

Learning Outcomes for ENG 145 & 145.3

ENG 145 Learning Outcomes

We are in the process of developing and finalizing the ENG 145/145.13 Learning Outcomes. The following is a working draft.

1. Identifying Genres

Students should be able to identify, articulate, and produce genres in their academic discipline.

Students should be able to demonstrate knowledge of genre expectations and produce genres that adhere to these expectations.

Students should be able to articulate the differences and similarities between academic genres in their discipline and workplace genres in their field.

Students should be able to explain the ways in which individual fields are distinctive from one another in their use of oral and written genres.

Students should be able to communicate how audience affects the rhetorical choices and strategies used to create workplace and academic genres in their discipline.

2. Flexible Research Skills:

Students should be able to demonstrate knowledge and understanding of the research practices used in their academic discipline.

Students should be familiar with the varieties of methods to collect data (print material, digital databases, archival resources, observations, interviews, and various kinds of surveys) in their discipline.

Students should be able to identify library databases and scholarly journals used most frequently in their academic discipline.

3. Discourse Communities:

Students should demonstrate understanding of how written and oral communication is shaped by their discipline's discourse community.

Students should contribute (or be active participants in) one or more discourse communities already established within their discipline/field. These might include professional associations, scholarly listservs, twitter streams, etc.

Students should demonstrate an understanding of how and why experts produce research-driven scholarly texts in their discipline/field, as well as the context in which these texts are created.

4. Using Citation Formats and Citing Source Materials:

Students should have a general understanding of the different types of citation styles used in academic disciplines (MLA, APA, Chicago Manual of Style) and the reasons for their use.

Students should be familiar with the citation style used in their discipline and know how to use the citation style in various genres across their discipline.

Integrate source material into writing projects in ways appropriate to the project's genre in terms of research, citation and style.

Students should be able to demonstrate how different methods of source material are shaped by the contexts and features of a particular genre.

5. The Trajectories of Literate Activity:

Students should be able to trace the trajectories of texts within particular academic fields, considering how technology, context and history shape a genre in particular ways.

6. Globalization:

Students should be able to discuss how international settings can impact and shape the way different genres are composed and received by reader/users.

Students should be able to demonstrate an understanding of how to produce genres in ways that take international settings/cultures/ideologies into consideration.