



Tuesday, May 29, 2012

# General Education and I-Series Course Submission and Review

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## ENGL291 Intermediate Writing

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### General Information

Title Intermediate Writing

Course Number ENGL291

College ARHU – Arts and Humanities

Department English

Submitted By Thomas Colborn Moser Jr

### CORE Information

CORE Fundamental Studies No

CORE Distributive/Advanced Studies No

CORE Diversity No

### General Education Information

Fundamental Studies None

 Distributive Studies Humanities  
Scholarship in Practice

Linked Course None

Diversity None

# Course Questions

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## General Questions

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### Please give a brief description of the course:

In this course, students study the rhetorical art of style. Students will be offered a number of tools for recognizing, discussing, and manipulating forms of discourse at the level of the word, the phrase, the clause, the sentence, the paragraph, and the whole text. Throughout the semester, students consider the intimate relationship that style has with argument, audience, representation, and ethics. Toward these ends, students read masters of style, especially English prose, past and contemporary, as models for their own writing. Students also engage in the practice of frequent writing in order to make the stylistic concepts they encounter their own. As revision is an essential part of the writing process, students will edit their peers' work and draft their own work, taking into consideration feedback from peers and instructor. The fruits of writing are multiple. The stylistic skills that students can acquire in this course can be adapted for a variety of communicative situations.

### Please list any pre- or co-requisites for this course:

ENGL101 or equivalent

### If there are pre- or co-requisites, please justify them with respect to their appropriateness for a General Education course:

This course is intended for students who have already mastered the basic skills taught in ENGL101.

### Please list any restrictions (e.g. majors only) placed on this course:

None

### What is the approximate course size (students/academic year)?

70

### Please describe how student learning will be assessed (i.e. exams, homework, papers, group projects, etc.):

Grading Oral presentation 5% Annotated bibliography 5% Peer editing & draft workshops 5% Style exercises & other homework 10% Participation 10% Commonplace blog 10% Analytical paper 25% Style & research paper 30% Commonplace Blog Throughout the semester, you will keep a public, online record of you encounters with style with a blog. In your entries, you will record excerpts of discourse that you encounter on a daily basis and respond to their stylistic features. Entries should not be e-mailed to me, only posted online. Further details about this assignment will be given in a handout at the beginning of the semester. Style Exercises Throughout the semester, you will hone your stylistic skills, both old and newly acquired, through a series of short style exercises, generally 350–500 words in length. You may use these exercises as way to build up stepping up to the final Style & Research paper. These assignments will be posted on Elms. You should be prepared to informally share and present the work you do for these assignments to the class; therefore, you should bring a copy, paper or electronic, of your assignment to class the day it is due in addition to e-mailing it to me. Style exercises are graded on a 10–point scale. Points are awarded for meeting assignment requirements and quality of craft. Annotated Bibliography This assignment asks you to annotate (summarize and evaluate) sources pertinent to your Analytical paper. Further details about this assignment will be given during the semester. Draft Workshops Draft workshops will be held before each major paper is

due. These sessions help you develop your critical eye, improving your ability to revise your own writing and edit others'. A few days before the day of a draft workshop, you will e-mail a draft of your paper to the members of your peer review group. During the draft workshops, those in your peer review group will critique your paper. Likewise, you will critique the drafts you receive from members in your peer review group. You will be graded on the written feedback you give your peers. Workshop days are not days to miss, as your participation during draft workshop days will be included in your overall participation grade.

**Analytical Paper** This assignment, 1,200–1,500 words in length, asks you to analyze the particular stylistic features of a text in a particular context using concepts and terms we have learned in class. Further details about this assignment will be given in a handout during the semester.

**Style & Research Paper** You will demonstrate the stylistic skills you have acquired over the course of the semester by producing a research paper, 1,800–2,100 words in length, on a topic of your choice. The audience for this paper should be non-expert, but not necessarily general. You may use the style exercises as way to build up to this final paper. Further details about this assignment will be given in a handout during the semester.

**Oral Presentation** At the end of the semester, you will orally present your Style & Research paper with the help of visual aid(s). Further details about this assignment will be given during the semester.

**Extra Credit** The more you write, the more your writing will improve. 750words.com is an online private journaling site that encourages users to write 750 words every day. Extra credit will be given to those who, during the course of the semester, succeed in completing the site's one-month challenge or winning one of the site's following badges: The Albatross, The Phoenix, The Turquoise Horse, The Flock, The Double Flock, or the NaNo. To sign up, you must have a Facebook, Google, or Yahoo account, or Open ID.

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**Comments on the course that you feel may be useful for the review process. Also, if this is an existing course that you are planning on making changes to via VPAC (i.e. changing the title), please list those proposed changes here:**

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This is a long-standing and popular course. Changes to it are minor. We would like to emphasize our conviction that the sort of academic work students are required to do in the course makes it appropriate for the Scholarship in Practice category as well as the revised Humanities category.

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### **Scholarship in Practice**

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**Describe the body of scholarship that will be put into practice:**

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Students study both secondary texts on the study and practice of rhetorical style, and primary texts that provide examples of different styles of prose writing.

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**Describe how this body of scholarship will be applied:**

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Students become intimately familiar with and practiced at the processes and stages of writing. The course emphasizes the practice of frequent writing through regularly graded style exercises and blog entries, so that students internalize the processes of crafting prose. For the course's two major papers, students draft their work, critique their peers' work, receive feedback from their peers and instructor, and use this feedback to revise their work and produce a final, polished product

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## **Learning Outcomes**

Learning outcomes are phrased as "*At the completion of this course, students will be able to...*". Answers are expected to demonstrate how the course will (1) give students the ability to meet the learning objective and (2) determine that students were successful in meeting

the learning objective.

