# EN 101

Composition I focuses on the reading, writing, critical thinking, and research skills that students need to participate effectively in civic discussions and debates. The course explores [topics](http://dmacinstitute.org/bessfox/course-2/topics-2) important to the D.C. metro area through first-hand research and through an examination of [new and traditional media](http://dmacinstitute.org/bessfox/course-2/new-and-traditional-media). The course culminates in a project that contributes to the public discussion of a topic.

**Outcomes**  
• Students will accurately read, summarize, and analyze [new and traditional media sources](http://dmacinstitute.org/bessfox/course-2/new-and-traditional-media) with particular attention to [rhetorical context](http://dmacinstitute.org/bessfox/policies/outcomes/rhetorical-context).  
• Students will critically evaluate information and its sources and will use information honestly and effectively to engage complex topics.  
• Students will write with focus and purpose for a specific public audience, employing the writing conventions such as types of evidence, organization, tone, and sentence-level prose appropriate for this audience.  
•Students will understand that writing is a flexible process that includes drafting, revising based on feedback, and editing.

**EN 102**

Composition II focuses on the reading, writing, critical thinking, and research skills students need to participate effectively in academic discussions and debates.  The course explores topics in writing studies through an examination of primary and secondary sources. The course culminates in a position essay that contributes to an academic discussion of a topic.

**Outcomes**

• Students will accurately read, summarize, and analyze academic sources with particular attention to [rhetorical context](http://dmacinstitute.org/bessfox/policies/outcomes/rhetorical-context).  
• Students will critically evaluate information and its sources and will use information honestly and effectively to engage complex topics.  
• Students will write with focus and purpose for a specific academic audience, employing the writing conventions such as types of evidence, organization, tone, and sentence-level prose appropriate for this audience.  
•Students will understand that writing is a flexible process that includes drafting, revising based on feedback, and editing.

# 101 Assignments

[**Summary Assignments – 10%**](http://dmacinstitute.org/bessfox/assignments/summaries)  
**2 Summaries (2 pages total)**  
Over the course of the semester, students complete at least two graded summaries of assigned readings.

**Outcomes for EN 101 summary assignments**  
• Master pre-reading and reading strategies for different texts  
• Understand how genre and intended audience shapes reading and writing  
• Determine the logic to the ordering of ideas in a text and identify transitions as signposts to the different parts of texts  
• Annotate a reading by identifying main ideas and supporting evidence  
• Recognize the effect of perspective and purpose on tone, organization, and vocabulary choice  
• Summarize accurately

**Project I: Rhetorical analysis (3 pages) 15%**

Students analyze a single public document from their class list (or a document approved by their instructor). For many students, this document will be a written article. For some students, it will be a website or artwork. This essay will analyze the rhetorical choices the author (or authoring agency) is making in the source, identifying author, audience, purpose, argument, and perspective. The student will ask why the author(s) chose the specific words and images in the source, what information they make, through arrangement, most visible in the text, what emotional appeals they make on their audience, etc. Students will support a theme or thesis about the text’s choices with details from the text itself. As part of this assignment, students will complete an analysis chart that helps them identify and interpret authorship, audience, purpose, argument, and perspective.

**Outcomes for EN 101 Rhetorical Analysis**  
• Identify how the purpose of text is achieved through the choices a writer makes  
• Evaluate the degree to which the argumentative choices a writer makes are effective and ethical  
• Determine the effects of point of view on an author’s interpretation/argument  
• Organize prose giving priority to more important ideas  
• Demonstrate effective logical reasoning in written prose  
• Incorporate paraphrases and quotations smoothly and honestly into writing

**Project II: First-hand Response to Reading (3 pages) 15%**  
Students will read, summarize, and analyze several readings in the first half of the semester.  These readings, originally published in newspapers, magazines, trade publications, and other vetted media outlets, will allow the students to explore the many complex sub-topics of the course theme. This project asks students to step out of the classroom and experience the course topic first-hand. Students will gain experience during the semester and use this experience to respond to a specific reading or to the general course theme. Some classes will have students write an observation essay or an experience essay on a site connected to the course theme. Some classes will have students complete and reflect on a small field research project. Other classes will have students compare their experience to the arguments and observations in a specific reading. For example, students in a course themed on the body-mind connection may participate in a yoga in the park session and then compare their experience to a reading discussing the psychological benefits of yoga or discussing the elitist aspects of US yoga practice. Students in a course themed on the environment may participate in a stream clean-up project and then use that experience to respond to an article about bag taxes or the Clean Water Act. Students in a class themed on art and ethics may visit an exhibit at a Smithsonian museum of a controversial artist they read about in class. Students use their experience to agree or disagree with the main points of the articles or they may use their first-hand experience to add to the discussion in the readings. Some EN 101 classes will have a service-learning component related to the class theme that will be a part of this assignment.

