

English 3030 – Advanced Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

Required of all English majors, and recommended for other students who wish to expand and deepen their skills in critical reading, critical thinking and integrated analysis within a variety of rhetorical contexts. Students will be asked to write several persuasive, argumentative, and expository essays. Based on rhetorical theory and through practical application, students will be able to effectively recognize and model diverse writing styles by analyzing various audiences, writing purposes, and documents. Prerequisite: ENGL 2010 (Grade C or higher). FA, SP, SU

Course Goals:

Goals to be reached in this course:

- A knowledge of the contexts, audiences, and purposes that influence diverse expository writing styles – expository styles that are not typically studied in freshmen and sophomore composition courses.
- A knowledge of how to vary written voice in order to adapt to various expository rhetorical contexts.

Course Learning Outcomes:

By the end of English 3030, students will have demonstrated their ability to

- Write in an assortment of genres, including several of the following: analytic essays, rhetorical analyses, proposals, research papers, reports, argumentation, memoir, profile essays, travel articles, literary satire, literary journalism, scientific writing, technical writing and nature writing.
- Read a variety of texts, including scholarly works on rhetorical theory and the composing process, as well as texts that model the various genres in which they will compose.
- Understand their writing processes and how these processes can be improved.
- Understand the impact of audience and purpose within a variety of rhetorical contexts, including at least one assignment that is written for—and sent to—a specific audience or publication.
- Complete at least one assignment in the mode of an extended business or science document, synthesizing secondary research.
- Complete at least one assignment synthesizing primary research.

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will show their completion of the stages of the writing process, as well as their understanding of course readings.

In-Class Workshops: Students will share their writing to other class members (and the teacher) during in-class workshops (designed to help them improve their drafts-in-progress).

Summative Assessment Methods

Essays: Students in this course will:

- Write at least five substantial documents, in at least three distinct styles of non-fiction writing:
 - Rhetorical analysis, in which students draw upon classical and contemporary rhetorical theory to critique a significant form of modern discourse.

- Professional, workplace writing, in which students utilize direct, active writing that is free of inappropriate jargon and the bureaucratic passive voice.
- Creative non-fiction, in which students experiment with at least one form of the creative essay: memoir, literary satire, literary journalism, biography, magazine writing, travel writing, nature writing, or science writing for lay readers.
- Write a cumulative total of at least 20 pages over the course of the semester.
- Write at least one document that synthesizes secondary, written sources.
- Write at least one document that synthesizes primary research.
- Exhibit (in at least one essay) a distinct academic voice (suited toward publication in an academic publication).
- Exhibit (in at least one essay) a distinct non-academic voice (suited toward publication in a non-academic publication)

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a narrative-based, analytical writing test.