Illinois State University

ENG 101 & ENG 101.10

"Composition as Critical Inquiry" (ENG 101) challenges students to develop a range of rhetorical and intellectual abilities. Students learn how to analyze the multiple dimensions and meet the multiple demands of a variety of written rhetorical situations. These dimensions and demands include: topic, audience, purpose, forum, genre, media/technologies, ethos, and kairos (timing). Students also develop an array of strategies to help them navigate any rhetorical terrain. These strategies include: reading, brainstorming, writing to learn and think, drafting, research (both textual and empirical), giving and receiving helpful responses, revision, editing and proofreading, publication, and critical reflection on one's own rhetorical processes.

ENG 101 courses are capped at 23 students. They meet on a M-W-F schedule for 50 minutes, or a T-R schedule for 75 minutes. The learning outcomes for our program address both core learning goals for the university and specific writing, research, and learning goals that are unique to our program (see p. 2 for a list of the program learning outcomes).

ENG101.10 sections earn the same course credit as ENG 101 sections, but they are designed to give students additional support, and to provide a wider range of types of instruction for writers who feel they would benefit from more one-on-one interaction. ENG 101.10 meets 5 days-a-week for 50 minutes. Three of these days are regular class days, while two days a week the class meets with a small group writing consultant. ENG 101.10 is capped at 18 students.

Details about ENG 101.10

The primary differences between ENG 101 and ENG 101.10 is that ENG 101.10 offers more opportunities for one-on-one interactions. The writing consultant who runs the two-day a week lab sessions is committed to working with students in small groups and in one-on-one sessions.

The writing consultant does not grade student work. Instead, he/she works as an advocate to help students figure out what they need to learn in order to be successful in the class. The writing consultant can also serve as a link to the Visor Center, where students can work with additional writing tutors.

Deciding on ENG 101 or 101.10

The two sets of questions below are designed to help students decide whether ENG 101 or ENG 101.10 might be the better choice.

ENG 101

If you can honestly answer 'yes' to most of these questions, then you should be well-suited to ENG 101:

- ❑ *I frequently read books for my own enjoyment*
- ❑ *In high school, I wrote several essays per year*
- ❑ *I've had experiences writing in different genres within or outside of school settings*
- ❑ *I sometimes write for my own enjoyment*
- ❑ *My high school GPA placed me in the top third of my class*
- ❑ *When I make mistakes in my writing, I am able to diagnose and fix them.*
- ❑ *I have used computers for drafting and revising essays*
- ❑ *I consider myself a good reader and writer*
- ❑ *I feel fairly confident about my ability to learn about writing in different settings and for different purposes*
- ❑ *I feel able to have conversations with my instructors about my writing*

ENG 101.10

If you answer yes to some (or all) of these questions, then you might find ENG 101.10 to be a better environment -- one that will provide you with more chances to learn one-on-one and get feedback on your writing.

- ❑ *Generally, I don't read independently*
- ❑ *In high school, I did not do much writing*
- ❑ *I have not had a chance to learn many different genres of writing -- either within or outside of school.*
- ❑ *I don't write unless I have an assignment*
- ❑ *My high school GPA was about average or below average*
- ❑ *I'm unsure about the rules of writing-commas, apostrophes, and so forth*
- ❑ *I've used computers, but not often for writing and revising*
- ❑ *I don't think of myself as a strong writer*
- ❑ *I am not all that confident about my ability to learn new kinds of writing in different setting or for different purposes*
- ❑ *I would feel hesitant to discuss my writing with an instructor*

Learning Outcomes for ENG 101

1. **Identifying Genres**
- Students should be able to identify the features of multiple genres, and articulate (through verbal or written communication) the differences that separate these genres (this ability includes both academic and non-academic genres).
- Students should be able to document (through verbal or written communication) how the features of a particular genre work to shape the genre's content, style, and structure through visual, conceptual, stylistic constraints, as well as through the expectations of the reader/user.
- Students should be able to demonstrate (through verbal or written communication) how choices in their own writing either conform (or don't) to the established features of the genre in which they are working.
- Students should be able to compare how the features of different genres shape content (and knowledge-making) in different ways.

2. **Creating Content**
- Students should be able to create content in multiple genres.
- Students should be able to employ cognitive/conceptual skills related to argument and analysis in their textual productions, and be able to identify the use of these strategies in their own productions.
- Students should be able to employ a range of other skills (rhetorical strategies, mechanics, style, etc.) and defend these choices as thoughtful response to specific writing and genre situations.

3. **Organizing Information in Multiple Genres**
- Students should be able to identify the organizational structures (physical and conceptual) that govern different kinds of writing genres.

4. **Technology/Media:**
- Students should be able to identify the technologies (print or digital) and tools necessary to produce a text in a given genre.
- Students should be able to decide on and use appropriate digital and print technologies to produce a genre (based on the genre's required features).
- Students should be able to demonstrate (through written or verbal communication) how a given text is affected by the use of different technologies or media (in terms of its conception, production, and distribution, as well as the potential ways the text may be taken up by users).

5. **The Trajectories of Literate Activity:**
- Students should be able to trace the trajectories of a text (the path a text takes in its production, distribution, and use) in reference to the context and history that shape a genre or a writing situation in a particular ways. This includes the way a particular instance of text is shaped by interactions with people, materials, and technologies; the social and cultural forces that shape how a genre is understood and identified; and the potential uses (both intended and unintended) that reader/users may devise for the text and its content.

6. **Flexible Research Skills:**
- Students should be able to demonstrate knowledge of how to find a variety of source materials for research purposes. This should include using digital databases, print material, and archival resources.
- Students should demonstrate an awareness of the various methods which can be used to collect data (e.g., experiment, observation, various kinds of survey, and interview methods).

7. **Using Citation Formats and Citing Source Material in Multiple Genres:**
- Students should be able to cite sources correctly according to one or more academic citation formats (MLA, APA, CBE, Chicago Manual of Style).
- Students should be able to integrate source material into their written projects in ways appropriate to the projects' genre(s). This includes the ability to cite material correctly, to quote and paraphrase source material, and to effectively integrate source material to support an argument, persuasive goal, or analysis.
- Students should be able to investigate and demonstrate how different methods of citing source material (including academic and non-academic attribution) are shaped by cultural goals and intentions embedded in the citation style.

8. **Grammatical Usage and Sentence Structure:**
- Students should be able to identify how specific genres are defined, in part through the use of sentence structure, grammar, punctuation, and vocabulary.
- Students should demonstrate the ability to make informed decisions regarding the appropriate sentence structure, grammar, punctuation, and vocabulary in their own writing (based on an assessment of the various genre features required in a particular writing situation).
- Students should be able to identify the match between an example of a genre that they've produced and a representative example of that same genre (in terms of grammar, usage, and style).
- Students should be able to identify in their own writing projects the aspects of sentence structure, grammar, punctuation, and vocabulary which require improvement, and demonstrate through multiple revisions the ability to address these problem areas.

9. **Cultural & Social Contexts:**
- Students should be able to identify cultural, political and social interactions that shape how writing happens in various genres and situations. These might be local interactions within a particular group, or interactions that take place at a national or international level.