**Outcomes for Response to Reading Essay**  
• Develop flexible strategies, including peer review, for working through the stages of the writing process: generating, revising, editing, and proofreading  
• Develop ideas and reasoning in support of a theme or thesis  
• Demonstrate basic essay structure: controlling theme or thesis, effective organizational pattern, transitions, successful introduction & conclusion  
• Support assertions/ideas with evidence that includes concrete detail while excluding irrelevant (off-topic) evidence  
• Write clear, grammatically correct English while making effective use of stylistic elements such as active verbs, emphasis, parallelism, etc.  
  
**Project III: Source Essay – (3 pages) 10%**  
EN 101 classes focus on [a large topic in the D.C. metro area](http://dmacinstitute.org/bessfox/course-2/topics-2), like immigration or the arts or the environment. Students will choose to investigate a more narrow topic within the larger course focus. Each student will write a source analysis essay for 3-5 sources they locate on their topic. These sources should be chosen for how they help the student understand the topic and the problems associated with the topic. For example, if a student chose the future of public transportation, a student could compile government research on the carbon footprint of hybrid buses, business trade press essays analyzing manufacturing costs of hybrid busses, and popular science articles detailing advances in hybrid technology. A Source Analysis Essay accurately describes the context of a source’s publication (who published it, the purpose of this publishing venue and the biases or slants that might be connected to this purpose, and the audience of this publication), the conversations in which the source is engaged, the author(s) and purpose of the source, and its stylistic and genre conventions. The Source Essay will be graded on how well the students describes the rhetorical context of the source, how substantial the sources are (in length and perspective for a feature article or in breadth or depth of research for a government report); how reliable they are (published by a disinterested, relatively unbiased publisher; vetted in some way; recent); and how closely they relate to the same narrow topic. There will be two library sessions in support of this project. The first will focus on finding and evaluating internet sources and the second on using the general library databases to find articles and commentaries in newspapers and magazines.

**Outcomes for EN 101 Source Essay**  
• Develop a pre-research and research strategy that focuses the scope of a research project  
• Become familiar with library databases  
• Effectively gather internet research, identifying the author and publisher of online material and evaluating the hosting site of that material as well as the material itself  
• Collect, evaluate, interpret, and synthesize information from a variety of valid and relevant sources, which can include field research  
• Adequately paraphrase and quote source material while documenting all research accurately using MLA citation style

**Project IV: Public Essay (4 pages) and reflection on public writing engagement (1-2 pages) 15%**  
Students draw on their source analysis essay to create a public document, such as a NY Times forum essay or letter to the editor or a blog or a digital movie or a PSA (based on a written script), that is aimed at a particular audience and that delineates the main problem(s) or issues of their topic. These public documents will support a thesis though this thesis most likely will not take a definitive position or offer a solution.

**Outcomes for EN 101 Public Essay**  
• Integrate different ideas and arguments from various texts while making connections between texts and the world  
• Focus the scope of a piece of writing  
• Comprehensively explore an issue (questioning different viewpoints about an issue and understanding the larger implications of these viewpoints)  
• Demonstrates an understanding of the complexities of issues in writing that incorporates nuance, qualification, etc.  
• Respond appropriately to different kinds of rhetorical situations and audiences in part by controlling diction, tone, level of formality and content  
• Distinguish between a writer’s words and ideas and those of sources

**Presentations 5%**  
Because oral communication is an important skill and will be the capstone of students’ EN 102 experience, one of the four major projects will accompany an individual or group presentation. Students might present their best Project III research sources in groups, providing an overview of the most relevant sources of information about a topic or problem. Students might present in small groups on a small field research project connected to their research topic. They might present a rhetorical analysis of their Project IV paper, explaining the rhetorical choices they made in the project to appeal to their chosen audience.

