

COURSE OUTLINE  
ENGLISH 200: Advanced Composition

SECTION I

**SUBJECT AREA AND COURSE NUMBER:** English 200

**COURSE TITLE:** Advanced Composition

**COURSE CATALOG DESCRIPTION:** Study of writing and the writing process in a special topics Composition course focused on the Rhetorics of Ethnography. Borrowing methods from Anthropology and Sociology, students conduct research on subcultures within various field-sites in their communities to write a series of essays that culminate in a mini-ethnography, a final portfolio of their work, and a publishable piece made accessible to the public at large. Students prepare writing projects with attention to audience, purpose, organization, development, language, conventions, and support from outside sources using MLA or APA documentation. Students prepare revised writing in final portfolios complete with self-assessment essays. This course will not include literary themes or creative writing.

**LECTURE HOURS PER WEEK: 3 CREDIT HOURS: 3**

**LAB HOURS PER WEEK: 0**

**PREREQUISITES:** ENG 101 & ENG 102

SECTION II

- A. **SCOPE** Students in English 200 read a textbook about conducting fieldwork which also guides their writing a series of shorter essays from 3 to 5 pages in length which culminate in a mini-ethnography of 10-12 pages. Students produce a final portfolio, a self-assessment essay, and a publishable piece. Subject matter focuses on subcultures within field-sites and informants from the community. This Advanced Composition course is unique unto itself and will not include literary themes or creative writing. Activities include, but are not limited, to the following:
- frequent reading about field-working and models of ethnographies
  - frequent writing for note-taking as well as drafting and revising a series of essays
  - analysis of language structures as applied to students' challenges with grammar and style
- B. **REQUIRED WORK:** Throughout the semester, students will complete all assigned readings and submit writing projects on time. They will read chapters from the textbook on a weekly basis as well as models of ethnographies from outside sources. Students will choose subcultures to study from their communities, visit and observe their field-sites frequently throughout the semester, make contact with and interview informants, record sound, film, and/or photographs to incorporate into their writing, and become participant/observers who write from within and from outside of their subcultures. Student-writers become ethnographers who will write a series of four essays: a positioning paper, an artifact/space paper, a language/interview paper, and a longer mini-ethnography paper. Some research writing in this course may require familiarization with library databases/archival research, so students will use either MLA or APA documentation. Students will employ the use of writing rubrics for each writing project; they will participate in peer-review; and they will complete metacognitive exercises to reflect on their writing. Students will revise a majority of their writing for presentation in their final portfolios complete with self-assessment essays, make a publishable piece accessible to the public, and somehow share part of their work with the subculture they have researched and written about.
- C. **ATTENDANCE AND PARTICIPATION:** Students must be present in class to earn participation grades by collaborating in activities such as class discussion, group work, and peer review. They may be asked to confer with the instructor during arranged conference times. In addition, the instructor will be available for individual consultation during scheduled office hours.
- D. **METHODS OF INSTRUCTION:** Will vary according to instructor, but may include lectures, discussions, peer work, small group tasks, collaborative learning, and the use of technology.
- E. **OBJECTIVES, OUTCOMES, AND ASSESSMENT:**
- ENG 200 will meet the designated General Education Core Compency:  
Written Communication (WC)
  - ENG 200 will meet the following **Embedded General Education Core Competencies:**  
Critical Analysis/Logical Thinking (CA)  
Continuing Learning/Information Literacy (CL)

The following objectives and outcomes represent the department's core requirements for student achievement in English 200

<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>
<b>To demonstrate an understanding of</b>	<b>Student will</b>	<b>As measured by</b>
Responsibility for one's own learning.	a) attend regularly and on time b) participate fully in class activities c) demonstrate responsibility for knowing, completing, and when necessary, making up assignments	a) attendance records b) class records c) assignment records, including timely drafts
Skills in the writing process that result in effective Written Communication and mastery of principles of Critical Analysis/Logical Thinking in constructing ethnographic writing.	a) apply techniques of prewriting, outlining, drafting, peer-review, proofreading, editing, and revising b) identify and adapt to different audiences and purposes for each writing task c) organize and develop writing according to specific organizational schemas and d) use appropriate language and conventions WC 1, 2, 3, 4, 5 CA 1, 2, 3, 4, 5	a) evidence in written work from drafts and revisions of incorporating information from learned techniques or in response to peer review and instructor feedback b) evidence in written work of students directly addressing audience and purpose throughout the writing process, and especially in final drafts c) evidence in written work of students cross-referencing criteria from rubrics into final drafts d) evidence in written work of students successful use of language and conventions
Methods for composing clear, readable prose that result in effective Written Communication and mastery of principles of Continuing Learning/Information Literacy	a) compose essays with clear central ideas that precede description, exploration, and reflection b) employ structural elements such as introductions, topic sentences, signal phrases, transitions, and conclusions c) utilize outside sources to incorporate ideas appropriately through quotation, paraphrase, and summary d) edit for standard English, avoiding major errors WC 2, 3, 4, 5, CL 1, 2, 3	a) three short papers of 3-5 pages that culminate in a longer mini-ethnography of 10-12 pages, each with clear focus points and subsequent development b) cohesive writing that progresses according to standard structural elements from beginning to middle to end c) evidence in written work of well-understood and well-utilized outside sources d) clear, readable prose without major errors that interfere with the reader's understanding
Methods of research documentation that result in mastery of principles of Continuing Learning/Information Literacy	a) evaluate and incorporate outside sources from library databases and/or archives in written work and use MLA and/or APA documentation. CL 1, 2, 3	a) evidence in written work of MLA and/or APA documentation in parenthetical citations and Works Cited page
Methods for critical reading and writing that result in the mastery of Critical Analysis/Logical Thinking and skills in the writing process that result in finished products of ethnographic writing that result in effective Written Communication.	a) infer and clarify distinctions and relationships among texts b) explore controversies and multiple perspectives constructed from texts c) analyze tone, reliability, ambiguity, and evidence in texts d) revise written work, construct final portfolios, complete self-assessments as evidence of writerly progress WC 1, 2, 3, 4, 5 CA 1, 2, 3, 4, 5	a) evidence from heuristics employed in classwork, homework, and fieldwork b) evidence from observation logs and interview transcriptions c) evidence in written work of successful grappling with insider/outsider positioning d) final portfolios that demonstrate thoughtful global revision and careful editing as well as self-assessment essays that demonstrate reflection and growth

### **Core Competency Assessment Artifact(s)**

Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

**F. TEXT(S) AND MATERIALS:** Determined by instructor

**G: INFORMATION TECHNOLOGY:** Use of Blackboard Learn, Electronic mail, internet, online databases.