Learning outcomes in **this color** are **REQUIRED**

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## Humanities

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*Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under "Humanities," students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.*

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Must address **at least 4** of the following Learning Outcomes

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**At the completion of this course, students will be able to...**

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**...demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.**

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In English 291, Students acquire dozens of fundamental terms and concepts related to the study of rhetorical style. Because these terms and concepts form the backbone of the course, students continually encounter and engage with these terms and concepts in assigned readings, lectures, class discussions, their blogs, and formal assignments. Students are graded on their familiarity and facility with these terms and concepts by demonstrating their familiarity and facility with these terms and concepts in the course's two major papers.

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**...demonstrate understanding of the methods used by scholars in a specific field in the humanities.**

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Throughout the course, students will examine various excerpts of prose from published and well-established authors in terms of their stylistic features and subsequent effects on audiences in class discussions, blog entries, and their analytical papers. This method of analysis is known as stylistics in the field of rhetoric.

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**...demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of approaches and techniques in the visual, literary, or performing arts.**

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One of the primary objectives of English 291 is to give students the analytical tools necessary to evaluate techniques of style in prose. To achieve this objective, students critically evaluate the use of style in a number of works of literary nonfiction, which are discussed and analyzed in class. Further, students must critically apply the concepts learned within the course to other areas of their lives, where they encounter a variety of forms of discourse, in their weekly updated blogs. Finally, one of the course's major papers requires students to analyze the stylistic features of a text in order to understand some of the stylistic techniques employed by the writer in order to achieve certain effects on the audience.

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**...describe how language use is related to ways of thinking, cultural heritage, and cultural values.**

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Because English 291 is organized around rhetorical style, the relationship between style (language), argument (ways of thinking), audience and occasion (cultural heritage and values) is a consistent emphasis in lectures and assigned readings. Students themselves must consider the relationship between these factors in class discussions, their blogs, and their analytical papers, in which they must account for the effects of style in a particular text on a particular audience. Further, students must constantly keep these factors in view as they draft and revise their own writing, and will be graded on how well they address the particularities of their intended audiences.

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...conduct research on a topic in the humanities using a variety of sources and technologies.

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...demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

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...demonstrate understanding of the creative process and techniques used by practitioners in a specific field of the visual, literary, or performing arts.

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In English 291, students acquire, practice, and come to recognize techniques of style, coming down from the rhetorical tradition, that have been used by speakers and writers for millennia. Students learn these techniques of style through assigned readings from a technical handbook on rhetorical style and lectures given by the instructor. These techniques then are continually reinforced through the analysis of model works of prose in informal settings (e.g. class discussions) and formal write-ups (e.g. Analytical paper), as well as through the production and revision of students' own work and the work of their peers, through the course's regularly graded style exercises, two draft workshops, and the Style & Research paper.

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### Scholarship in Practice

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*Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.*

*While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.*

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Must address **at least 4** of the following Learning Outcomes

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**At the completion of this course, students will be able to...**

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...demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.

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In English 291, students practice selecting, critically evaluating, and applying aesthetic and critical concepts of rhetorical style to crafting their own prose. Throughout the semester, students apply terms and concepts of rhetorical style in discussions of assigned readings as well as to discourse they record and analyze in their blog entries. For each major paper, students participate in draft workshops, critically evaluating each other's work, applying concepts we have covered in lectures and assigned readings. As part of this critical evaluation, students must formally write up their critiques, which are then graded by the instructor. In the Style & Research paper, students apply stylistic techniques learned over the course of the semester by selecting and employing them in their own writing. Students also incorporate scholarly research that is relevant to their topics in their papers.

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**...articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.**

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In English 291, students become intimately familiar with and practiced at the processes and stages of writing. The course emphasizes the practice of frequent writing through regularly graded style exercises and blog entries, so that students internalize the processes of crafting prose. For the course's two major papers, students draft their work, critique their peers' work, receive feedback from their peers and instructor, and use this feedback to revise their work and produce a final, polished product.

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**...demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.**

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In class discussions and assignments, including one of the course's major papers and all blog entries, students consider the techniques writers employ to manipulate style to various effects and evaluate instances of these techniques for their effectiveness, as they work to understand how to employ these techniques in their own writing. Additionally, students are required to produce an Annotated Bibliography for their Style and Research paper, practicing and demonstrating their ability to judge scholarly sources within each source's topic area, as well as their ability to evaluate each source's usefulness to their projects.

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**...demonstrate an ability to collaborate in order to bring about a successful outcome.**

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Small groups (3 or 4 students) play an important role in English 291. In small groups students collaborate to closely analyze texts, discuss topics in depth, and share and review their own work. The course has two draft workshops, which organize students into small groups, where students review and critique drafts of their peers' papers with the goal of helping each person produce his or her best possible final draft.

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**...recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.**

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**...produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.**

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Through the course's two major papers, the Analytical paper and the Style & Research paper, students produce work that reflects the study of rhetorical style in two separate but complementary ways. In the Analytical paper, students analyze the stylistic features of a text in order to understand how the writer through style achieves certain effects on an audience. In the Style & Research paper, students employ the techniques of style they have acquired throughout the semester in an extended, well-researched argument to a non-expert audience. The entire course is geared towards the analysis and generation of prose in terms of style, through lectures, class discussion, assigned readings, and other assignments.

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**...effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).**

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While English 291 focuses primarily on the written or printed text, students communicate and apply concepts of rhetorical style in other mediums as well. Students orally present their weekly style exercises to their small groups or to the class throughout the semester. Students keep regularly updated blogs which afford them the ability to communicate in a number of modes, the primary one being electronic. At the end of the semester, students are required to present their Style & Research papers to the class in a condensed form orally with a visual aid, whether an electronic projection (e.g. Powerpoint) or a handout.

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