

ENGL 105, Fall 2020
Sections 079 and 091 with Paul Blom
Additional Learning Outcomes for Feeders and Unit Projects

-Understand rhetorical knowledge through genre awareness.

Each unit places you in a specific rhetorical situation in which you must be mindful of your audience, role, and purpose. Through each unit project, you will be exposed to a variety of genres common in the specific discipline represented by that unit (natural sciences, social sciences, and humanities.) Exposure to these genres prepares you for future courses or professional work in each discipline but will also allow you to practice the skill of navigating the specific needs or challenges of any genre or discipline. As you practice placing yourself in a variety of rhetorical contexts, you will become more adept at recognizing, analyzing, and responding to new contexts or roles in the future. Providing feedback to your peers will help you better reflect on your own rhetorical situation as well. Additionally, one unit will also integrate an oral communication component while another unit will integrate a digital literacy component, providing new challenges in terms of not just genre but also modality and medium for communicating your ideas, challenges that will further enhance your skills.

-Apply critical thinking skills.

Each unit will force you to think critically as you consider and choose topics, conduct and summarize research, and interrogate your project plan for flaws or weaknesses. Finally, you will have to think critically as you synthesize your two feeders into your unit project. What's worth including or omitting? What new sections need to be added? Those sections themselves will require critical thinking as you compose them. Critical thinking improves exponentially. The more you exercise those critical thinking muscles, the stronger they become, shaping you into a careful interrogator of the texts, media, situations, and world around you, both in the classroom and beyond.

-Approach composition as a process.

The final product of the unit is the unit project. The feeder assignments are designed to break the overall composition process of the unit project into manageable sections. Each feeder will undergo a process of sharing, feedback, and revision, and the same goes for the final unit project. Every aspect will require careful thought, planning, execution, reflection, and revision, forcing you to engage with the entire writing process both as a writer and as an interested reader providing feedback. This will ultimately improve your work on this unit, future units, and future writing projects in college and beyond, making you a more thoughtful and effective writer and communicator.

-Identify and employ conventions.

As you engage with each genre involved in each unit, you will be forced to think about the needs and challenges within that genre, needs and challenges that have led to the development of specific conventions over time. In order to write effectively and to offer useful feedback, you will have to become familiar with and adopt the conventions specific to this discipline and to each genre involved. Again, this isn't just about learning new conventions and using them; this is about learning HOW to learn new conventions and learning HOW to use them. The goal is for you to be prepared, in the future, to familiarize yourself with any new set of conventions and to use them appropriately and effectively.

-Additionally:

Reading and responding to the work of your peers on each unit project will provide you with new perspectives or approaches on each particular project but should also allow you to improve on your future compositions, both in this class and beyond. As you think critically about the work of your peers, your critical thinking skills will improve, which ultimately improves your own writing. Taking the role of an interested and invested reader responding to others' writing will enhance your own writing abilities as you begin to notice the ways in which your peers' work struggles and/or succeeds.