, students will receive partial credit or no credit for the packet.

Plagiarism

Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. For example, when a student turns another's work as her/his own, it is plagiarism. If a student plagiarizes in this class, s/he will likely fail the assignment on which s/he is working and her/his case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for a student to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If a student misuses a source, the instructor will work with the student on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for the student to identify the conventions associated with source use and citations in any class (or writing situation).

Public nature of writing

Since academic writing is writing directed toward an audience, students should consider the writing that you do in this course "public," that is, writing that others will read. Instructors will use a student's writing ONLY to demonstrate fantastic examples of what the class is doing, however. If there is writing that a student would rather be of a less public nature, you can note it on the paper and/or send the instructor an e-mail.

Respect

Finally, remember that this is a class where students and instructors work together on ideas, language, thinking. This will happen more happily if students and instructors treat one another with respect. Respect includes doing things like making sure cell phones are off, not packing up 10 minutes before the end of the session, and so on.

OVERVIEW OF ENGL 121

Wks 1-3 – developing research questions	Wks 4-7 – investigating research questions	Wks 7-11 – making research writing public	Wks 11-14 – public work with research writing
Process-----	Process-----→product	Product	Product
<p>Assignments: Long Essay #1 (5-6 pages) Analysis of subjectivities; analysis of community; analysis of issues connected with research.</p> <p>Community Research Journal: Choose a community; conduct structured observations; develop research questions</p>	<p>Continue Community Research Journal (through week 6)</p> <p>Research essay #1 (6-7 pages) EITHER ethnographic researched essay or inquiry-based research essay. If ethnography: write an ethnography of your community; pose questions (from CRJ) based on research and conduct library research about them; describe what you have learned.</p> <p>If inquiry: develop 1-3 research questions based on CRJ observations. Use library research, interviews, and observations to address. Write about what you learned, why it's relevant, and for whom.</p>	<p>Research essay #2: Multigenre Research Essay</p> <p>Students choose point they want to make or question they want to explore from research essay #1, and a specific audience interested in it. Investigate characteristics and preferences of audience. Then choose 5 genres that would appeal to audience; synthesize all research (library, observation, interview) into these genres. Write an extensive reflective essay about what genres are included and why; where research was included and how; what was learned in the process of compiling this essay.</p>	<p>Celebration of Student Writing – students create public presentation piece based on research work and display</p> <p>Portfolio revision/compilation: Students choose two/three essays for substantial revision guided by portfolio assessment criteria. Also develop portfolio cover letter/memo reflecting what they have done/learned through the term.</p>
<p>Course work: Course intro Choose community Conduct observations Develop research questions</p> <p>Writing/reading foci: Developing substantive analysis and/or questions based on evidence Using substantive evidence in writing Analyze/articulate research processes (used by others) Reading critically for content and process Cultivating curiosity/developing research questions Working with others to develop writing</p> <p>Writing work LE1 – process work and submission draft (Focus:</p>	<p>(added to weeks 1-3 emphases) Course work: Research – observation, library, interviewing</p> <p>Writing/reading foci: Developing a systematic process for library searching (identifying topics/keywords, keeping track of research) Using Halle electronic databases (limited selection) (including reading d'base screens, citations, cross-references) Identifying “just right” substantive and academic sources Reading for research (content, process, and genre) Developing interview questions/interviewing</p>	<p>(added to weeks 1-7 emphases) Course work: Identifying/analyzing audiences and how to best reach them Framing arguments for real, specific audiences</p> <p>Writing/reading foci: Choosing appropriate audience for research Analyzing audience reading/writing preferences Choosing appropriate genres for audience Identifying/refining argument for specific audience Identifying genres that appeal to specific audience Analyzing and employing genre conventions (of content, form, style, use of conventions) Synthesizing ideas/revising writing (from LE2) into different genres</p>	<p>(added to weeks 1-11 emphases) Course work: Production of public pieces Revision</p> <p>Writing/reading foci: Creating Celebration of Student Writing project/individual and/or class narrative about work of the term Revision of at least two submission drafts (of LE1, 2, or 3) into final drafts for portfolio Developing reflective letter for portfolio Applying 121 rubric to sample and own essays Submitting final portfolio</p> <p>Writing work Final course portfolio (substantive revision of at least two essays; reflective memo)</p>

<p>work with concepts for analysis and/or research interests</p>	<p>Writing work LE2 – process-based research essay (e.g., “What is your question? How did you come to it? What have you learned about it? Why is what you’ve learned relevant and for whom?”)</p>	<p>Producing different genres (taking all of the above into account) Analyzing process for audience identification, genre choices, synthesis, production</p> <p>Writing work LE3 – multigenre essay (e.g., multiple genres directed toward a particular audience, each of which advances a particular perspective on the project’s main focus)</p>	
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Portfolio Assessment Rubric – ENGL 121

REVISED FALL, 2002

An “A” portfolio:

- Includes specific analyses of audience expectation(s) and shows how those analyses have informed choices reflected in the writing (e.g., choices of content, form, convention);
- Incorporates evidence from a wide range of sources (e.g., class readings, library research, and/or field research) in meaningful, purposeful ways;
- Shows that writing, reading, and research (if applicable) have been used to develop thorough, thoughtful analyses that go beyond a first response to a question, idea, or study that the writer has conducted;
- Shows specific evidence of a process for writing and for reflecting on responses from various audiences (e.g., class colleagues, instructors, outside audiences if applicable) and explicitly refers to conscious and deliberate actions based on those responses that enriches the writing significantly;
- Includes consistent and correct use of conventions appropriate to the genre(s) in the portfolio (e.g., style, punctuation, citations, etc.).

A “B” Portfolio:

- Generally refers to analyses of audience expectation(s) and how they have informed the
- writing (e.g., choices of content, form, convention);
- Incorporates evidence from a wide range of sources in generally purposeful ways;
- Shows that writing, reading, and research (if applicable) have been used to
- engage in thorough, thoughtful analyses of questions, ideas, or research work;
- Demonstrates evidence of process for writing and for reflecting on responses from various audiences (e.g., class colleagues, instructors, outside audiences if applicable) and refers generally to conscious and deliberate actions based on those responses that enriches the portfolio;
- Includes generally consistent and correct use of conventions appropriate to the genre(s) in the portfolio.

A “C” Portfolio:

- Includes perfunctory details about choices made in the writing;
- Incorporates evidence from required sources as described by the assignment;
- Shows writing is used to interpret and develop ideas from readings and other texts;
- Shows evidence of a process for reflecting on and making conscious decisions about responses from various audiences;
- Demonstrates evidence of a process for writing and for reflecting on responses and refers to how those responses have been used;
- Includes generally consistent and correct use of conventions appropriate to the genre(s) in the portfolio without significant error.

A “D” Portfolio:

- Includes little evidence of consideration of audience or of choices made in the writing;
- Includes minimal evidence from required sources as described by the assignment;
- Shows minimal attempts to use writing to interpret and develop ideas from reading and other texts;
- Demonstrates little evidence of a process for writing and of reflection on audience
- concerns;
- Includes inconsistent use of conventions appropriate to the genre(s) in the portfolio.

An “E” Portfolio:

- Does not consider audience in writing;
- Does not include evidence from required sources as described by the assignment;
- Does not show attempts to use writing to interpret and develop ideas from reading and
- other texts;
- Does not include evidence of a process for writing and for reflection on audience
- concerns;
- Includes little evidence that conventions appropriate to the writing are used.