**Midterm (summary -10%) and final (rhetorical analysis of a single source -10%)**

**Class activities, assignments, and attendance - 10%**

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**EN 102 Assignments**

**15% Academic Analysis of Literature (usually of a visiting author’s text) (3-4 pages)**

In this literary analysis essay, students will discover a thesis in the text of a visiting author and support this thesis with textual evidence. Spring EN 102 classes will have the opportunity to meet the author.

**15% Midterm Exam (academic analysis of literature)**

This exam will focus on a literary text and will be staff graded.

**15% Position Essay on Student Source Use in the Academy Using Class Readings (4-5 pages)**

Students will take a position (a thesis they discover) on an issue and support this position with the secondary sources that the class has read and with their own experience. This assignment allows students to focus on integrating their ideas with the ideas in their sources; all the sources will be quality ones that both the instructor the other students know well. In writing this assignment, students will also focus on writing academic prose--on formality of tone, academic conventions of organization, and development of ideas.

The sources students read and reference and the position essay students write are *about* student source use. For this assignment, the class reads five or more academic essays that explore the role of the Internet in information type and availability, intellectual property rights in the digital age, quantitative studies of student source use, and discussions of plagiarism. Students reflect on their own source use in college and high school, and they write a position paper about one topic of student source use, referencing three of the class readings and, optionally, their own experience.

**20% Evaluative Annotated Bibliography (4 pages, at least 3 sources) (a research log and reflection may be included in this assignment)**

The annotated bibliography may be the most important project of the semester. This project isn’t a means to an end but is itself an end; information literacy and engagement with sources is a focus of Marymount’s first-year writing program.

The annotated bibliography will focus on secondary sources, most of them academic, and will be evaluated on how relevant the sources are to each other and to the narrowed topic at hand. Students will also be evaluated on the degree to which they fully engage these sources in the annotated bibliography that 1) summarizes the source, 2) explains its rhetorical context (the journal and its audience, the purpose of the article, the conversation/debate it references, its genre conventions, its organization, the evidence it marshals in support of its argument, and/or its disciplinary assumptions and values), and 3) articulates the ways the source helps them understand their research topic in all of its complexity. A research log and or research reflection may also be a part of this assignment. This project isn’t a means to an end (a position essay that draws on its resources) but is itself an end; information literacy and engagement with sources is a focus of Marymount’s first-year writing program.

Students will research a topic growing out the visiting author’s text, such as, if reading *The Things They Carried*, the Veterans Administration support for Post-traumatic Stress Disorder or reasons for the shortage of male nurses.

EN 102 pays explicit attention to the disciplinary conventions of academic writing (for example, how to read social science articles by focusing on the discussion section rather than the methodology or data sections that precede it). This attention should help with the summary requirement of this assignment. Writing these summaries (and evaluating them – instructors will need copies of the sources in order to evaluate the bibliography) will be incredibly time-consuming, and the project weighting, 20% of the final grade, reflects this fact.

There will be one library session in support of this project; students researching an issue from the visiting author’s text will use the general library databases. No matter their topic, students will have to locate many, many sources before they find five useful sources for their research topic/question.

**10% In-Class Presentation on Project III Research (5%) and Final Exam Panel Presentation & Reflection (5%)**

Because the academic conference is such an important academic genre, the composition Saturday exam day will become a mini research conference in which students present the findings of their research on panels with students from other classes. All students will have a role––some will present, some will chair panels, and some will ask questions. Prior to the conference, students will present their position essay findings to their individual class, with the class (instructor and students) deciding which students will go on to present at the conference. This event is the capstone of the first-year writing program, and all students must attend the entire afternoon of presentations.

**15% Position Essay on Annotated Bibliography Topic and Research (4-5 pages)**

Using their research in the annotated bibliography, students identify an angle or theme or position they can support about their topic, and they write a position essay for an academic audience. This angle or position will likely be a response to the research question that drove the annotated bibliography; this response will not often be an answer to the question, but rather a statement about the possible answers to the question or a statement about the difficulty of answering the question with any certainly, etc.

**10% Class activities, assignments, and attendance**