

ENGLISH 302 S: FACULTY GUIDE

<p>English 302 Goals Students will demonstrate the ability to...</p>	<p><i>302S Specific Expectations</i></p>	<p><i>302S Possible Exercises or Assignments</i></p>
<p>apply critical reading strategies that are appropriate to advanced reading in their academic discipline and in their possible future workplaces</p>	<p>Students in 302S will learn strategies for critically reading academic social-science research-based texts, both to comprehend the information and to analyze and question the arguments or evidence.</p> <p>Since the social sciences cover a range of approaches, reading assignments should reflect some of that range.</p>	<ul style="list-style-type: none"> • readings that include texts published in academic social science journals • readings that represent a variety of approaches, such as historical accounts, archival documents, case studies, ethnographies, lab reports, and other qualitative and quantitative studies published for an academic audience • summaries and analyses of a text, individually or collaboratively • comparative analyses • 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>302S students, who are likely to work interdisciplinarily or collaboratively, are expected to recognize how knowledge is constructed in their academic discipline, and how knowledge construction varies in disciplines across the social sciences.</p>	<ul style="list-style-type: none"> • reading assignments from textbooks that discuss features of the discipline • discussion of features of academic argument, generally and in social science writing • rhetorical analysis of academic research-based text(s) • comparative review of several research-based texts or journals in a social science field • 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 302S should discover and articulate features of the genres and sub-genres commonly used in academic social-science writing, including any of the following: abstracts, methodology descriptions, literature reviews, reports of research, experimental studies, lab reports, surveys, book reviews, comparative analyses, funding proposals, briefing and position papers.</p>	<ul style="list-style-type: none"> • rhetorical analyses • interview with an expert in the field • ethnographic observations
<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 format 	<p>Students in 302S should be able to apply the features of arguments and analyses in the social sciences as they write academic texts, reflecting their understanding of disciplinary questions, types of claims and supports, and structural arrangements.</p> <p>They should also practice adapting their writing style and content to a non-academic, professional, and/or non-specialist audience.</p> <p>In 302S, students should consistently use a single citation format and style (APA & Chicago are most typical in social sciences; MLA is sometimes recommended) and understand its relevance to academic work in the discipline.</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 • ethnographic research • on-site interviews or surveys • memos, executive summaries, cover letters, white papers • proposals, reports, abstracts, memos • editorials, letters to the editor • articles, informational brochures, posters

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<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—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>302S 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>302S 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>It is recommended that students in 302S work collaboratively on producing at least a short writing assignment, since much social-science writing requires collaboration, but this is <i>not</i> required. Collaboration in planning and review of drafts of writing is, of course, expected of 302S students.</p>	<ul style="list-style-type: none"> • collaborative site ethnography or case study • collaborative bibliography or journal analysis • collaborative white paper or short report • collaborative proposal or review • collaborative research report • collaborative presentation
<p>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>	<p>Since much social science research depends in whole or in part on synthesis and analysis of earlier research, students in 302S should learn to conduct research into an issue or problem in order to synthesize previous studies and present original conclusions, to either academic or nonacademic audiences.</p>	<ul style="list-style-type: none"> • evaluation of information-needs • research source-location exercises • literature reviews • source evaluation assignments • annotated bibliographies
<p>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>	<p>Students in English 302S 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"> • discuss/analyze electronic communication genres in academic/professional contexts • group 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