**University of Arizona**

**English 108 Semester / Year**

**Section:** Section Number: Days of Week, Time, Building Abbreviation, and Room #

**INSTRUCTOR INFORMATION**

**Instructor:** Your Name

**Office:** Room Number

**Office Hours:** Office hours here (one hour per section)

**Telephone:** Phone number here

**E-mail:** University email account here

**Course Web Site:** <http://d2l.arizona.edu>

**COURSE INFORMATION**

***Course Description***

English 102/108 emphasizes rhetoric and research across contexts. Through reading and discussion of content, students engage in rhetorical analysis, research, persuasion, reflection, and revision. It is designed to help students recognize and learn to write for a variety of rhetorical situations, including different audiences, purposes, contexts, and genres. Students will conduct research inquiries, find and evaluate sources, and make critically aware decisions about how best to achieve their purposes. Further, it helps students become aware of their own writing processes and adjust them to whatever demands a particular writing situation places on them.

English 108 is designed specifically for students writing in English as an additional language. Some features of these courses include:

* Addressing language-related concerns in class and through individualized feedback as needed
* Beginning with the assumption that not all students will be familiar with certain U.S. educational practices, genres, popular cultural references, etc.
* Drawing on students’ multilingual resources to support writing and language development.

***Course Goals & Objectives***

**Goal 1: Rhetorical Awareness.** *Learn strategies for analyzing texts’ audiences, purposes, and contexts as a means of developing facility in reading and writing.*

* 1D. analyze the ways a text’s purposes, audiences, and contexts influence rhetorical options.
* 1E. respond to a variety of writing contexts calling for purposeful shifts in structure, medium, design, level of formality, tone, and/or voice.

**Goal 2: Critical Thinking and Composing.** *Use reading and writing for purposes of critical thinking, research, problem solving, action, and participation in conversations within and across different communities.*

* 2C. employ a variety of research methods, including primary and/or secondary research, for purposes of inquiry.
* 2D. evaluate the quality, appropriateness, and credibility of sources.
* 2E. synthesize research findings in development of an argument.
* 2F. compose persuasive researched arguments for various audiences and purposes, and in multiple modalities.

**Goal 3: Conventions.** *Understand conventions as related to purpose, audience, and genre, including such areas as mechanics, usage, citation practices, as well as structure, style, graphics, and design.*

* 3C. reflect on why genre conventions for structure, paragraphing, tone, and mechanics vary.
* 3D. identify and effectively use variations in genre conventions, including formats and/or design features.
* 3E. demonstrate familiarity with the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.

**Goal 4: Reflection and Revision.** *Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.*

* 4E. evaluate and act on peer and instructor feedback to revise their texts.
* 4F. reflect on their progress as academic writers.

***Required Texts & Supplies***

Add any details about required supplies and any needed dictionaries or other resources. (If no additional texts and supplies are required, delete this section.)

***Required Course Work***

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| --- | --- | --- |
| **ASSIGNMENT** | **DUE DATE** | **PERCENTAGE** |
| **Project 1:** **Genre Analysis of Disciplinary Literature Reviews** | **Due Week #X**  | 20% |
| **Project 2: Literature Review** | **Due Week #X** | 25% |
| **Project 3:** **Public Argument** | **Due Week #X** | 20% |
| **Project 4: Portfolio** | **Due Week #X** | 15% |
| **Short Assignments & Homework** | Weekly | 20% |
| **TOTAL** |  | **100%** |

***Grading Scale***

Grades are determined according to the following scale:

* A (90-100%)
* B (80-89.9%)
* C (70-79.9%)
* D (60-69.9%)
* E (59% or below)

**COURSE POLICIES**

***Additional Policies***

* Official Announcements
* Communicating with the Instructor

**COURSE SCHEDULE**

*Note: Changes to the schedule will be communicated by the instructor.*

Insert course schedule, including:

* course meeting dates, including any class meetings where conferences will be scheduled
* major assignment due dates