

ENGLISH 302 H: FACULTY GUIDE

| <p>English 302 Goals Students will demonstrate the ability to...</p> | <p><i>302H Specific Expectations</i></p> | <p><i>302H Possible Exercises or Assignments</i></p> |
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| <p>apply critical reading strategies that are appropriate to advanced reading in their academic discipline and in their possible future workplaces</p> | <p>Teaching literary or textual analysis is the purview of English 201, supplemented by work in students' major fields. While students in 302H should be allowed to write about texts/performances that they have read/studied elsewhere, common-reading or -viewing of primary texts in 302 should be limited to no more than a few short texts.</p> <p>Students in 302H should critically read academic and/or professional secondary sources to analyze the content and the rhetorical/argumentative features.</p> <p>Students in 302H should be able to distinguish between primary and secondary texts in their major fields, and adjust their reading strategies accordingly.</p> | <ul style="list-style-type: none"> • readings that include texts published in academic humanities journals from several disciplines • readings that may include other secondary texts: reviews, analyses, comparative studies, research reports, proposals • readings that may include a few short primary texts (including visual or musical texts) from a range of fields • summaries and analyses of a text or texts, individually or collaboratively • comparative analyses of primary or secondary texts • annotated bibliography |
| <p>recognize how knowledge is constructed in their academic discipline and possible future workplaces, attending to issues such as kinds of claims or questions posed by advanced or professional writers evidence considered sufficient to support arguments</p> | <p>Since they frequently have roles as mediators, innovators, or cross-disciplinary practitioners, humanities students are expected to recognize how knowledge is constructed in their academic discipline, <i>and</i> how knowledge construction varies in disciplines across and beyond the humanities.</p> <p>302H students should also increase their awareness of how theoretical frames (e.g. modernism, post-structuralism) serve as lenses through which readers comprehend and construct textual meanings.</p> | <ul style="list-style-type: none"> • reading assignments from textbooks that discuss features of the discipline • reading assignments that address academic theoretical frames in the humanities (no one particular frame/theory is required) • discussion of features of academic argument, generally and in humanities writing • rhetorical analysis of secondary text(s) • comparative review of several secondary texts or journals in a humanities field • analyses that incorporate or respond to one or more theoretical frames • genre analysis of secondary text(s)interview with expert in the field |
| <p>analyze the rhetorical situations—audience, purpose, and context—of texts produced in their academic disciplines and in possible future workplaces, and...</p> | <p>Students in 302H should discover and articulate the features of genres commonly used in academic writing in the humanities, including any of the following: summaries, reviews, interpretations, and/or analyses of primary texts; literature reviews, annotated bibliographies, and/or research abstracts; proposals, reports of research, briefing and position papers.</p> <p>They should also discover and articulate the features—including visual-design features—of some genres common to workplace and/or non-specialist writing (memos, proposals, position papers, professional websites, exhibit guides, performance notes, promotional materials, editorials, magazine features).</p> | <ul style="list-style-type: none"> • comparative reviews of different (secondary) genres on a related topic (movie review & film-studies analysis, e.g.), or of secondary texts from different fields (Comm. and History texts about propaganda, e.g.) • literature reviews • rhetorical analyses • interview with an expert in the field |

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| <p>...produce writing that is appropriate for a range of rhetorical situations within their academic disciplines and possible future workplaces, with particular attention to textual features such as</p> <ul style="list-style-type: none"> • common genres • organizational strategies • style, tone, and diction <p>...and...</p> <ul style="list-style-type: none"> • expected citation formats | <p>Students in 302H should produce writing in response to primary texts and/or current issues in the field. They should compose over the course of the semester texts that summarize and texts that interpret, analyze, and/or propose arguments, as well as texts that address academic audiences and texts that address non-specialist audiences.</p> <p>In 302H, students should consistently use MLA citation format (or APA if appropriate and required by a discipline such as History or Communications); they should become aware of variations in citation formats within and across humanities disciplines.</p> | <ul style="list-style-type: none"> • revision/transformation of a text into a text from another genre or for a different audience • document analyses or literature reviews • research projects • annotated bibliographies • memos, executive summaries, cover letters, white papers • proposals, reports, abstracts • editorials, letters to the editor • professional websites or feature stories • exhibition or performance guides • articles, informational brochures |
| <p>use writing as a flexible tool for exploration, discovery, and reflection as well as for exposition and persuasion</p> <p>and</p> <p>successfully employ strategies for writing as a recursive process of inventing, investigating, shaping, drafting, revising, and editing to meet a range of academic and professional expectations—</p> <p>including, when given appropriate time for drafting and editing, the ability to produce documents in Standard Edited American English that are generally free from error</p> | <p>302H students are expected to complete formal assignments that demonstrate argumentative writing and expository/descriptive writing.</p> <p>Students are also expected to use writing as an aid to learning and reflection.</p> <p>302H students are expected to participate in a multi-draft writing process; participate in peer review sessions; and have time for and instruction in proofreading and editing to meet audience expectations.</p> | <ul style="list-style-type: none"> • brainstorming/discovery writing • online discussion boards, blogs, or chats • exploratory drafts • reading responses • metacognitive reflections (pre- or post-writing) • peer review sessions • revision and editing exercises |
| <p>collaborate with others as they write, through peer review, group projects, and/or consulting with outside experts (writing center tutors, librarians, subject-matter experts, workplace informants, etc.)</p> | <p>While humanities scholars and professionals often produce texts individually, they frequently participate in consultations, revisions, compilations, and/or large-scale projects that require them to interact with others as they write; students in 302H should have opportunities for peer-consultation and feedback frequently as they write for the class.</p> | <ul style="list-style-type: none"> • peer-brainstorming and peer-review exercises • comparative genre- or rhetorical-analyses, within or across major field boundaries • class or group anthologies • collaborative project design or proposal • collaborative summaries, reviews, or short analyses • collaborative presentation |

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| identify, evaluate, and use research sources (print and electronic), to include online library searching of databases pertinent to their disciplines and the critical use of web sites | <p>Humanities students frequently depend on skills in synthesizing information from a range of sources: they should learn to identify, evaluate, and effectively use academic and reliable nonacademic research resources (both from a library and online, possibly also including individual primary research such as interviews or observations).</p> <p>Students in 302H should conduct research into an issue or problem in order to synthesize previous studies and present original interpretations, conclusions, and/or recommendations to either academic or nonacademic audiences. Their arguments may be primarily interpretive, or may argue for changes in behaviors or practices.</p> | <ul style="list-style-type: none"> • evaluation of information-needs • research source-location exercises • literature reviews • source evaluation assignments • annotated bibliographies • interviews/surveys |
| employ a range of appropriate technologies to support their researching, reading, writing, and thinking, with particular attention to the ways that advanced students and professionals locate, analyze, organize, and share information | <p>Students in English 302H should increase their facility in using communication technologies relevant to their fields: for gathering information, for discussion or analysis of texts/issues, for the planning and revision of projects, for presenting and disseminating information, and/or for reflecting on their communication processes.</p> | <ul style="list-style-type: none"> • discussion or collaborative authoring using synchronous or asynchronous online communication • analysis and design of graphs or charts • analysis and design of visually effective texts • presentation in an oral format, using visual aids • web authoring |