### ENGL 1311 – Expository English Composition

<table>
<thead>
<tr>
<th><strong>Semester Term and Year:</strong></th>
<th>Summer 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor:</strong></td>
<td>Multiple sections with various instructors</td>
</tr>
</tbody>
</table>

**Course Description:**

The goal of English 1311 is to develop students’ critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

English 1311 is designed to prepare students for the writing they will do throughout their university experience as well as in professional and civic environments. Through these assignments, students will learn how to write to explore, to inform, to analyze, and to convince/problem solve. This course offers students a curriculum that empowers them to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

**Required Texts:**


**Course Objectives:**

At the end of this course, students will be able to:

- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other’s work.
- Draw on existing knowledge bases to create “new” or “transformed” knowledge.
- Develop a knowledge of genres as they are defined and stabilized within discourse communities.
- Address the specific, immediate rhetorical situations of individual communicative acts.
- Develop procedural knowledge of the writing task in its various phases.
- Develop an awareness of and involvement in community issues and problems.

| Grading Breakdown: (exams, papers, etc.) | Discourse Community Map: Using the definition and discussion of a “Discourse Community” provided in class, students will construct a discourse community map that outlines the various discourse communities they belong to and the different literacies needed to be a member. Students will need to consider the goals of each discourse community and how those goals shape communication (oral, visual, written). A written response essay will accompany the visual construction. **50 pts.** |
| | Homepage for Website E-Portfolio: Students will create a homepage for their website E-Portfolio that reflects the subject matter of their research project and provides the interface to access completed semester’s assignments. **50 pts.** |
| | Agency Discourse Memo: Students will observe an agency in the community and write a memo reporting their findings. They will detail the agency and its characteristics, its discourse practices, and its relation/contribution to an important community or social issue. **100 pts.** |
| | Annotated Bibliography: For this assignment, students will construct an annotated bibliography that centers on the community issue or problem that students have selected to focus on for the semester. Each annotation in this annotated bibliography will consist of two parts: a summary and the student’s evaluation of the source. **100 pts.** |
| | Report on a Community Problem: Students will create a report which draws attention to a community problem. **100 pts.** |
| | Rhetorical Analysis: Students will write an essay analyzing the use of rhetorical strategies within a text. Using a text related to your community issue, they will provide an objective analysis of the strengths and weaknesses in the writer’s use of ethos, logos, |
and pathos within his or her argument(s). **100 pts.**

**Visual Analysis:** Similar to the rhetorical analysis assignment, students will analyze the rhetorical strategies within a visual. Using a printed visual related to their community issue, students will provide an objective analysis of the strengths and weaknesses in the visual's use of ethos, logos, and pathos. **100 pts.**

**Opinion Piece:** Students will write an opinion piece about their community issue. Students will focus on one aspect of their community issue and argue for a solution to a problem that they identify. **100 pts.**

**Visual Argument:** This project prompts students to explore their community issue in a multimedia form. They will employ multimedia to advocate for the position in their opinion piece. In addition, students will write a memo detailing their rhetorical choices in the creation of their visual argument. **150 pts.**

**Class Presentation:** Students will present their visual argument project to the class. **50 pts.**

**Participation in Class:** In-class and online. **100 pts.**

**Grade Distribution (Students can earn a total of 1000 points for the course):**

- 1000-900 = A
- 899-800 = B
- 799 -700 = C
- 699- 600 = D
- 599 and below = F

**Teaching Method:** This course is taught in a face-to-face setting which emphasizes lecture and discussion. Additionally, the course makes extensive use of the Blackboard software. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. On occasion, students are asked to participate in library research, technology workshops, presentations, or other activities instructor might require.
<table>
<thead>
<tr>
<th><strong>Brief Description of Course Content:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is meant to teach students the strategies and skills required for English 1312 as well as other writing situations. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing is necessary for success in English 1312 and beyond.</td>
</tr>
</tbody>
</table>